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public agenda

Regular Meeting of the Board of Trustees

April 10, 2018
12:00 p.m.

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

R-1: Mission |

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

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

Time	Topic		Who	Policy Ref	Attachment
12:00 p.m.	**1 |**	**Call to Order, National Anthem and Welcome**			
	2 |	**Consideration/Approval of Agenda**		GC-2	
	3 |	**Awards and Recognitions**		GC-3	
	4 |	**Results Focus**			
15 mins	4.1	North Haven School Presentation	D. Unruh	R-4	
60 mins	4.2	Results 4: Personal Development – Annual Monitoring	Board	R-4, OE-8	Page 4-1
60 mins	4.3	Board Development Session – Global Learning	D. Stevenson	GC-5E, OE-8	Page 4-70
45 mins	4.4	Strategy Update – Literacy, Mathematics, Indigenous Education	D. Stevenson	R-2	Page 4-40
	5 |	**Operational Expectations**			
30 mins	5.1	Budget Assumptions Report	B. Grundy	OE-5	Page 5-1
	6 |	**Public Comment [PDF]**		GC-3.2	
Max 20 mins	Requirements as outlined in Board Meeting Procedures				
	7 |	**Matters Reserved for Board Action**	Board	GC-3	
	7.1	Trustee Remuneration Committee Report *(THAT the Board approves the amendments to the Committee's Terms of Reference as recommended.)*	A. Adams	GC-2E,5E	Page 7-1

Time	Topic	Who	Policy Ref	Attachment
	8 | Consent Agenda	Board	GC-2.6	
	8.1 Approval of Minutes			
	▪ Regular Meeting held November 28, 2017			Page 8-1
	▪ Regular Meeting held December 5, 2017			Page 8-8
	▪ Regular Meeting held December 12, 2017			Page 8-17
	▪ Regular Meeting held January 9, 2018			Page 8-20
	▪ Regular Meeting held January 23, 2018			Page 8-28
	▪ Regular Meeting held January 30, 2018			Page 8-33
	▪ Regular Meeting held February 6, 2018			Page 8-35
	(THAT the Board approves the minutes of the above-noted Regular Meetings, as submitted.)			
	8.2 Items Provided for Board Information			
	8.2.1 Correspondence		OE-7	Page 8-41
	8.2.2 Chief Superintendent's Update		OE-7	Page 8-44
	8.2.3 Construction Projects Status Report		OE-7,9	Page 8-48
	9 | In-Camera Session			
3:00 p.m.	**10 | Adjournment**			
	Debrief	Trustees	GC-2.3	

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

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

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

results monitoring report

Results 4: Personal Development

Monitoring report for the school year 2016-17

Report date: April 10, 2018

CHIEF SUPERINTENDENT CERTIFICATION

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

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

Signed: D. Stevenson Date: March 21, 2018

David Stevenson, Chief Superintendent

BOARD OF TRUSTEES ACTION

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

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

Summary statement/motion of the Board of Trustees:

Signed: _____ Date: _____

Chair, Board of Trustees

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

Introduction |

Results 4: Personal Development establishes the Board of Trustees' values and expectations for the Calgary Board of Education's work in relation to recognizing and strengthening the diverse abilities and capacities of individual learners.

The Chief Superintendent's *Reasonable Interpretation Results 4*: *Personal Development* was approved on November 8, 2016. The Board of Trustees last monitored Results 4: Personal Development on February 7, 2017.

The report presented today represents organizational data, available since the last monitoring report, for the 2016-17 school year. This report provides the Board of Trustees with several types of information.

- Report Card data

  There are three indicators that use report card data. One of the indicators uses K-12 Health/CALM report card results and the other two use K-9 Personal Development report card results.

  Student report cards illustrate that over 96.7% of students enrolled in the CBE experience success as measured by student report cards.

  Report card data specific to Personal Development from K-9 report cards (Percentage of students in kindergarten to grade 9 reported to set and work toward learning goals, and engage in learning with confidence and persistence) remain at very high levels of achievement. Chi-squared comparisons of the data for these measures are not possible due to the varying percentage of students for whom identified special needs influence the overall results.

- Additional High School data

  Indicator 3 in Results policy 4.1 is based on a data set that is part of Alberta Education's Accountability Pillar.

  As the CBE high school completion rates increase the CBE dropout rates decrease. From 2010-11 to 2015-16 the CBE Annual Returning Rate ranged from 16.9% to 22.7%. As the composition of this small cohort changes, the results will fluctuate. The CBE result for 2015-16 declined 3.3 percentage points as compared to the 2014-15 result.

- Student Survey data

  The data for these indicators are gathered from students and reflect their own assessment of their skills and success.

  Survey measures in Policy 4.2 expand on available report card data and are gathered only from high school students. In the past, grade 12 students provided data for these indicators; the 2016-17 school year was the second year where data for these indicators were collected from both grade 10 and 12 students.

  Of the 12 survey measures that have multiple years of data, this year's results were the highest or second highest in nine of these measures. Of the other three measures, one measure's 2016-17 results are the highest within the past 4 years. The remaining two measures are for Policy 4.5 and are part of Capacity Building.

- Student Stories

  In addition to the monitoring data included in this report, student stories have been added to provide examples of the ways in which individual students have experienced Personal Development. These examples are in the students' own words and can be found in Attachment I.

The Chief Superintendent certifies that the organization is making reasonable progress within the context of the overall policy and the seventeen board-approved indicators for Results 4: Personal Development.

Monitoring Information |

Evidence of Reasonable Progress |

Students will:

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

Board-approved Interpretation |

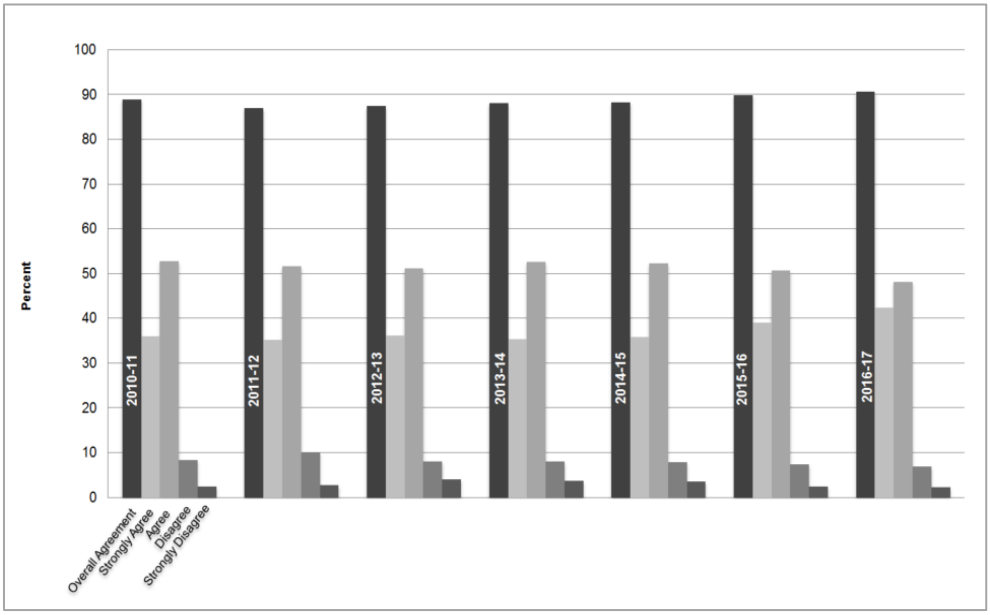
The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students respond to difficult circumstances and experiences in ways that continue the learning process.

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

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

1. Percentage of students who report they work through setbacks and challenges in their learning; as measured by student surveys.

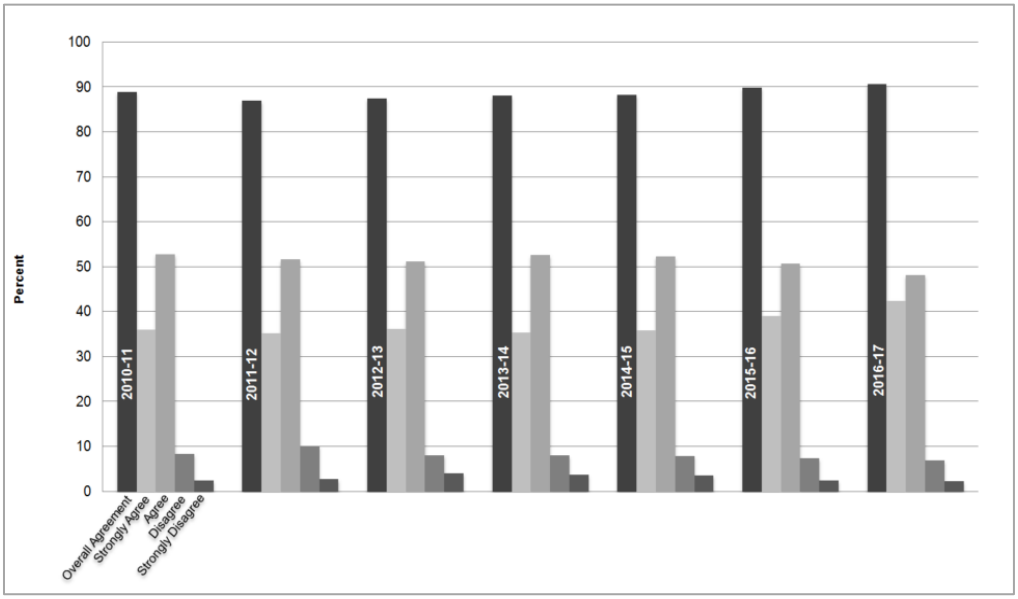
I work through setbacks and challenges in my learning.							
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Strongly Agree	37.9	36.1	36.6	32.1	33.3	40.1	37.6
Agree	53.6	56.0	55.8	59.8	58.8	54.3	55.5
Disagree	6.5	5.9	5.9	5.8	5.6	4.2	5.3
Strongly Disagree	2.0	1.9	1.5	2.3	2.2	1.4	1.5
Overall Agreement	91.5	92.1	92.4	91.9	92.1	94.4	93.1



Overall Agreement by Grade		
	2015-16	2016-17
Grade 4	97.1	95.5
Grade 7	94.1	93.6
Grade 10	93.6	91.7
Grade 12	92.8	91.6

2. Percentage of students who report they can adapt to new learning situations; as measured by student surveys.

I can adapt to new learning situations.							
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Strongly Agree	36.1	35.3	36.3	35.4	35.9	39.2	42.5
Agree	52.9	51.7	51.2	52.7	52.4	50.8	48.3
Disagree	8.5	10.2	8.2	8.1	8.0	7.5	7.0
Strongly Disagree	2.5	2.8	4.2	3.8	3.7	2.5	2.3
Overall agreement	89.0	87.0	87.5	88.1	88.3	90.0	90.8



Overall Agreement by Grade		
	2015-16	2016-17
Grade 4	91.2	92.5
Grade 7	90.1	90.8
Grade 10	89.0	90.3
Grade 12	89.6	89.3

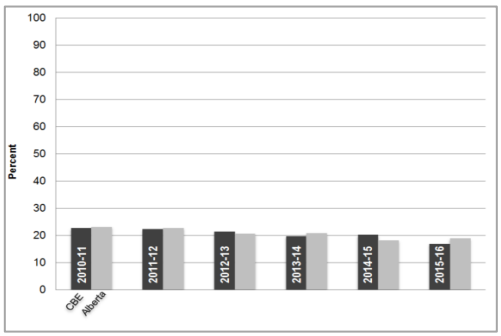
3. Percentage of CBE students who return to school after dropping out; as reported by Alberta Education.

   Alberta Education explains the calculation of the Annual Returning Rate in this way[1]:

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

   As an example, a student initially included in the Age Specific Cohort for the 2013-14 school year who was not found to be participating in the learning system in the 2014-15 school year is considered to have dropped out. The same student would be included in the Returning Rate if they were found to be participating in the learning system in 2015-16.

Annual Returning Rate							
		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
CBE	%	22.7	22.3	21.4	19.7	20.2	16.9
Alberta	%	23.2	22.8	20.7	20.9	18.2	18.9



   Based on a comparison of the 2016-17 results to the Previous 3-Year Average and using Alberta Education's Accountability Pillar chi-square range for the Improvement Measure evaluation, the results above would be considered statistically *Declined Significantly*.

   As our dropout rate continues to decline, so too does the number of students in the cohort of students who can be counted as returning to learning. For example in 2013-14 1222 CBE students aged 14 to 18, dropped out. This compares to 1347 in 2012-13.

   Of the 1222 students who dropped out in 2013-14, 207 returned in 2015-16. Smaller cohorts are susceptible to changes in composition in the cohort. Therefore, in these groups there will be more fluctuations year over year.

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

   Please refer to the Capacity Building section for plans to address this result.

[1] Alberta Education. (May 2016). Annual dropout and returning rates: methodology for rate calculation (p.2). Retrieved from https://education.alberta.ca/media/3272620/annual-drop-out-and-returning-rate-methodology-for-rate-calculation.pdf

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

Board-approved Interpretation |

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

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

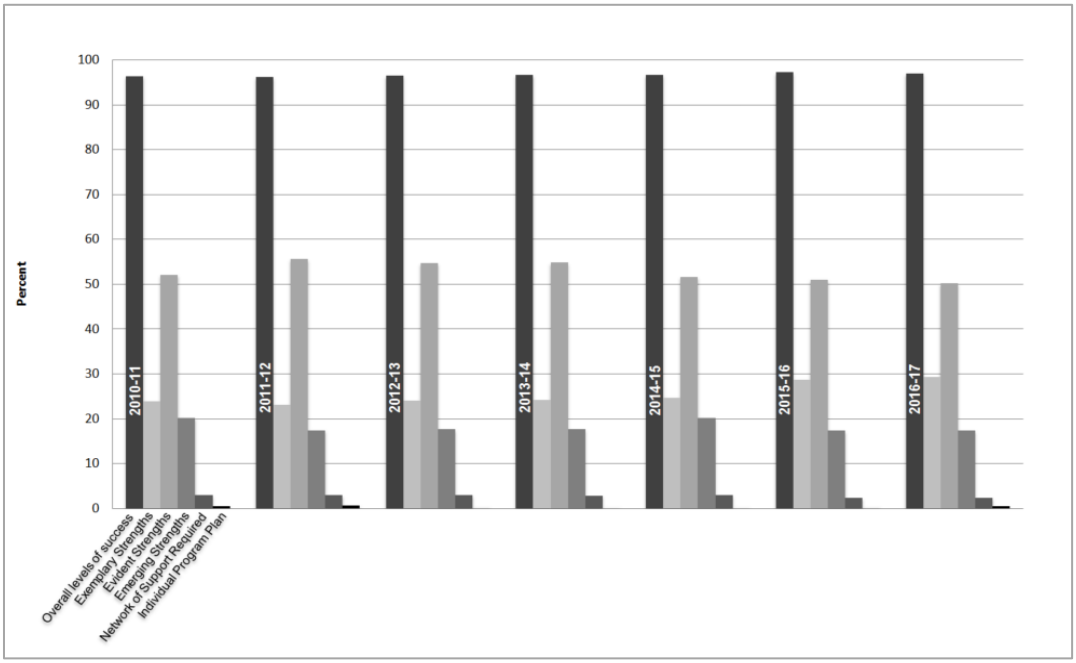
The Chief Superintendent interprets *set goals* to mean that students identify new accomplishments they would like to pursue and achieve.

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

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

1. Percentage of students in kindergarten to grade 9 reported to set and work toward learning goals; as measured by student report cards[2].

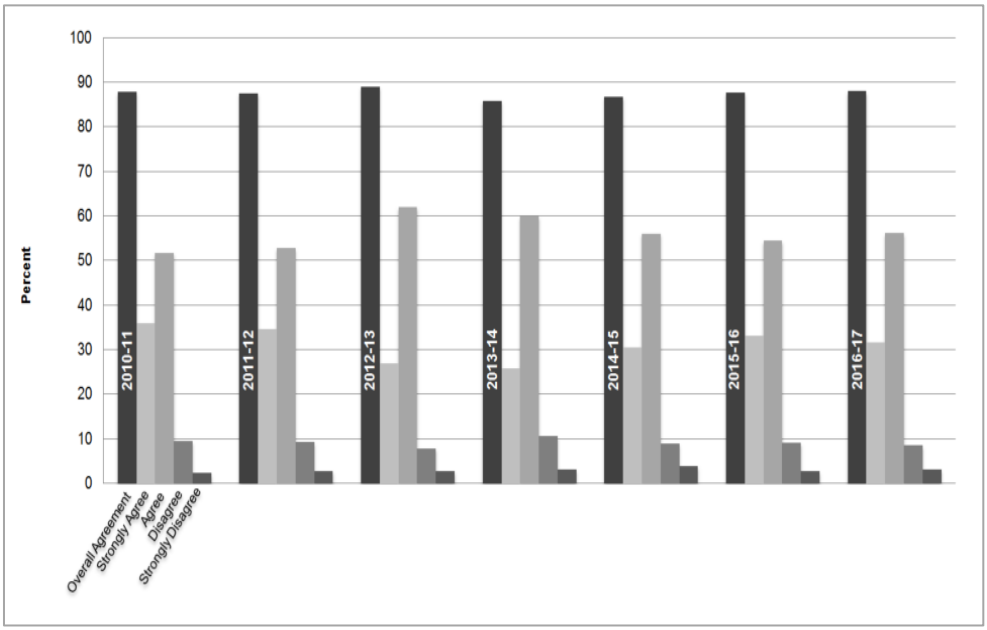
Sets and works toward learning goals.							
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Exemplary Strengths	24.0	23.1	24.1	24.2	24.8	28.8	29.4
Evident Strengths	52.2	55.7	54.8	54.9	51.7	51.1	50.3
Emerging Strengths	20.3	17.5	17.7	17.7	20.3	17.4	17.4
Network of Support Required	3.0	3.0	3.0	2.9	3.0	2.4	2.4
Individual Program Plan	0.5	0.7	0.4	0.3	0.3	0.4	0.5
Overall levels of success	96.5	96.3	96.6	96.8	96.8	97.3	97.1



[2] Indicators for this report card measure are:
- generates goals based on self-assessment, learning criteria, and personal interests;
- plans a strategic approach to meeting goals, solving problems and performing tasks;
- modifies and improves learning strategies based on experience and feedback; and
- explores ideas and initiates processes for learning.

2. Percentage of high school students who report they are able to set goals for themselves and work towards them; as measured by student surveys.

I am able to set goals for myself and work toward them.							
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Strongly Agree	36.1	34.7	27.0	25.9	30.7	33.3	31.8
Agree	51.9	53.0	62.2	60.1	56.2	54.6	56.3
Disagree	9.6	9.4	8.0	10.7	9.1	9.2	8.6
Strongly Disagree	2.4	2.9	2.8	3.3	4.0	2.8	3.3
Overall agreement	88.0	87.7	89.2	86.0	86.9	87.9	88.1



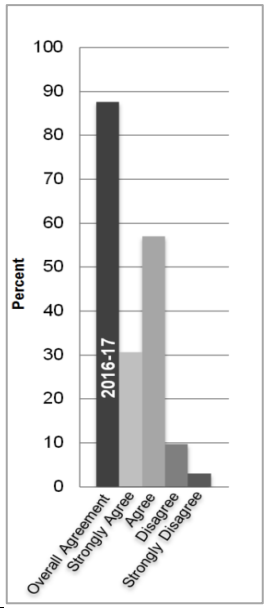
Previously, the results for this indicator had been targeted for improvement. In the Results 4 Monitoring Report on April 5, 2016 the capacity building actions were:

- Continue to support high school principals in including student voice more explicitly as part of their school cultures and students' experiences
  - Providing students more opportunities to contribute their ideas and questions in creating or modifying learning tasks
  - Providing students more opportunities to connect learning tasks and choices to their short and long term goals
  - Demonstrating to students the way their ideas and goals have been included in decisions within their classes and schools.

The results for 2016-17 are the third year in a row of increases in the grade 12 data set.

The previous table and graph refer to data gathered from grade 12 students. In 2016-17, the data set for this indicator was expanded to include grade 10 as well as grade 12 students, establishing a new baseline.

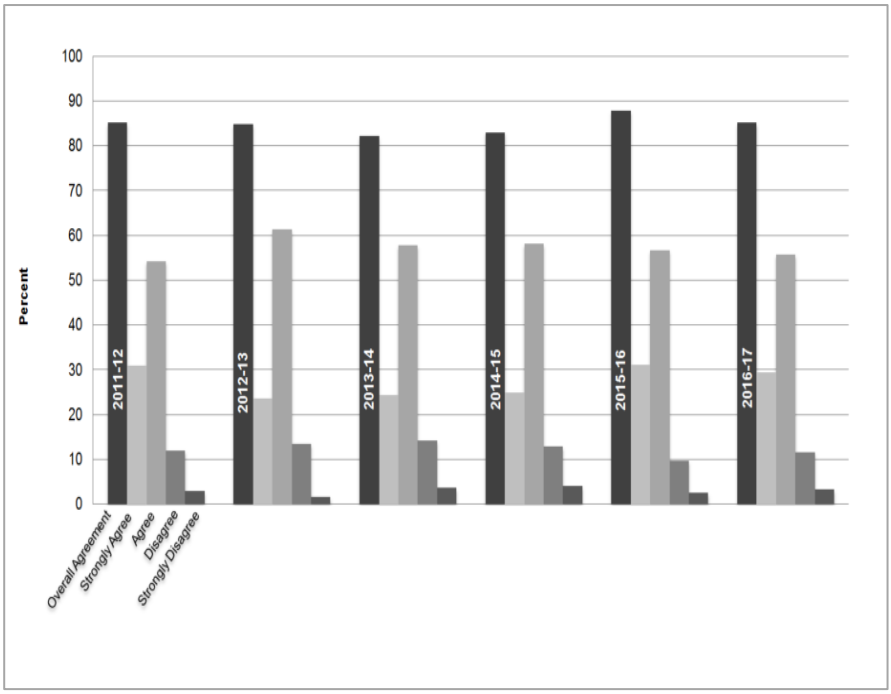
I am able to set goals for myself and work toward them. (Grades 10 & 12 combined)	
	2016-17
Strongly Agree	30.6
Agree	57.0
Disagree	9.6
Strongly Disagree	2.9
Overall agreement	87.6



Overall Agreement by Grade	
	2016-17
Grade 10	87.0
Grade 12	88.1

3. Percentage of high school students who report they raise questions and bring their own ideas to learning tasks; as measured by student surveys.

I raise questions and bring my own ideas to learning tasks.						
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Strongly Agree	30.9	23.5	24.3	24.9	31.1	29.4
Agree	54.2	61.3	57.8	58.1	56.7	55.7
Disagree	12.0	13.5	14.2	12.9	9.7	11.6
Strongly Disagree	2.9	1.6	3.6	4.0	2.5	3.3
Overall agreement	85.1	84.8	82.1	83.0	87.8	85.1



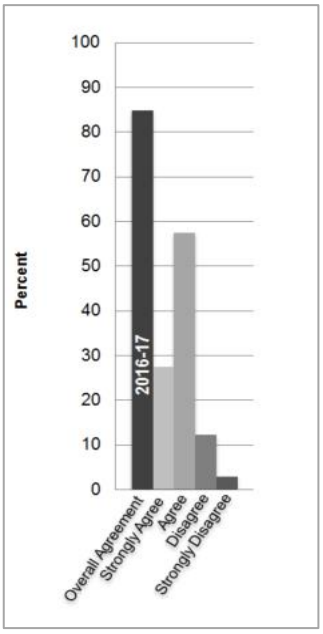
Previously, the results for this indicator had been targeted for improvement. In the Results 4 Monitoring Reports on April 7, 2015 and April 5, 2016 the capacity building actions were:

- Continue to support high school principals in including student voice more explicitly as part of their school cultures and students' experiences
  - Providing students more opportunities to contribute their ideas and questions in creating or modifying learning tasks
  - Providing students more opportunities to connect learning tasks and choices to their short and long term goals
  - Demonstrating to students the way their ideas and goals have been included in decisions within their classes and schools.
- Continue to refine CBE student survey strategy to increases clarity of practices and purposes, enhance data access and usability for schools and decrease survey fatigue.

The grade 12 result for 2016-17 is in line with the increases seen from 2013-14 to 2014-15.

The previous table and graph refer to data gathered from grade 12 students. In 2016-17, the data set for this indicator was expanded to include grade 10 as well as grade 12 students, establishing a new baseline.

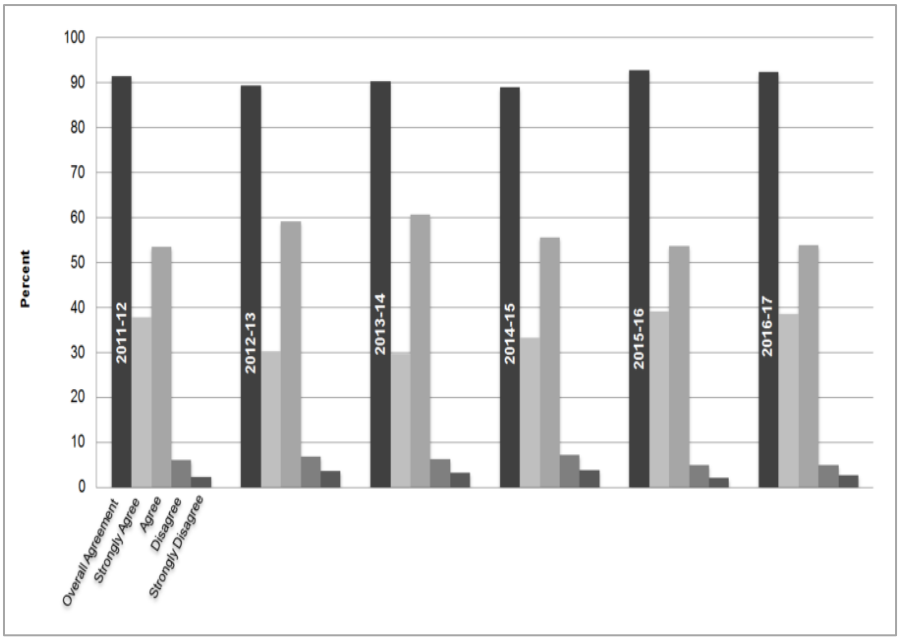
I raise questions and bring my own ideas to learning tasks. (Grades 10 & 12 combined)	
	2016-17
Strongly Agree	27.4
Agree	57.5
Disagree	12.3
Strongly Disagree	2.8
Overall agreement	84.9



Overall Agreement by Grade	
	2016-17
Grade 10	84.7
Grade 12	85.1

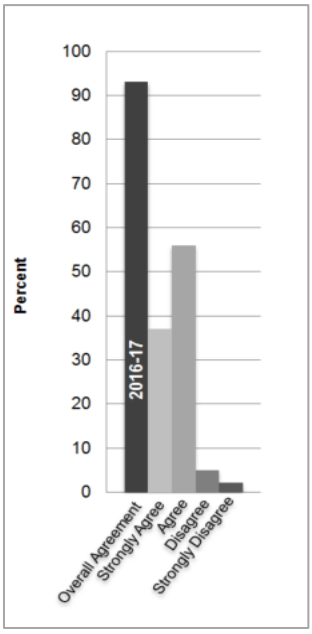
4. Percentage of high school students who report they use feedback and past experiences to improve their learning; as measured by student surveys

I use feedback and past experiences to improve my learning.						
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Strongly Agree	37.9	30.3	29.7	33.3	39.1	38.6
Agree	53.6	59.2	60.7	55.7	53.8	53.9
Disagree	6.1	6.8	6.3	7.2	4.9	4.9
Strongly Disagree	2.4	3.7	3.2	3.8	2.1	2.7
Overall agreement	91.5	89.5	90.4	89.0	92.9	92.5



The previous table and graph refer to data gathered from grade 12 students. In 2016-17, the data set for this indicator was expanded to include grade 10 as well as grade 12 students, establishing a new baseline.

I use feedback and past experiences to improve my learning. (Grades 10 & 12 combined)	
	2016-17
Strongly Agree	37.1
Agree	55.9
Disagree	5.0
Strongly Disagree	2.1
Overall agreement	93.0



Overall Agreement by Grade	
	2016-17
Grade 10	93.4
Grade 12	92.5

4.3 Have the confidence to embrace ambiguity and complexity.

Board-approved Interpretation |

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

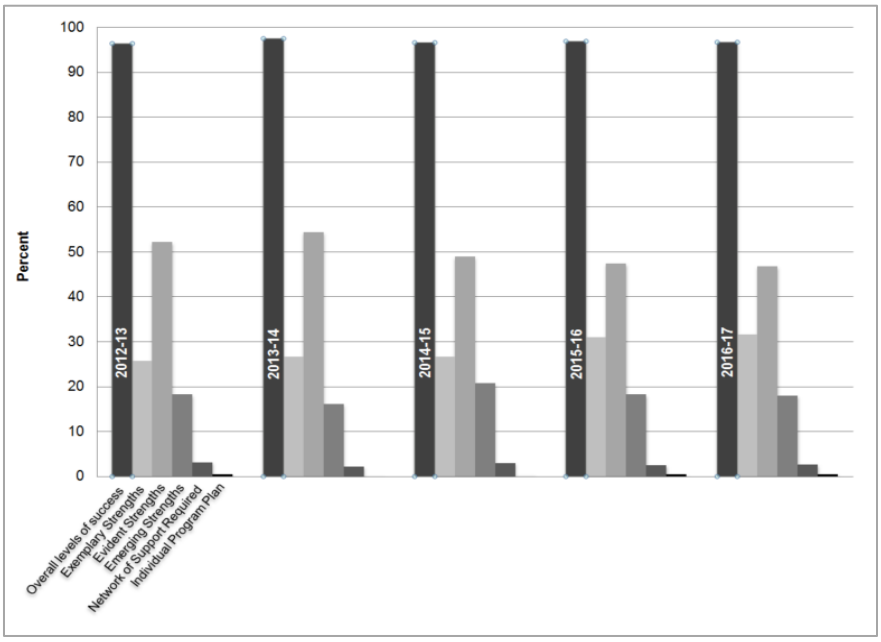
The Chief Superintendent interprets *confidence* to mean that students approach learning with positive expectations.

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

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

1. Percentage of students in kindergarten to grade 9 reported to engage in learning with confidence and persistence; as measured by student report cards.[3]

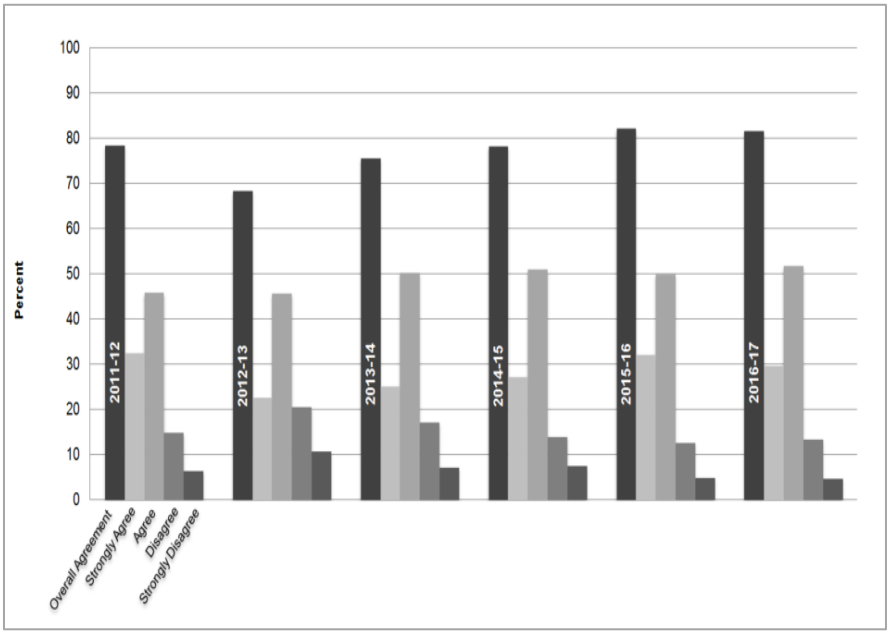
Engages in learning with confidence and persistence.					
	2012-13	2013-14	2014-15	2015-16	2016-17
Exemplary Strengths	25.8	26.8	26.8	31.1	31.7
Evident Strengths	52.3	54.5	49.0	47.5	46.9
Emerging Strengths	18.3	16.2	20.8	18.3	18.1
Network of Support Required	3.2	2.3	3.1	2.6	2.7
Individual Program Plan	0.5	0.2	0.3	0.5	0.6
Overall levels of success	96.4	97.5	96.6	96.9	96.7



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

2. Percentage of high school students who report they are comfortable learning about things that don't have a single right answer; as measured by student surveys.

I am comfortable learning about things that don't have a single right answer.						
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Strongly Agree	32.6	22.7	25.2	27.2	32.2	29.8
Agree	45.9	45.7	50.4	51.1	50.0	51.9
Disagree	15.0	20.6	17.2	14.1	12.8	13.5
Strongly Disagree	6.5	10.9	7.2	7.6	5.0	4.8
Overall Agreement	78.5	68.4	75.6	78.3	82.2	81.7



Overall Agreement by Grade		
	2015-16	2016-17
Grade 10	81.6	82.6
Grade 12	82.2	80.9

Previously, the results for this indicator had been targeted for improvement. In the Results 4 Monitoring Reports on April 5, 2016 and February 7, 2017 the capacity building actions were:

- Continued focus on providing students with learning tasks and assessment experiences that allow for more than one valid response and on developing teacher capacity to be able to create such learning opportunities remains important in expanding student experience, comfort and success in this area.
- System-wide professional learning series for Learning Leaders and lead teachers is a key action that supports teacher capacity building in this area K-12

The grade 12 result for 2016-17 is in line with the increases seen from 2012-13 to 2014-15. As capacity is built results are increasing.

4.4 Take risks appropriately.

Board-approved Interpretation |

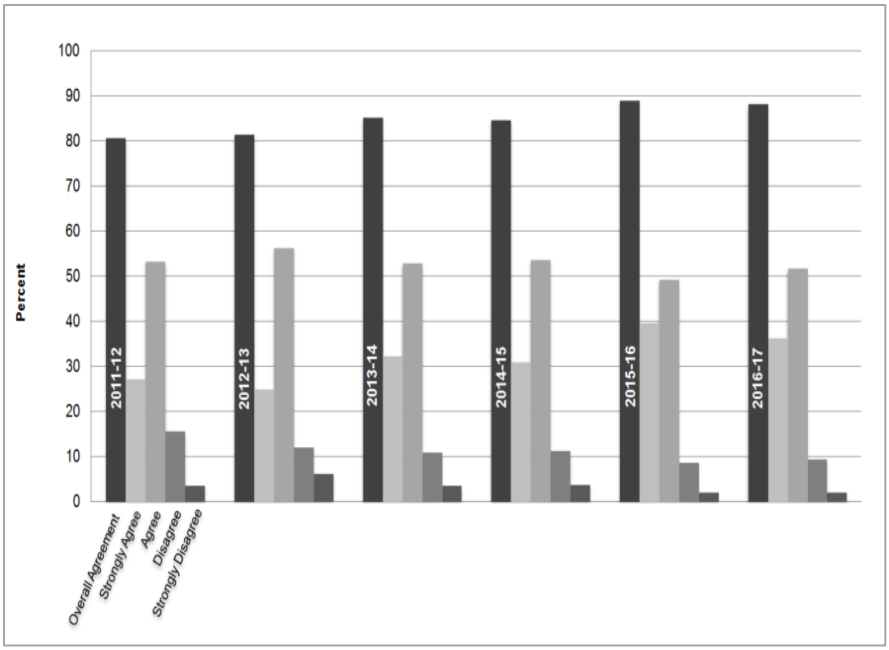
The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will intentionally and thoughtfully strive beyond what is easy and comfortable in their learning.

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

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

1. Percentage of students who report they try new things in their learning even when they are not guaranteed success; as measured by student surveys

I try new things in my learning even when I am not guaranteed success.						
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Strongly Agree	27.3	25.0	32.4	31.0	39.8	36.4
Agree	53.4	56.4	52.9	53.7	49.3	51.8
Disagree	15.7	12.1	11.0	11.4	8.7	9.6
Strongly Disagree	3.6	6.4	3.7	3.9	2.2	2.2
Overall agreement	80.7	81.4	85.3	84.7	89.1	88.2



Overall Agreement by Grade		
	2015-16	2016-17
Grade 4	96.2	95.4
Grade 7	90.4	89.6
Grade 10	86.0	85.1
Grade 12	83.8	82.7

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

Board-approved Interpretation |

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

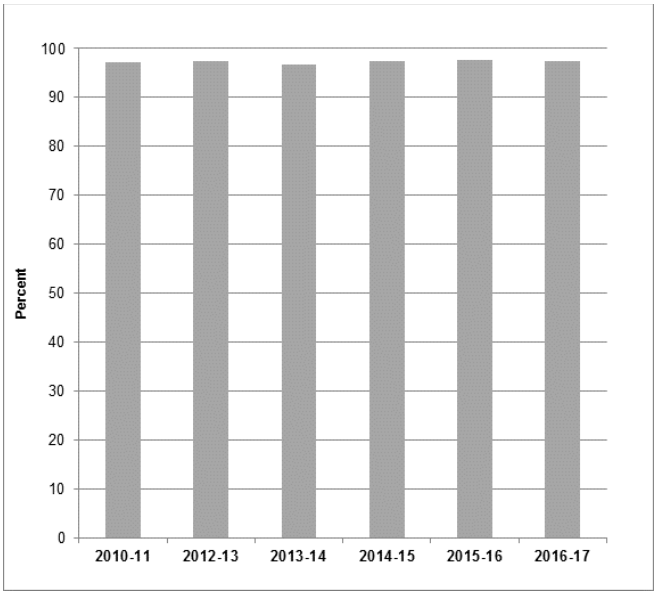
The Chief Superintendent interprets *lifestyle choices* to mean decisions that promote overall well-being for the present and future.

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

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

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

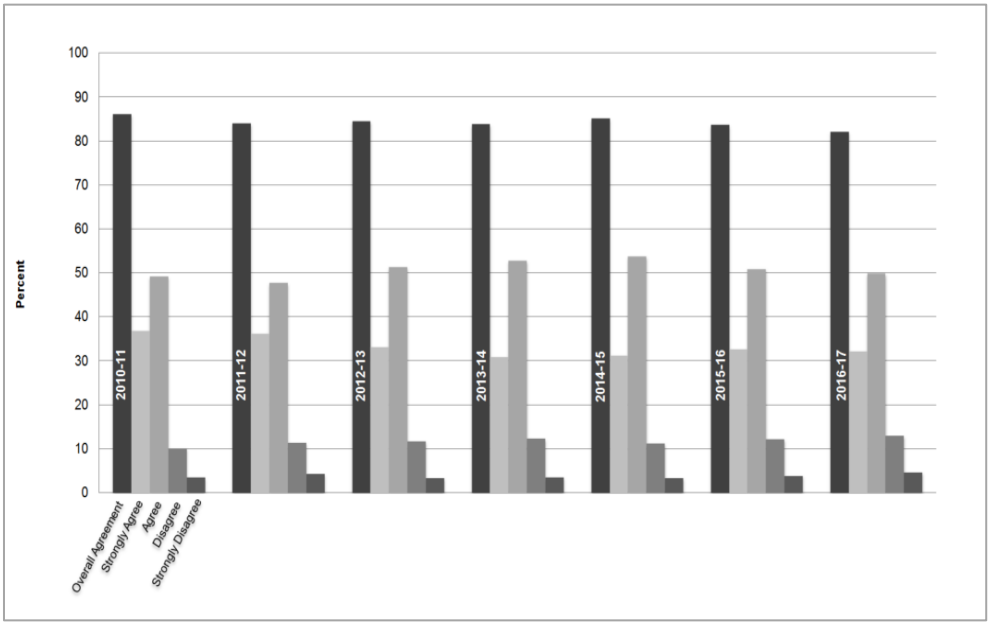
Students experiencing success with Health/CALM learning outcomes.					
2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
97.2	97.5	96.7	97.5	97.6	97.4



Based on a comparison of the 2016-17 results to the Previous 3-Year Average and using Alberta Education's Accountability Pillar chi-square range for the Improvement Measure evaluation, the results above would be considered statistically *Improved*.

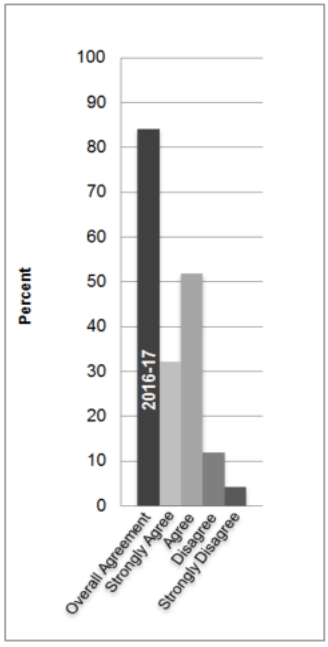
2. Percentage of high school students who report they make decisions that keep them physically healthy; as measured by student surveys.

I make decisions that help keep me physically healthy.							
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Strongly Agree	36.9	36.3	33.2	31.0	31.3	32.7	32.2
Agree	49.3	47.8	51.4	52.9	53.9	51.0	50.0
Disagree	10.3	11.5	11.8	12.4	11.3	12.3	13.1
Strongly Disagree	3.6	4.4	3.5	3.7	3.5	4.0	4.8
Overall agreement	86.2	84.1	84.6	83.9	85.2	83.7	82.2



The previous table and graph refer to data gathered from grade 12 students. In 2016-17, the data set for this indicator was expanded to include grade 10 as well as grade 12 students, establishing a new baseline.

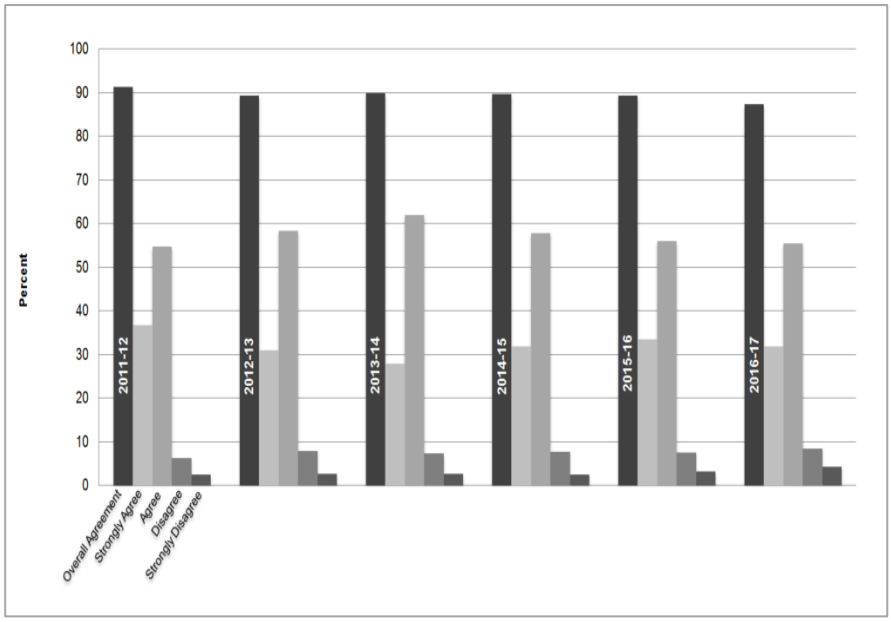
I make decisions that help keep me physically healthy. (Grades 10 & 12 combined)	
	2016-17
Strongly Agree	32.1
Agree	51.9
Disagree	11.9
Strongly Disagree	4.1
Overall agreement	84.0



Overall Agreement by Grade	
	2016-17
Grade 10	85.8
Grade 12	82.2

3. Percentage of high school students who report they make decisions that contribute to their overall well-being; as measured by student surveys.

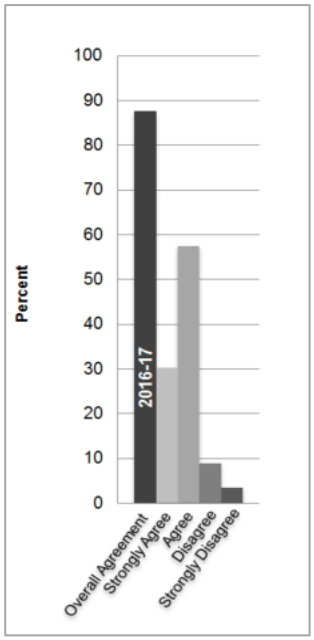
I make decisions that contribute to my overall well-being.						
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Strongly Agree	36.7	31.0	27.9	31.9	33.4	31.8
Agree	54.7	58.4	62.0	57.9	56.0	55.5
Disagree	6.2	7.9	7.4	7.7	7.6	8.5
Strongly Disagree	2.4	2.7	2.7	2.5	3.1	4.2
Overall agreement	91.4	89.4	89.9	89.8	89.4	87.3



The overall well-being of youth is an area of societal concern. The results for this indicator show a third year of decline. CBE's focus is on helping each student to identify and make decisions within their sphere of control.

The previous table and graph refer to data gathered from grade 12 students. In 2016-17, the data set for this indicator was expanded to include grade 10 as well as grade 12 students, establishing a new baseline.

I make decisions that contribute to my overall well-being. (Grades 10 & 12 combined)	
	2016-17
Strongly Agree	30.2
Agree	57.5
Disagree	8.8
Strongly Disagree	3.5
Overall agreement	87.7



Overall Agreement by Grade	
	2016-17
Grade 10	88.1
Grade 12	87.3

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

Board-approved Interpretation |

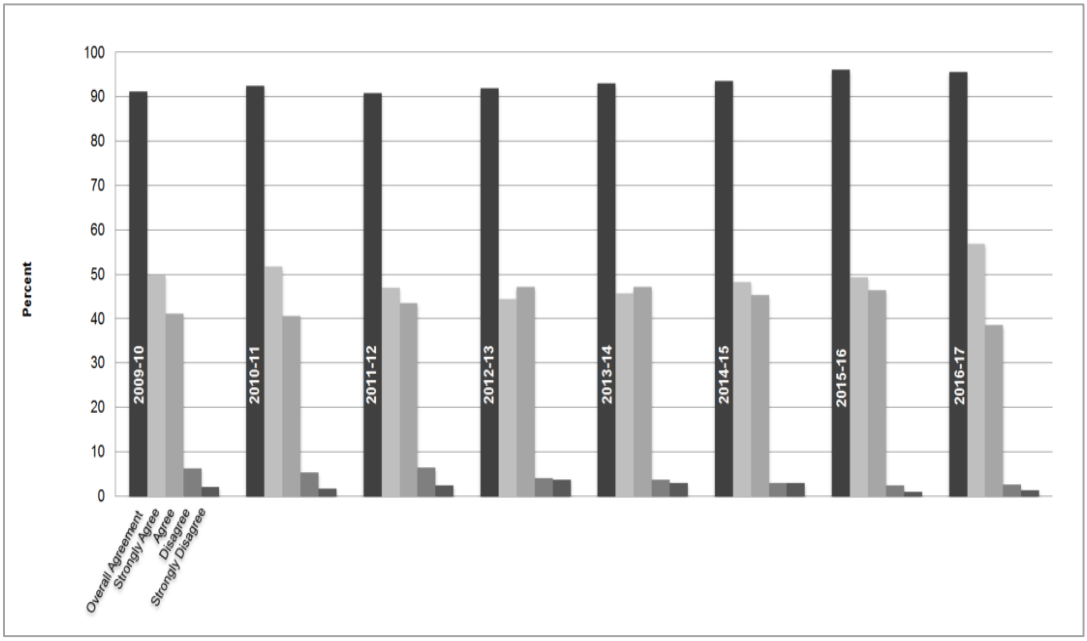
The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will be able to incorporate technology within their learning as they work with others and explore their personal interests and talents.

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

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

1. Percentage of students who report they can use technology to help them learn; as measured by student surveys.

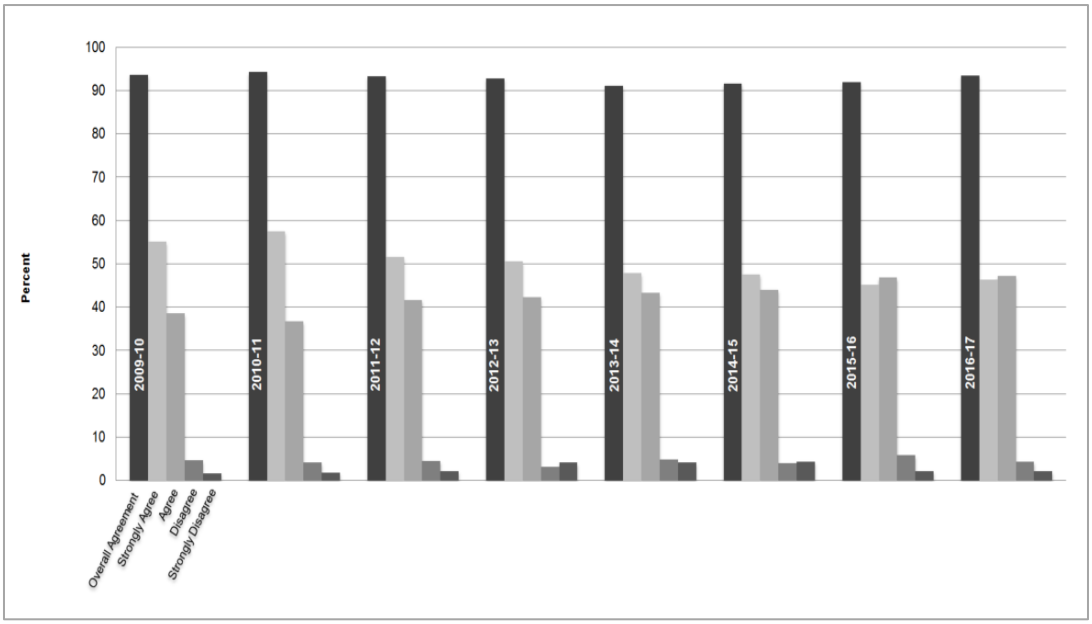
I can use technology in support of my learning.								
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Strongly Agree	49.9	51.8	47.1	44.6	45.8	48.3	49.5	57.0
Agree	41.3	40.8	43.7	47.3	47.3	45.4	46.6	38.7
Disagree	6.4	5.5	6.6	4.2	3.8	3.2	2.6	2.8
Strongly Disagree	2.3	1.9	2.6	3.9	3.1	3.1	1.2	1.5
Overall Agreement	91.2	92.6	90.8	91.9	93.1	93.7	96.1	95.7



Overall Agreement by Grade		
	2015-16	2016-17
Grade 4	97.3	96.3
Grade 7	96.5	95.9
Grade 10	96.0	95.9
Grade 12	94.7	94.9

2. Percentage of students who report they can use technology to communicate effectively with others; as measured by student surveys.

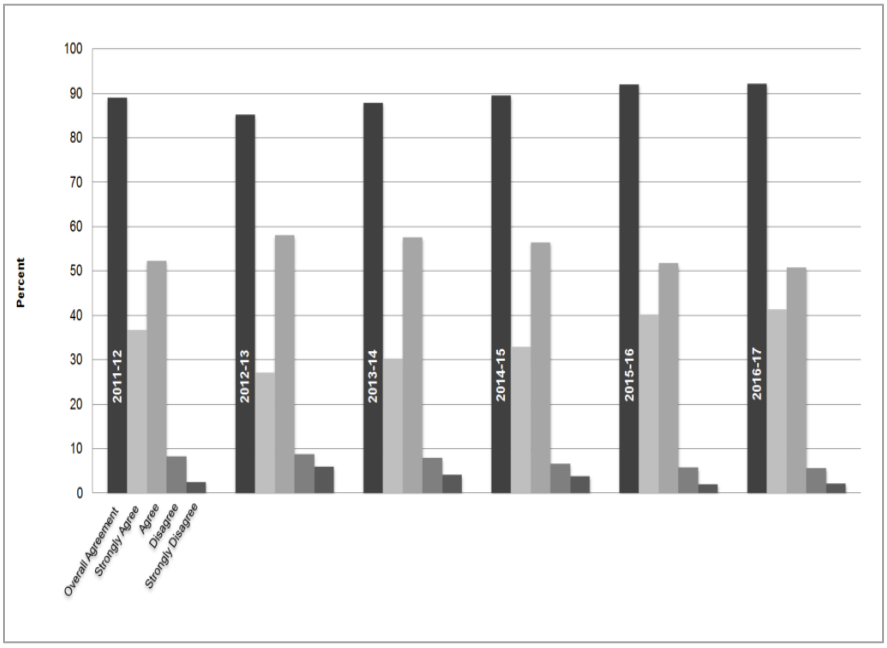
I can use technology to communicate effectively with others.								
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Strongly Agree	55.1	57.5	51.6	50.5	47.8	47.6	45.1	46.3
Agree	38.5	36.7	41.7	42.3	43.3	44.0	46.8	47.2
Disagree	4.6	4.1	4.5	3.1	4.8	4.0	5.8	4.4
Strongly Disagree	1.7	1.8	2.2	4.1	4.1	4.4	2.2	2.1
Overall agreement	93.6	94.2	93.3	92.8	91.1	91.6	91.9	93.5



Overall Agreement by Grade		
	2015-16	2016-17
Grade 7	87.8	92.5
Grade 10	93.1	94.4
Grade 12	95.1	93.6

3. Percentage of students who report they can assess critically information presented in online environments; as measured by student surveys.

I can assess critically information presented in a variety of online environments.						
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Strongly Agree	36.7	27.1	30.4	33.0	40.3	41.4
Agree	52.4	58.1	57.6	56.5	51.8	50.8
Disagree	8.3	8.8	7.9	6.6	5.8	5.6
Strongly Disagree	2.6	6.0	4.1	3.9	2.1	2.2
Overall agreement	89.1	85.2	88.0	89.5	92.1	92.2

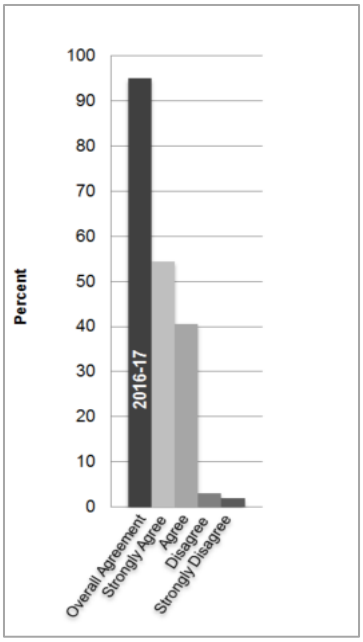


Overall Agreement by Grade		
	2015-16	2016-17
Grade 7	90.7	90.6
Grade 10	91.6	93.2
Grade 12	94.0	92.7

4. Percentage of students who report they use technology to explore personal interests and ideas; as measured by student surveys.

   This is the first data set collection for this indicator.

I can assess critically information presented in a variety of online environments.	
	2016-17
Strongly Agree	54.4
Agree	40.6
Disagree	3.1
Strongly Disagree	1.9
Overall agreement	95.0



Overall Agreement by Grade	
	2016-17
Grade 7	95.6
Grade 10	94.9
Grade 12	94.6

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.

Chief Superintendent Targets

Policy section 4.3 Indicator 2: Percentage of high school students who report they are comfortable learning about things that don't have a single right answer; as measured by student surveys.

- Target for 2016-17: 83%

  This specific year target has been not been met but overall in the multi-year data there has been growth.

- Target for 2017-18: There will be a new data set for student survey measures in 2017-18. Only Policy section 4.5 will have data therefore no new targets have been set for Policy section 4.3.

Policy section 4.5 Indicator 2: Percentage of high school students who report they make decisions that keep them physically healthy; as measured by student surveys.

- Target for 2016-17: 85%

  This target has not been met

- Target for 2017-18: A new student survey will be administered in 2017-18 and with this comes new baselines. In the absence of a baseline, the target on the Physical Health Summary Measure is set at 85%.

Policy section 4.5 Indicator 3: Percentage of high school students who report they make decisions that contribute to their overall well-being; as measured by student surveys.

- Target for 2016-17: 90%

  This target has not been met

- Target for 2017-18: A new student survey will be administered in 2017-18 and with this comes new baselines. In the absence of a baseline, the target on the Social Health Summary Measure and Emotional Health Summary Measure are each set at 88%.

Board of Trustees Targets

None

ATTACHMENTS

Attachment I: Capacity Building Information
Attachment II: Student-Contributed Examples of Personal Development in Action

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

attachment

Capacity Building Information

This information outlines organizational plans to respond to continuing areas for improvement within Results 4: Personal Development.

Students will:

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

Indicator 3

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

Factors contributing to success in this area:

- The United Way's All In for Youth call back strategy for eight high schools.
- School processes for tracking students.
- Outreach work into communities over-represented in the school drop-out rate.
- High School Success Coaching model which allows students to return to a culturally responsive environment.
- Links to community agencies who support vulnerable youth.

Forward Looking Actions |

- Create a district wide process which enables early leavers to re-engage in education by letting them know How, Where and When to return. As part of the exit interview, students will be provided with a package of the alternatives and asked to provide contact information so that they can be invited back at a later date.
- The CBE will extend the callback process to include every high school in the CBE.
- Students who return to learning after having dropped out typically have complex learning needs. The individual learning needs of the student will be matched with a program and environment that can provide the supports needed.
- Extending trauma informed practice understandings within school staffs.

Student-Contributed Examples of Personal Development in Action

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

Indicator 2

Percentage of high school students who report they make decisions that keep them physically healthy; as measured by student surveys.

Indicator 3

Percentage of high school students who report they make decisions that contribute to their overall well-being; as measured by student surveys.

Factors contributing to success in this area:

- Students in mental health classes and unique settings are taught how to self-regulate, make healthy choices, and develop positive relationships.
- 19 separate partnerships have been leveraged to promote physical activity through a comprehensive school health lens to assist students in assuming responsibility for positive wellness choices.
- Student choice is supported in Phys Ed classes- students are able to choose change room, sport/game module and level of competition.
- Students can access all universal, targeted and specialized conditions for success within physical, social, extracurricular and academic spaces to assist in making best-fit choices for well-being.
- Students are able to initiate and access a GSA in their own school to foster Welcoming, Caring, Respectful and Safe spaces, which supports healthy attitudes and actions.
- Redesigned online CALM course focuses more on student choice and resourcing in connection to the seven dimensions of wellness.

Forward Looking Actions |

- Continuation and expansion of Welcoming, Caring, Respectful and Safe universal practices in all areas of the Comprehensive School Health framework (physical and social spaces, school policies, teaching and learning and partnerships and services) to support student wellness choices.
- Continuation of providing facilities that give students personal and safe choices to change for physical activity.
- Enhance the connection of student wellness and student choice to CALM outcomes of financial planning, career pathways, sexual health, relationship choices and positive mental wellness to Comprehensive School Health teaching framework and the seven different wellness dimensions.

attachment

Student-Contributed Examples of Personal Development in Action

- One of the most important things I've learned throughout my education is how to persevere through both personal and academic challenges. It was once said to me is that perseverance is most necessary when hardship is present; a sentiment I didn't truly grasp until last year. In my last semester of tenth grade, several unforeseen stressors arose in my home life after a family member was hospitalized. I spent at least a month and a half combined in the hospital with her, scarcely working on my courses because I couldn't fi nd the time, and I didn't want to be away from her. Work was also getting more demanding, and I found myself swamped to point that I doubted for a while whether I would even have the ability to finish my courses in time. I had trouble focusing, I couldn't fully digest a lot of what was being taught, and I finally reached out for help in April. It made everything much less daunting to sit with one of my teachers, go over what I wasn't understanding, and to have that human connection. She gave me the push I needed to put in the extra hours and finish the work I needed to, and do that in a way that didn't compromise my health or the time I needed to spend with my family. Sure enough, it got easier, and by the end of June, I'd successfully completed each of my courses.

  I've always been intimidated by the concept of high school. I thought it would be very rigid and that, more than ever, I'd have to rely on myself. And while that's true on some days, once you start to build a support system and learn to work towards goals, it gets less and less unnerving. There's a lot of emphasis on developing healthy habits, on listening to your body, and on having a solid sense of self so you don't get caught up in believing you can't achieve what you mean to achieve. Having self-compassion taught in a school environment has had a profoundly positive effect on my ability to learn, and I know it's had a similar effect on my peers. Having an environment that's safe and supportive is an incredibly important part of teenage development, and I think that in recent years, the Calgary Board of Education has been mostly successful in creating a space that students want to belong to.

- Although the transition between junior and senior high school was challenging, it taught me to work through the difficult parts of life and to be determined in reaching my goals. As school work became more demanding, I adjusted in order to succeed. I managed my time better, became more organized, and learned the value of sleep. One of my biggest struggles throughout the years of school has been math, and when I started my math curriculum, it was not the grade I wanted. By studying hard, going in for extra help and to ask questions, using the resources provided to me and using my class time effectively, I gradually brought my mark-up. Math is a subject that requires a lot of dedication and practice in order to succeed. By developing my skills and exercising good studying habits, I boosted my mark, which created a sense of pride in myself. I felt like all my hard work had paid off, which was very rewarding.

- I experienced a turning point in my life when I decided to take part in [my school's] drama program. Before entering the drama program, I participated in things in school that helped me make friends and experience self-improvement, but none of them impacted me as much as the drama program has in the short time that I've been a part of it. I had struggled a bit with finding a place where I really felt like I belonged in school, but drama helped me overcome that struggle and really begin to enjoy my high school experience. I learned many things from my peers in the program and my teacher, which are things relating to life lessons, skills, different ways of interpreting things and expressing myself in many different ways which have changed me for the better.

  The drama program has also indicated to me what my passion is, which is art. I have been inspired to participate more in my city's theatre community and art community. This decision lead to more good decisions, like deciding to pursue writing, directing, visual art, and other art forms. I've found something that inspires me, I can try to continue it as a career. If not, I can always keep it with me to help with any struggles or moments when I need to be inspired.

- I have always been a perfectionist in all aspects of my life. Whether it be school, my sport-life, my piano, or even when it comes to my family, I always expect myself to be the perfect, poster-child everyone looks up to. It is especially odd since my parents did not put any pressure on me when it came to any of my priorities. However, the ideals of being perfect never last, as it can be a mentally draining and an utterly exhausting life, not to mention degrading. Even more personally, a long line of mental illnesses came with this type of thinking, causing a lot of unhappiness and frankly, a lot of mental pain especially as a high school student.

  In order to overcome this, a lot of perspective shifting and deep thinking had to be done and until that time I then began to realize that life never turns out perfectly the way you want it to be, no matter how hard you try. It was with the CBE school system I was also able to come to this realization. The flexibility and self-directedness of my school are also aspects that I cherish deeply from it as it has always given me positive experiences. Of course, supportive friends and family assisted me very much in overcoming this time in my life. I know deep down that because of my struggles in the past, things will be brighter in the future if I just keep looking after myself.

- My experience in goal setting through my continued education has altered drastically. I went from dreading the days in which I had to set goals to, unconsciously, using this skill every day. Each one of my goals were small tasks that built up into an overarching achievement. It helped me to understand where I struggle personally and what I can do to improve in the area.

- Personal development can lead to creating healthy decisions for me. As someone who grows by setting short term goals and long term goals, I think choices are to be made ethically. Having an influence of positivity and aspiration can shape which path I want to talk along. I took a risk of taking a course that I knew I wasn't the strongest at. Not only because I thought had I needed it to pursue my career but to reach my maximum capacity with my ability to take on a risk. To really come face to face with my personal development I think it was important that I recognized my own wellbeing to be one of the roots for me to branch off of.

- With the rise in the use of technology, also comes the rise of potentially harmful uses for it. One way that students have been educated on this topic is through a Technology Talk. After participating in these Technology Talks, the students are able to bring the skills that they have learned into the classroom as a way to enhance their learning experience. I am able to responsibly utilize the Google Drive tools to the best and safest of my ability. Along with this, I am able to recognize reliable academic sources online for my research, which is an important skill that I will need to know for post-secondary education. It is clear to see that by being properly taught how to responsibly and safely utilize what technology has to offer, I am able to enhance my educational experience and participate in good digital citizenship.

- Though I always have enjoyed school, I have faced some challenges. They turned out to help me by building my resiliency and appreciation for my personal gifts and talents. High school, especially in a rigorous academic program, was much more difficult for me than it was in middle school. In middle school I could relax and wouldn't have to put too much time or effort into my studies. At first, I paid it little attention, and continued my old habits of study. I also decided to join Leadership in school and put in an extra effort in Band. While I am still far from perfect, I am continuing to strive for excellence, and I find it easier and easier for me to work smarter. I am proud of myself in that I was able to achieve the grades I was hoping for, all the while learning important lessons on how to study and work more efficiently. Perseverance was a huge part of this process. I needed to have the drive to keep going, even though the setbacks, because I know it would all pay off in the end. My general increase in involvement in high school as a result of putting more effort into my work has helped me in many other ways as well. There are so many opportunities that I took advantage in by getting involved and persevering when the times were tough, and I truly believe that this has changed not only my outlook on life, but also the course of my high school career. Opportunities like this that high school has provided me with have been valuable to building my character and traits such as perseverance, organization, and work ethic.

- I am constantly striving to become a better person both in and out of school. School has taught me to set goals that I want to achieve that will help me improve my knowledge, skills, and personal qualities. I try to set small goals at practices, and in my academic courses every day. Completing these small goals helps me achieve the larger end goal, whether that be scoring in a game, or completing academic courses with an honourable mark. A goal I have set recently is to be more confident in my abilities in the classroom, I now try to put my hand up more often to express my thoughts and ideas. I have developed a skill to identify what I can improve on, and the things I am good at, because I have always looked at the negatives rather than the positives of myself in school and sports. The teachers and coaches throughout my school career, have helped me pinpoint the cause of my negative self-talk, and supported me in the development of the skills to control it. This enables me to thrive in the moment instead of being so hard on myself.

- I have been encouraged to challenge myself to try new things. Recently I have made a big change in my life revolving around balancing my schedule. I had several assignments due, two group projects, and a quiz revision all due within the next three days. I couldn't figure out how to balance all my assignments. I got really stressed about everything. I wrote all the things down on my sheet and realized that I honestly didn't have all that much to do. If I just focused on everything, maybe I wouldn't have gotten as stressed. I just needed to find my balance. Recently I have struggled with time management but I realized that I needed to focus on my priorities and split up my time to make sure I get everything done

- Nearing the end of grade 10, I became overwhelmed with exams, presentations, late assignments, all the while trying to maintain healthy relationships with peers as well as a healthy lifestyle. I began to think of my projects and exams in a positive light, making sure I was aware that it was all beneficial towards my learning and understanding of the material. I put aside unnecessary activities and put all my focus on achieving my goal of continuing to do well in school. I planned out my days, which helped me to maintain a balance in all aspects of my life: social, academic, health, and so on. I started putting more effort into all my subjects and ensuring that I exceed previous expectations for myself. I noticed that through this process, I gained a more positive outlook on the direction of my education, as well as my well-being.

- Pacing is something that I have been working really hard on for the past two years. Pacing myself physically, emotionally, and academically has always been something that I've struggled with. I've always taken too much on at once because I was scared to disappoint people, and ended up making myself sick with stress. In the past year I have learned a lot about my own abilities. I can now tell when my body has had too much and I need to rest. I have also been getting better at noticing when I am overwhelmed emotionally or academically. Lately, I have been taking time out of my day to recharge and think about the next steps I may need to take. This is something I would never have done six months ago.

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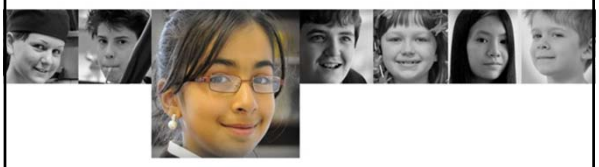

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Calgary Board of Education

International Award

Canadian Bureau for International Education

The CBE is the proud recipient of the 2013 Canadian Bureau for International Education (CBIE) Board of Directors Award for Comprehensive Internationalization.

2

Global Competence: Preparing our youth for an inclusive and sustainable world

OECD. (2018). *Preparing Our Youth for an Inclusive and Sustainable World.* Retrieved from https://www.oecd.org/education/Global-competency-for-an-inclusive-world.pdf

3

Global Learning Strategy

Calgary Board of Education Three-Year Education Plan 2017-20

Our Mission: Each student, in keeping with his or her individual abilities and gifts, will complete high school with a foundation of learning necessary to thrive in life, work and continued learning.

Our Values: Students come first. Learning is our central purpose. Public education serves the common good.

4

International Education – a key driver of Canada's future prosperity

Provincial and National strategies

- **Alberta Education's** International Strategy
- Canada's International Education Strategy
  - Related expenditures of $15.5 billion = Contribution of $12.8 billion to GDP

Economic prosperity of Alberta

- Annual expenditures: $52.5 million
- Jobs created: 670

6

CBE's international Student Program

7

International Student Program

8

Our International Students

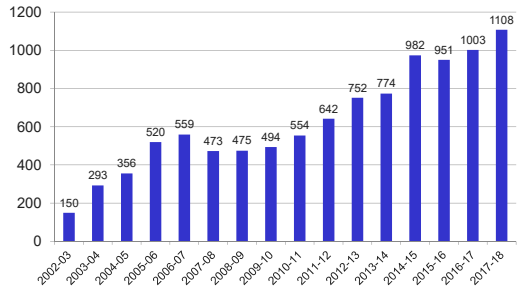
- Are defined by Canada Immigration as an International Student (Study Permit required)
- Fully responsible for the costs of their education
- Are academically, culturally and socially motivated
- Study for a semester, a year, or multiple years
- Live in homestay or with family/friends of family
- Are CBE students with same rights and responsibilities as all

Motivation for Parents/Students

10

International Student Numbers

2002-2018



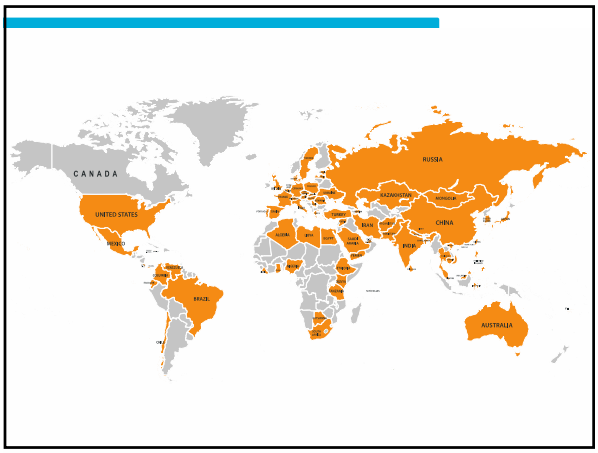
11

School Breakdown for 2017-2018

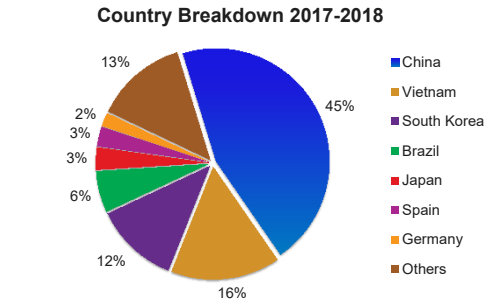
International students are or have been in 101 schools this year:

- 22% in K-9
- 78% in high school

12



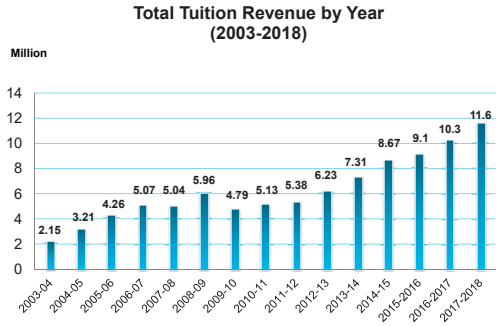
Country Breakdown



Other countries include: Hong Kong, Taiwan, Mexico, Chile, Kazakhstan, Italy, etc.
Students come from 48 different countries

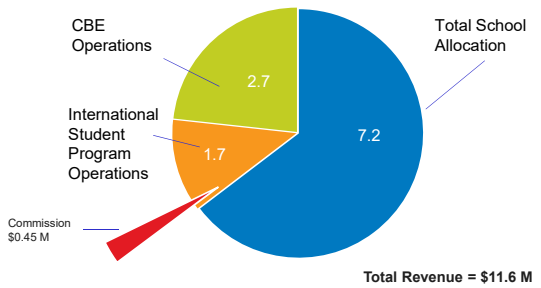
14

Revenue



15

Resource Allocation for 2017-2018



Total Revenue = $11.6 M

16

RAM Allocation

Setting	Regular Per Student Allocation	International Student Allocation	Total Allocation
Elementary	$4,222.01	$3,337.99	**$7,560**
Junior High	$4,330.44	$3,229.56	
Senior High	$3,989.83	$3,570.17	

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Resource Allocation Examples

Setting	International Student Number	Additional Staff
Elementary	3	.2 Teacher or .4 ELL Assistant
Junior High	11	.8 Teacher or 1.5 ELL Assistant
Senor High	54	4 Teachers

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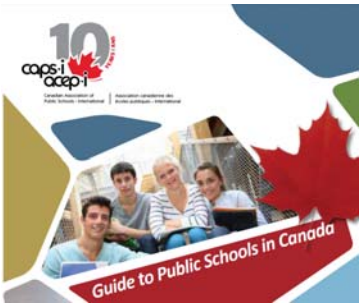
Role of Global Learning

- Pre-admission (recruitment, marketing, application processing, placement, support)
- Arrival (orientation support, document verification)
- Ongoing (school support, student issues, responding to legal/immigration questions, professional learning)

19

CBE is part of a national network



Number Comparison to Other Boards

Toronto	1900
Vancouver	1700
CBE	**1108**
Edmonton Public	700
West Vancouver	500
Red Deer Public	100
Calgary Catholic	70

Retrieved from http://www.caps-i.ca/

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Recruitment and Marketing Strategy

International Student Recruitment and Marketing Strategy

2018-2019

Calgary Board of Education

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Evidence Based Marketing Strategies

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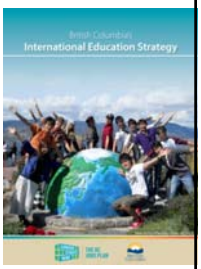
Determining Markets

- Evidence based (private, public researching patterns and projecting trends)
- Market intelligence – What other districts are doing
- Understanding the demands of particular markets (language and culture, academic program)



24

Defining targets in highly competitive markets

- Established markets (China, Korea, Germany, Brazil, Japan, Vietnam, Spain)
- Emerging markets (Eastern Europe, Kazakhstan, Nigeria, Thailand, Chile, Italy, Iran)
- Future markets – 5 to 10 years (India, Indonesia)

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Defining targets in highly competitive markets

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Marketing: Face to Face

- Student and Agent fairs
- Government of Canada trade missions
- Alberta Education missions
- Agent training
- Alumni networks
- Familiarization tours here in Calgary
- Canadian Association of Public Schools – International recruitment missions

Marketing: Face to Face

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Types of Marketing: Remote

- Print materials
- Website
- Social media
- Alumni networks
- Partnering with post secondary (eg. U of C)

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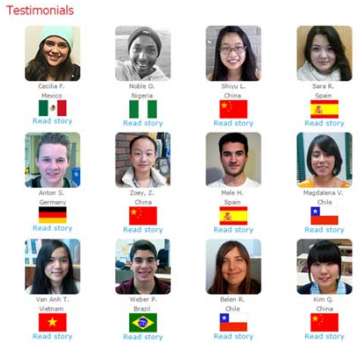
Key Strategy: Agents

- Over 200 agencies represent the CBE
- Market and recruit all year long
- Agent training in country and via webinars
- Relationship building and maintenance
- Compensation through commission

30

Testimonials



31

Global Opportunities for CBE students

Global Education for Canadians

Equipping Young Canadians to Succeed at Home & Abroad

CIPS MUNK SCHOOL OF GLOBAL AFFAIRS UNIVERSITY OF TORONTO

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International opportunities for CBE students

- Alberta Education exchange to support language and culture learning
- International opportunities for bilingual and immersion students
  - France
  - Québec
  - Spain
  - New Mexico
- Private exchange (OSEF, Rotary, others)
- International and intercultural field trips

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CBE Off-site activities process

- National and international experiences
- Ensuring outcomes are aligned with curriculum
- Off-site activities committee review process
- Frequent review of current and future destinations

"D" Trips – International Trips

	Number of Trips	Number of Schools	Total Number of Students
2016-2017	25	29	879
2017-2018	22	24	1070

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CBE | International Certificate

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Opening the world to the CBE and CBE to the world

36

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Strategy Update

Literacy
Mathematics
Indigenous Education

April 10, 2018

learning | as unique | as every student

Calgary Board of Education

Information by Strategy

- Implementation overview
- Examples
  - Actions
  - Data gathering
- A look ahead

Literacy Strategy 2017-20

Shared Vision and Beliefs

Priorities

Develop and communicate a shared literacy vision.

Clarify and communicate shared literacy beliefs.

Best Practices in Instruction and Assessment

Priorities

Recognize and support all teachers as teachers of multiple literacies.

Build collective research-based and evidence-informed practices that accelerate student learning.

Building understanding and capacity to support diverse learners.

Create guidelines to identify and support decision-making in the selection and use of learning resources.

Sustainable Professional Learning

Priorities

Design personalized professional learning opportunities to address shared needs of students, teachers and schools.

Create networks and opportunities to collaborate with colleagues around student learning.

Collaborate with schools to support literacy goals within School Development Plans.

Engage Community

Priorities

Support schools to build and strengthen home-school literacy relationships.

Engage with partners around shared goals supporting literacy.

Key Actions

Key Actions 2017-18

- Build shared understandings of literacy, disciplinary literacy, literacy-rich learning environments and high-impact literacy instructional and leadership practices
- Identify and build assessment resources for key learning outcomes for Language Arts
- Support literacy cohorts groups
- Clarify shared goals and collaborative work with community partners
- Build data sets to inform future years' actions

Key Actions 2018-19

Continue revision and extension of previous implementation strategies

- support additional cohort groups
- identify and build assessment resources for key disciplinary literacy outcomes for Mathematics, Science and Social Studies

Key Actions 2019-20

Continue revision and extension of previous implementation strategies

Key Actions 2017-18

- Build shared understanding of literacy, disciplinary literacy, literacy-rich learning environments and high-impact literacy instructional strategies and leadership practices
- Identify and build assessment resources for key learning outcomes for Language Arts
- Support literacy cohort groups
- Clarify shared goals and collaborative work with community partners
- Build data sets to inform future years' actions

cbe.ab.ca

Example: Assessment Resources

Beginning of grade three text characteristics:

- narrative and expository texts
- straightforward text structures
- familiar themes and new content
- use of dialogue and descriptive language
- increasing variety in setting, plot and characters
- variation in sentence length and structure
- most common or content words explained and illustrated
- multisyllable words with some complex letter-sound relationships
- illustrations require reader interpretation
- variety of punctuation and text features (ex. headings, sidebars)

1.1 Supports readers to make connections between self and texts and to ask questions about text

Alligator Pie, ©1974 by Dennis Lee, Key Porter Books Ltd.

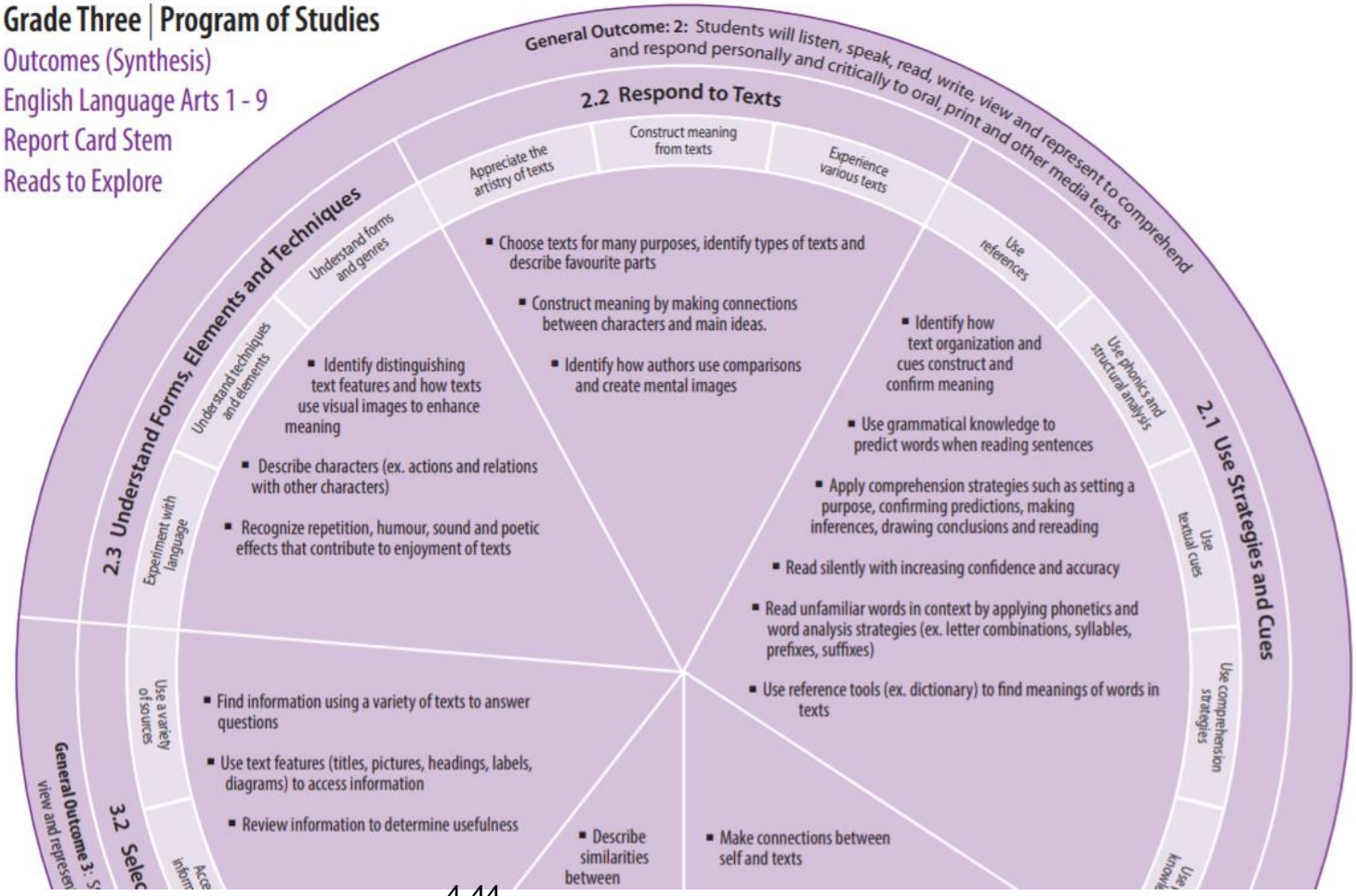
Grade Three | Program of Studies

Outcomes (Synthesis)

English Language Arts 1 - 9

Report Card Stem

Reads to Explore



Example: Working with Partners

Home-School Literacy

The Calgary Public Library and the CBE are working together to develop a program for kindergarten students and families to experience intentional, joyful literacy learning experiences together at school and in the community.

This project will run out of the Village Square Community Hub, connecting students, families, and community through literacy.

This project will:

- advance student learning
- strengthen family, school and community relationships around literacy learning
- build new staff capacities re literacy learning

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CALGARY PUBLIC LIBRARY

Example: Working with Partners

Literacy-Rich Learning Environments

Engage Community

Priorities

Support schools to build and strengthen home-school literacy relationships.

Engage with partners around shared goals supporting literacy.

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calgary reads

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Example: New Data Sets

Administrator Survey

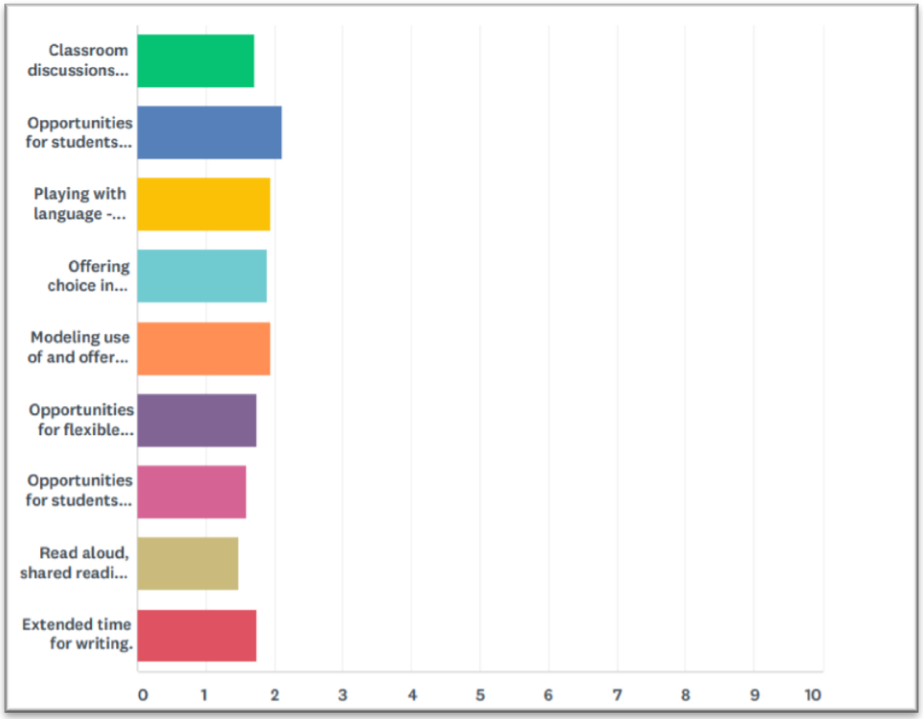
3. I observe the following literacy learning experiences in my school:

	Always	Often	Sometimes	Never
Students reading, writing and talking about texts with teachers and classmates.	○	○	○	○
Students exploring how they are progressing as readers, writers and speakers.	○	○	○	○

Teacher Survey

3. I feel confident making these kinds of literacy learning experiences part of my teaching:

	Strongly Agree	Agree	Disagree	Strongly Disagree
Classroom discussions about texts (student-to-student conversations).	○	○	○	○
Opportunities for students to think about how they are progressing as readers, writers and speakers.	○	○	○	○



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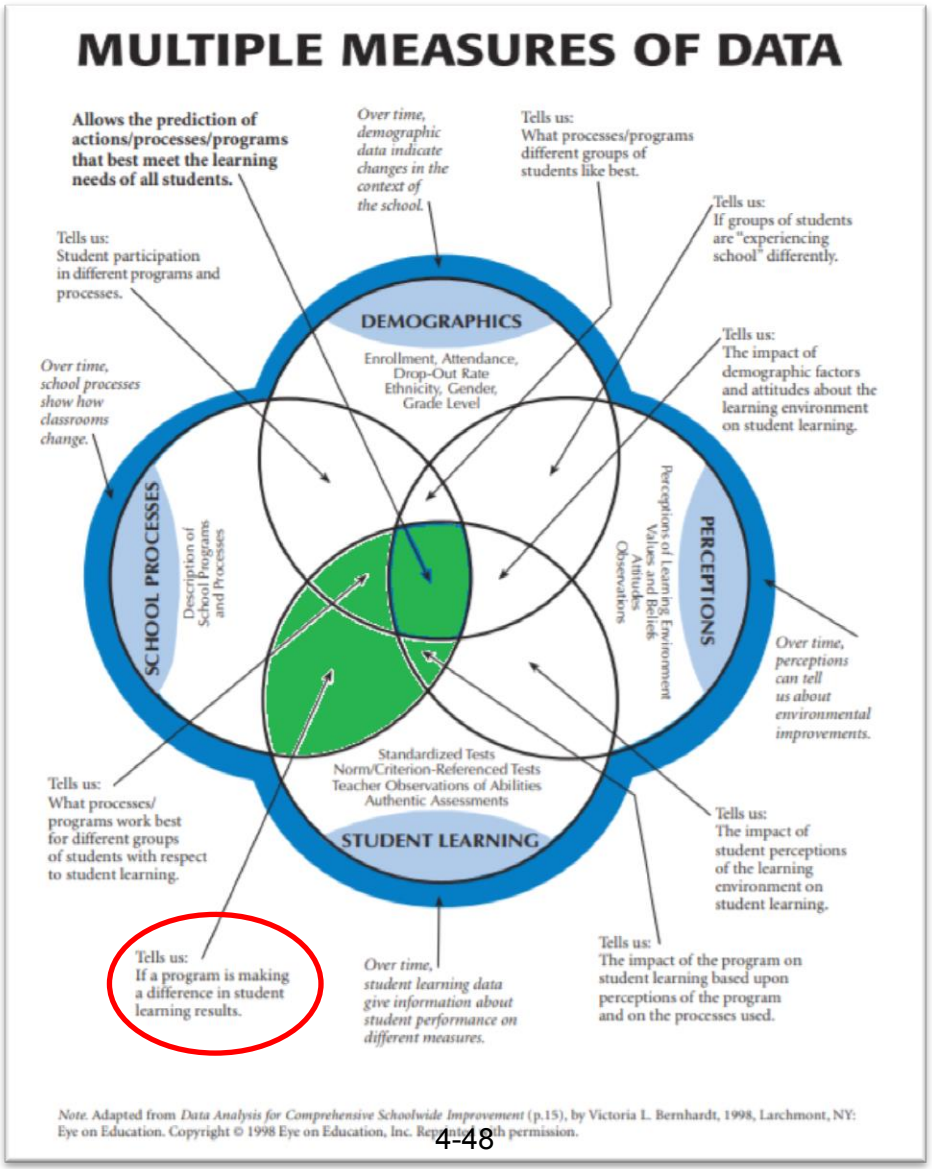
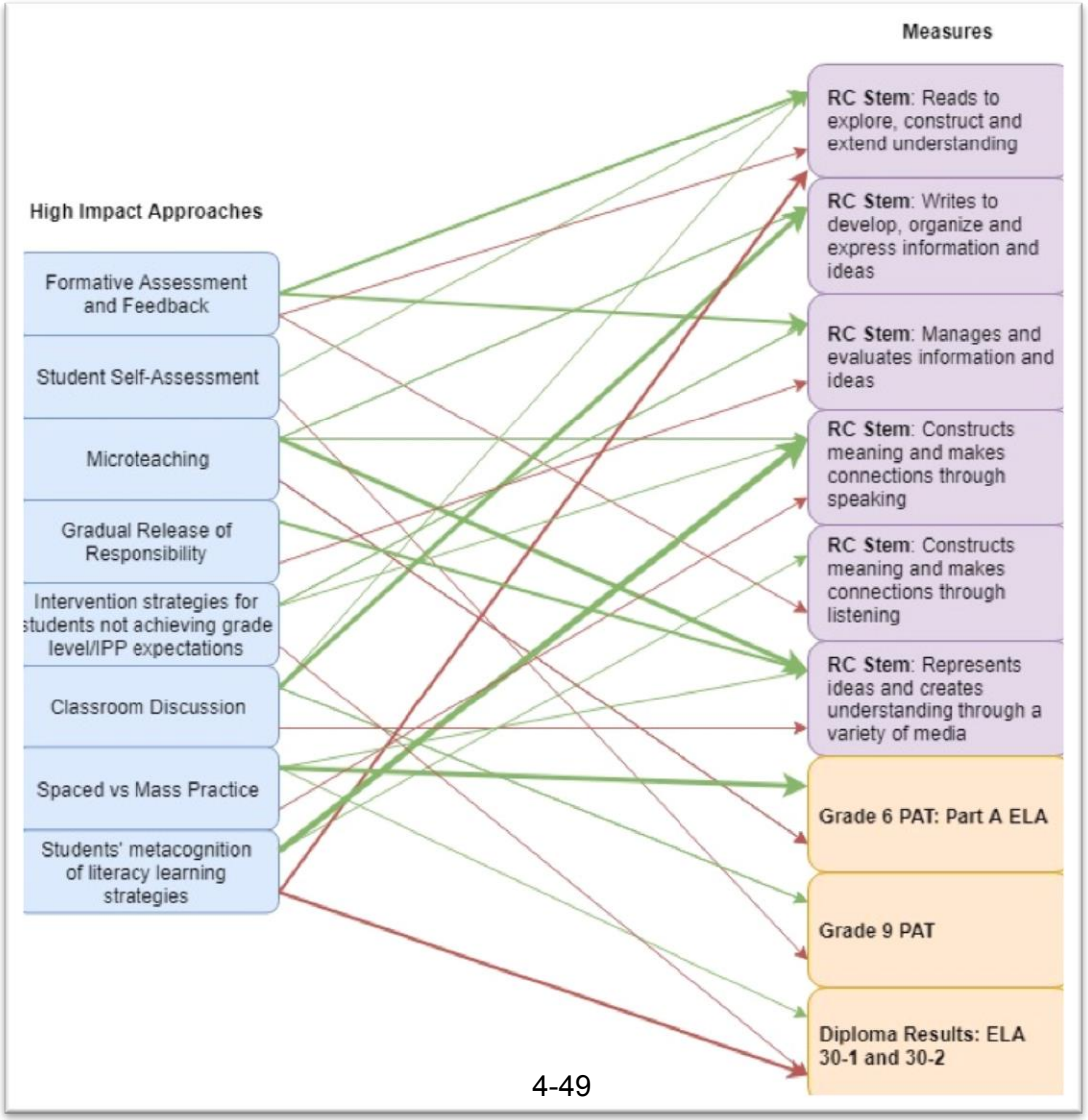
Implementation Mapping



Note. Adapted from *Data Analysis for Comprehensive Schoolwide Improvement* (p.15), by Victoria L. Bernhardt, 1998, Larchmont, NY: Eye on Education. Copyright © 1998 Eye on Education, Inc. Reprinted with permission.

Implementation Mapping

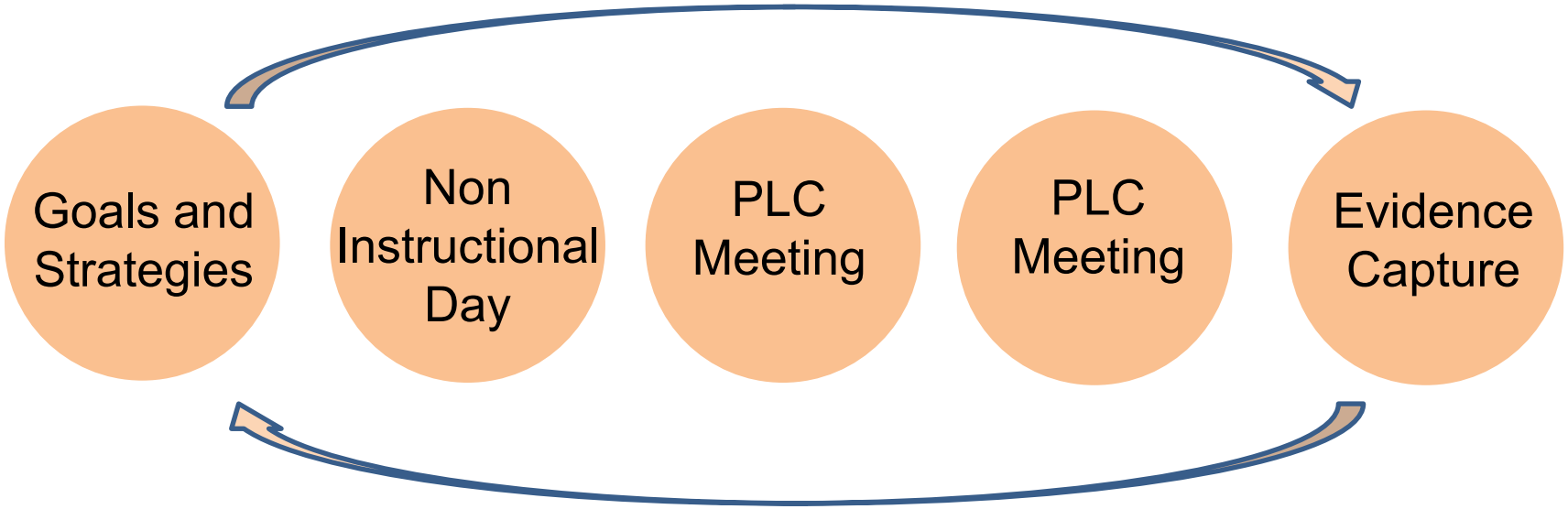
High-impact Instructional Strategies



Intended Learning Impacts

Implementation Tracking

CBE 3 Year Ed Plan Strategy	High Impact Instructional Strategy	Articulated in 2017-18 SDP	Addressed in PLC Meetings	Addressed in Non-Instructional Day Professional Learning	Area Director Evidence
Literacy	Formative Assessment & Feedback	Yes	Weekly	0 Days in 2017-18	Principal Meeting
Math	Student Self-assessment	No	Semi-monthly	.5 Days in 2017-18	One-on-one Conversation
	Micro-teaching to Students' Specific Learning Needs		Monthly	1 Days in 2017-18	Student Work Samples
	Intervention Strategies for Students Not Achieving			2 Days in 2017-18	Ongoing Principal Data Review
	Classroom Discussion			3 Days in 2017-18	School Visit Observation
	Spaced Practice				



Looking Ahead

- Identify and build assessment resources for key learning outcomes for Language Arts
  - Expanded grades – Reading
  - Expanded focus on Writing
- Intervention Strategies for Reading
- New Program of Studies?
- Adolescent Literacy
  - Best practice guide
  - Intervention strategies
  - Revisiting disciplinary literacy

Mathematics Strategy 2017-20

Framework and Priorities

Positive Mathematics School Culture

- Know that every student can be successful and confident at learning mathematics
- Teachers and parents help build mathematical thinking by connecting math to other subjects and everyday life
- Recognize and support all teachers as teachers of numeracy

Active, Rigorous Mathematics Learning

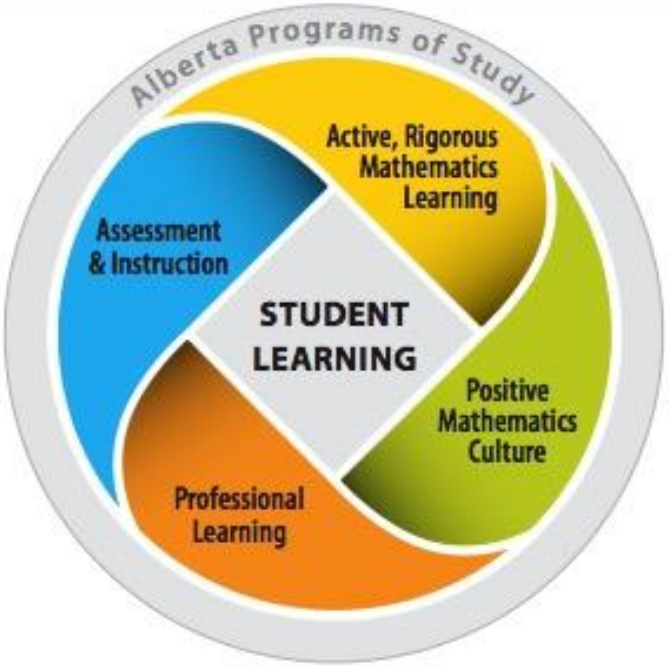
- Build strong mathematical foundations so students can understand complex mathematical ideas
- Ensure students participate in learning activities that develop their mathematical reasoning and communication skills
- Create more opportunities for students to be active problem solvers and make connections between concepts

Assessment and Instruction

- Build opportunities for students to practice math skills over time
- Focus on the connections between conceptual understanding, problem solving and mental math
- Use mathematical discussion with/among students to build and solidify concepts
- Communicate clearly with families about student learning in math
- Strengthen the use of specific feedback and guidance to students during learning

Professional Learning

- Build teacher confidence and skill with mathematics content and teaching through:
  - Whole-school learning
  - Teacher collaboaration within schools
  - Individual teacher learnings



Key Actions

Key Actions 2017-18

- Deploy Math learning coaches in classrooms
- Exceed Alberta Education's recommended instructional time in Math grades 1-9
- Build shared understandings of high-impact mathematics instructional and assessment practices
- Support mathematics professional learning through cohorts, school-based support, and individual teacher opportunities
- Identify and build assessment resources for procedural fluency and problem solving
- Build coherence in communicating with families about mathematics learning
- Build data sets to inform future years' actions

Key Actions 2018-19

- Support additional mathematics professional learning opportunities
- Identify and build assessment resources for additional learning outcomes for Mathematics
- Build coherence in communicating with families about mathematics learning

Key Actions 2019-20

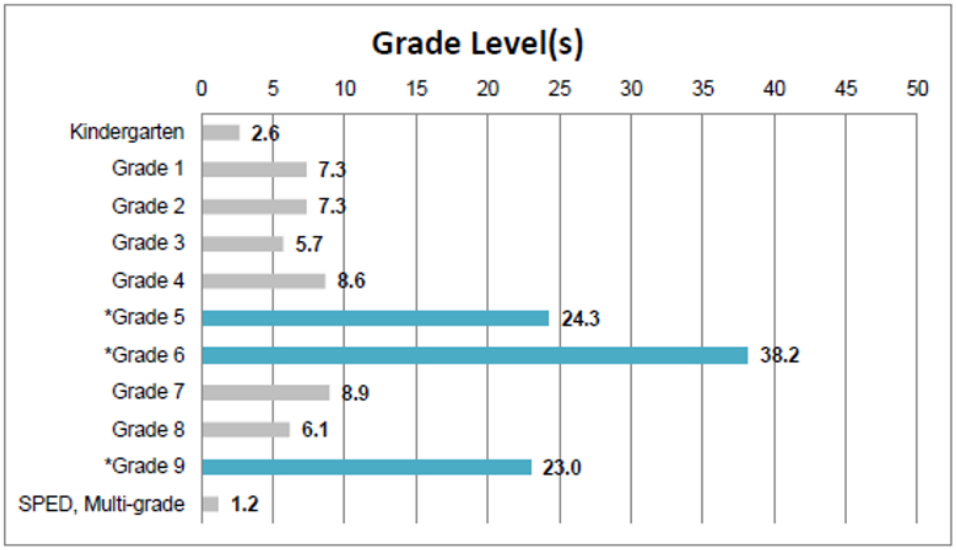
Continue revision and extension of previous implementation strategies

Key Actions 2017-18

- Deploy math learning coaches in classrooms
- Exceed Alberta Education's recommended instructional time in Math grades 1-9
- Build shared understandings of high-impact mathematics instructional and assessment practices
- Support mathematics professional learning through cohorts, school-based support, and individual teacher opportunities
- Identify and build assessment resources for procedural fluency and problem solving
- Build coherence in communicating with families about mathematics learning
- Build data sets to inform future years' actions

Example: Math Coaches

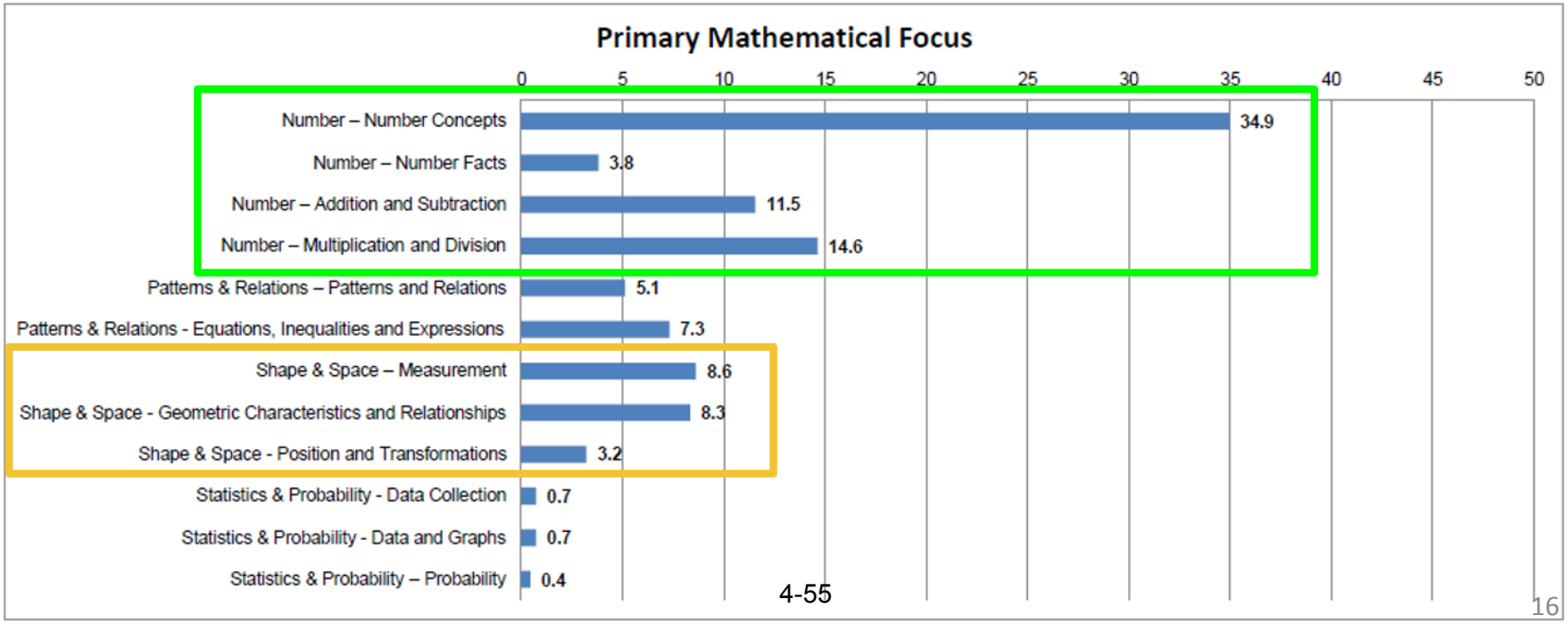
- 25 coaches deployed in 42 schools
  - 26 elementary schools
  - 16 middle/junior schools



- Content-based coaching model
- Dual focus on improving teacher capacity and student learning
- Early focus on grades 5, 6 and 9

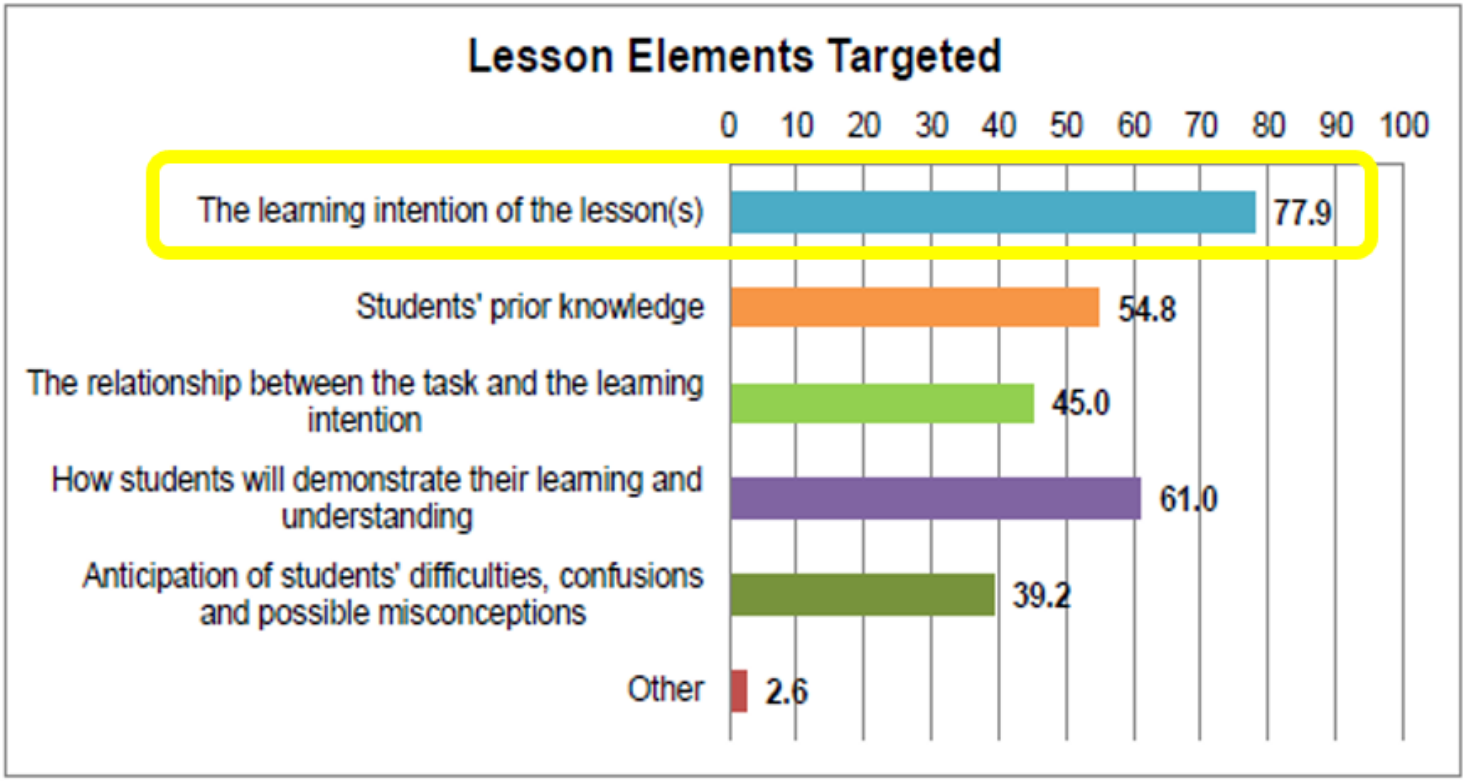
Example: Math Coaches

- Two focus areas within Mathematics – Number and Shape & Space
- Implementation data showing that number, shape & space, and patterns and relations have been the areas coaches have been the focus areas of support



Example: Math Coaches

- More details on work-in-progress

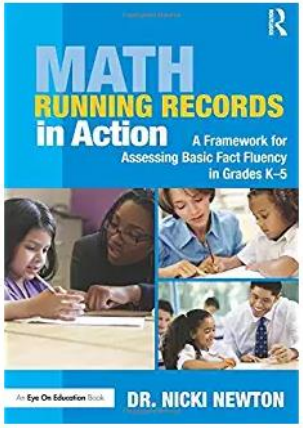


Example: Running Records

Identify and build assessment resources

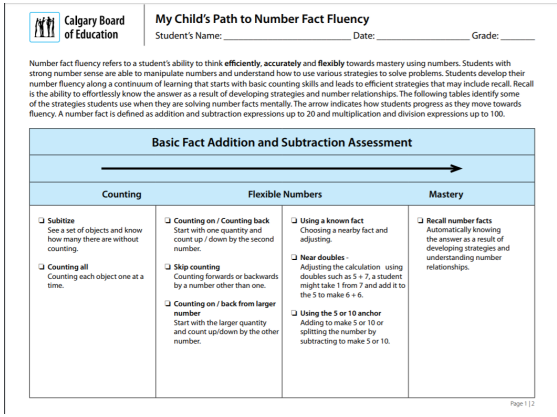
Support mathematics professional learning

Build coherence in communicating with families



Fall 2017

Fall 2017 – Winter 2018



Spring 2018

Example: Coherence in Communicating

Calgary Board of Education

My Child's Path to Number Fact Fluency

Student's Name: _____ Date: _____ Grade: _____

Number fact fluency refers to a student's ability to think **efficiently**, **accurately** and **flexibly** towards mastery using numbers. Students with strong number sense are able to manipulate numbers and understand how to use various strategies to solve problems. Students develop their number fluency along a continuum of learning that starts with basic counting skills and leads to efficient strategies that may include recall. Recall is the ability to effortlessly know the answer as a result of developing strategies and number relationships. The following tables identify some of the strategies students use when they are solving number facts mentally. The arrow indicates how students progress as they move towards fluency. A number fact is defined as addition and subtraction expressions up to 20 and multiplication and division expressions up to 100.

Basic Fact Addition and Subtraction Assessment

→

Counting	Flexible Numbers		Mastery
❑ **Subitize** See a set of objects and know how many there are without counting. ❑ **Counting all** Counting each object one at a time.	❑ **Counting on / Counting back** Start with one quantity and count up / down by the second number. ❑ **Skip counting** Counting forwards or backwards by a number other than one. ❑ **Counting on / back from larger number** Start with the larger quantity and count up/down by the other number.	❑ **Using a known fact** Choosing a nearby fact and adjusting. ❑ **Near doubles** - Adjusting the calculation using doubles such as 5 + 7, a student might take 1 from 7 and add it to the 5 to make 6 + 6. ❑ **Using the 5 or 10 anchor** Adding to make 5 or 10 or splitting the number by subtracting to make 5 or 10.	❑ **Recall number facts** Automatically knowing the answer as a result of developing strategies and understanding number relationships.

Example: Coherence in Communicating

Basic Fact Multiplication and Division Assessment

Counting	Flexible Numbers		Mastery
❑ **Subitize** See a set of objects and know how many there are without counting. ❑ **Counting All** Counting a group of objects multiple times and then count all the objects or counting objects and then separating objects into groups and counting the groups.	❑ **Skip counting** Counting forwards or backwards by a number other than one and tracks how many are counted using fingers or pencil and paper. ❑ **Trial and Error** Draw placeholders for groups and then trial a number of objects in each group.	❑ **Using a repeated addition/ subtraction** Repeatedly applying an operation, such as 20 ÷ 4, a student might start at 20 and subtract 4 mentally until reaching 0 ❑ **Doubling/Halving** Using a double of half and adjusting, such as 7 x 4, a student might double the 7 and then add two more 7's ❑ **Using known facts** Choosing a nearby fact and adjusting	❑ **Recall number facts** Automatically knowing the answer as a result of developing strategies and understanding number relationships.

What are the number facts that students are expected to know.

By the end of Grade 1 • Students begin to learn strategies for addition facts up to and including 9+9 and related subtraction facts • Students recall addition facts to a sum of 5 and related subtraction facts
By the end of Grade 2 • Students begin to learn strategies for addition facts up to and including 9+9 and related subtraction facts • Students recall addition facts up to and including 5+5 and related subtraction facts
By the end of Grade 3 • Students recall and apply strategies for addition facts up to and including 9+9 and related subtraction facts • Students recall multiplication facts up to and including 5 x 5 and related division facts
By the end of Grade 4 • Students apply strategies for multiplication facts up to and including 9 x 9 and related division facts • Students recall multiplication facts up to and including 7 x 7 and related division facts
By the end of Grade 5 • Students recall multiplication facts up to and including 9 x 9 and related division facts

Adapted from:

Lawson, A. (2016). What to look for: understanding and developing student thinking in early numeracy. Don Mills, ON: Pearson Canada Inc. ,

A., V. D., Karp, K., Bay-Williams, J. M., & Wray, J. A. (2018). Elementary and middle school mathematics: teaching developmentally (5th ed., Canadian Edition). Don Mills, ON: Pearson.

Alberta Education: https://education.alberta.ca/media/3115249/fs_clarif_expect_number_facts.pdf

If you would like to learn more about each strategy and how you might support your child: (link to supporting document). For more information about mastery of basic facts from Alberta Education: https://education.alberta.ca/media/3115249/fs_clarif_expect_number_facts.pdf

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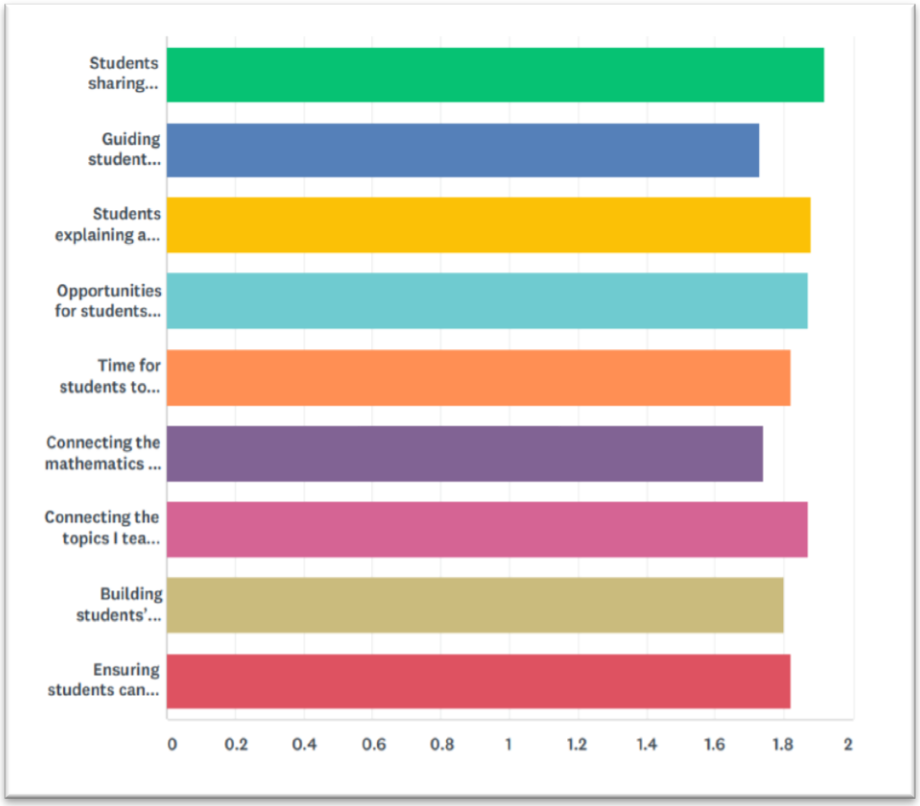
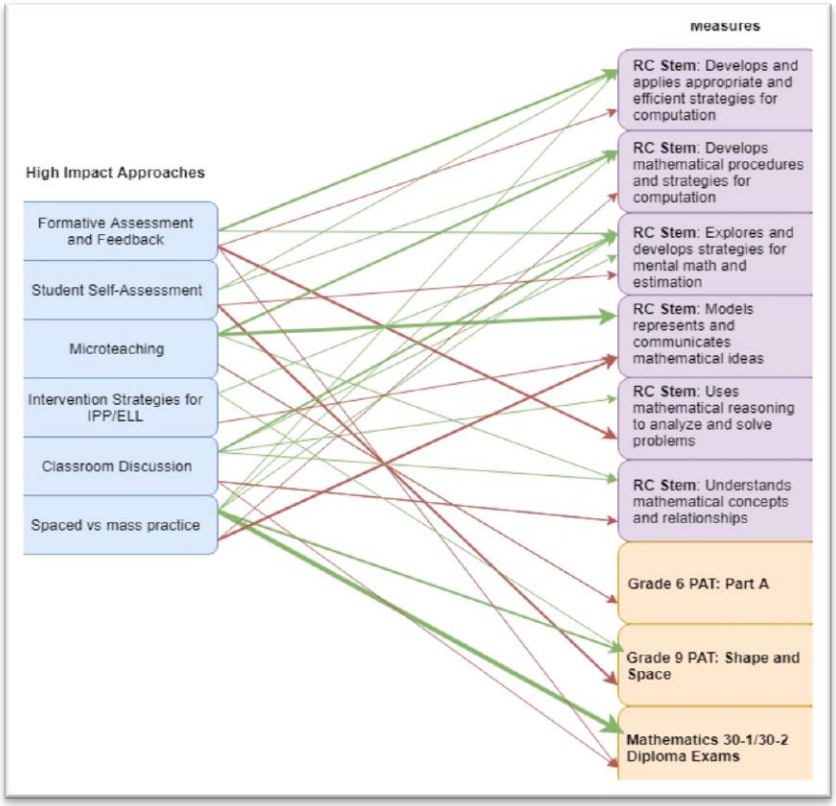
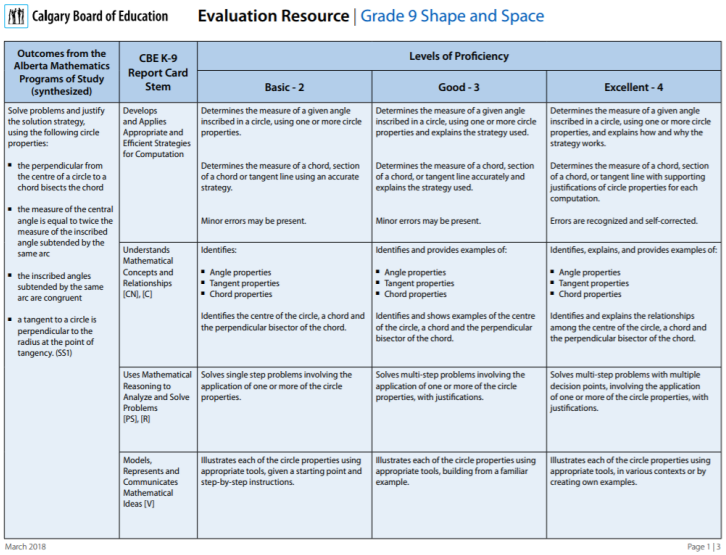
Example: New Data Sets





Looking Ahead

- Identify and build assessment resources
  - Evaluation guides – number and shape and space
  - Benchmark problems



Calgary Board of Education **Evaluation Resource** | Grade 9 Shape and Space

Outcomes from the Alberta Mathematics Programs of Study (synthesized)	CBE K-9 Report Card Stem	Levels of Proficiency		
		Basic - 2	Good - 3	Excellent - 4
Solve problems and justify the solution strategy, using the following circle properties: ▪ the perpendicular from the centre of a circle to a chord bisects the chord ▪ the measure of the central angle is equal to twice the measure of the inscribed angle subtended by the same arc ▪ the inscribed angles subtended by the same arc are congruent ▪ a tangent to a circle is perpendicular to the radius at the point of tangency. (SS1)	Develops and Applies Appropriate and Efficient Strategies for Computation	Determines the measure of a given angle inscribed in a circle, using one or more circle properties. Determines the measure of a chord, section of a chord or tangent line using an accurate strategy. Minor errors may be present.	Determines the measure of a given angle inscribed in a circle, using one or more circle properties and explains the strategy used. Determines the measure of a chord, section of a chord, or tangent line accurately and explains the strategy used. Minor errors may be present.	Determines the measure of a given angle inscribed in a circle, using one or more circle properties, and explains how and why the strategy works. Determines the measure of a chord, section of a chord, or tangent line with supporting justifications of circle properties for each computation. Errors are recognized and self-corrected.
	Understands Mathematical Concepts and Relationships [CN], [C]	Identifies: ▪ Angle properties ▪ Tangent properties ▪ Chord properties Identifies the centre of the circle, a chord and the perpendicular bisector of the chord.	Identifies and provides examples of: ▪ Angle properties ▪ Tangent properties ▪ Chord properties Identifies and shows examples of the centre of the circle, a chord and the perpendicular bisector of the chord.	Identifies, explains, and provides examples of: ▪ Angle properties ▪ Tangent properties ▪ Chord properties Identifies and explains the relationships among the centre of the circle, a chord and the perpendicular bisector of the chord.
	Uses Mathematical Reasoning to Analyze and Solve Problems [PS], [R]	Solves single step problems involving the application of one or more of the circle properties.	Solves multi-step problems involving the application of one or more of the circle properties, with justifications.	Solves multi-step problems with multiple decision points, involving the application of one or more of the circle properties, with justifications.
	Models, Represents and Communicates Mathematical Ideas [V]	Illustrates each of the circle properties using appropriate tools, given a starting point and step-by-step instructions.	Illustrates each of the circle properties using appropriate tools, building from a familiar example.	Illustrates each of the circle properties using appropriate tools, in various contexts or by creating own examples.

March 2018 Page 1 | 3

- Procedural fluency and computation beyond basic facts
  - Assessment
  - Professional learning
  - Communicating with parents
- New Program of Studies?

4-61

Indigenous Education Strategy 2017-20

Priorities

Cultivating a Balanced and Respectful Relationship
Cultivating a balanced and respectful relationship between Indigenous knowledge systems and existing CBE knowledge systems in how we think about and do everything.

Advancing Culturally Responsive Instructional Design & Assessment
Honouring Indigenous knowledge systems, languages and histories through responsive learning environments and instructional design & assessment for the benefit of all students.

Advancing System-Wide Learning
Ensuring staff are knowledgeable, understanding and respectful of the strength and diversity of First Nations, Metis and Inuit; the implications of treaties and agreements with First Nations and Metis; the history and legacy of residential schools.

Building Respectful Working Relationships with Community
Working with community from the very beginning as part of how we think about and do everything.

Key Actions

Key Actions 2017-18

Teaching and Learning/Community Engagement

- Strengthen strong collective network of support to advance culturally responsive environments, instructional design & assessment and support across schools
- Cultivate a collective and respectful approach to working with students, families, staff and community
- Strengthen professional learning networks/cohorts with elem/middle/jr and high schools to extend high impact practices across CBE schools.
- Advance Niitsitapi Ii tass ksii nii mat tsoo kop (Niitsitapi Learning Centre) as "a beautiful place for learning for all": EDC/K-3 school program (EDC/K-2 2017/18); supports and services for families; gathering place for community; and, a place of learning for CBE schools.
- Advance system-wide learning to meet new Teacher Quality/Leader Standards for the benefit of all students
- Design district approach for Indigenous languages
- Advance Indigenous knowledge systems and holistic approaches as an integral part of the Three Year Education Plan

Business Supports

- Allocation of human and financial resources to enable implementation of high impact strategies
- Success and recruitment strategy for Indigenous education

Key Actions 2018-19

Teaching and Learning/Community Engagement

- Implement plan for Indigenous languages

Continued revision and extension of previous implementation strategies

Key Actions 2019-20

Teaching and Learning/Community Engagement

Continued revision and extension of previous implementation strategies

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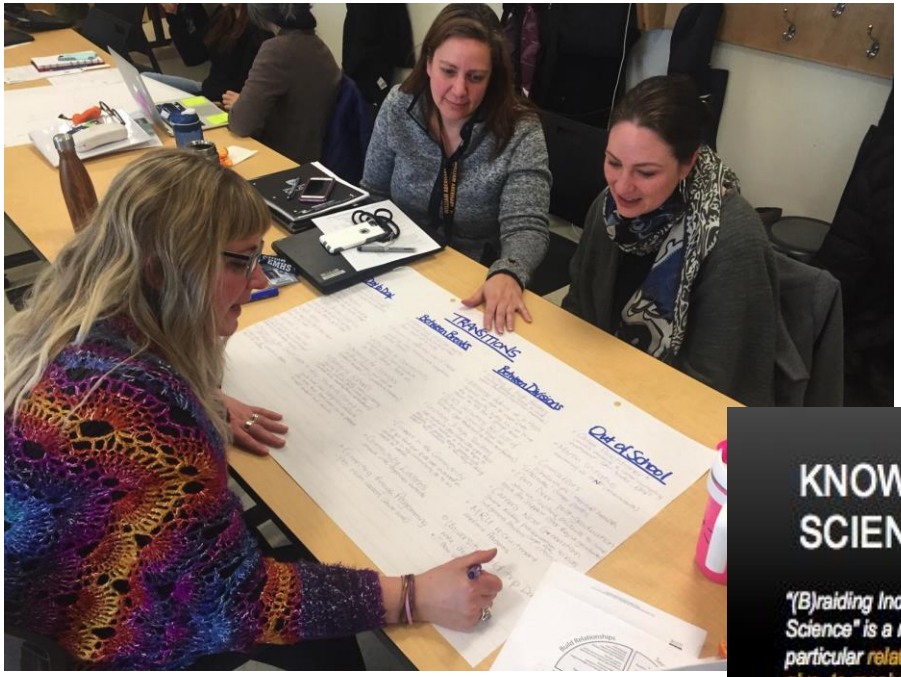
Key Actions 2017-18

- Advance culturally responsive environments, instructional design & assessment and support across schools
- Cultivate a collective and respectful approach to working with students, families, staff and community
- Strengthen professional learning networks/cohorts with school-based learning leaders to extend high impact practices
- Advance Niitsitapi Learning Centre: school program; supports and services for families; gathering place for community; and, a place of learning for CBE schools.
- Advance system-wide learning to meet new Teacher Quality/Leader Standards
- Design district approach for Indigenous languages

Example: Learning Leaders in Schools



Targeting/documenting Indigenous student progress and achievement

Honouring Indigenous knowledge systems for the benefit of all students

Example: Professional Learning

Anticipated Outcomes

Through a collaborative approach, participants will engage in experiential learning that will deepen understandings of foundational Indigenous knowledges.

- Personalizing learning through the application of foundational Indigenous knowledges in the CBE
- Connecting Indigenous pedagogies and ways of knowing to system strategies (Indigenous Education, High School Success, Literacy, and Math).
- Strengthening understandings of the new Teacher Quality Standards (draft) and School Leader Standard (draft)
- Cultivating a balanced and respectful relationship between Indigenous knowledges and existing CBE knowledge structures
- Honouring Indigenous histories, cultures and languages through responsive learning environments and instructional design & assessment

Example: Professional Learning

Learning through Indigenous pedagogy

beginning in the east

connecting in the south

reflecting in the west

integrating in the north

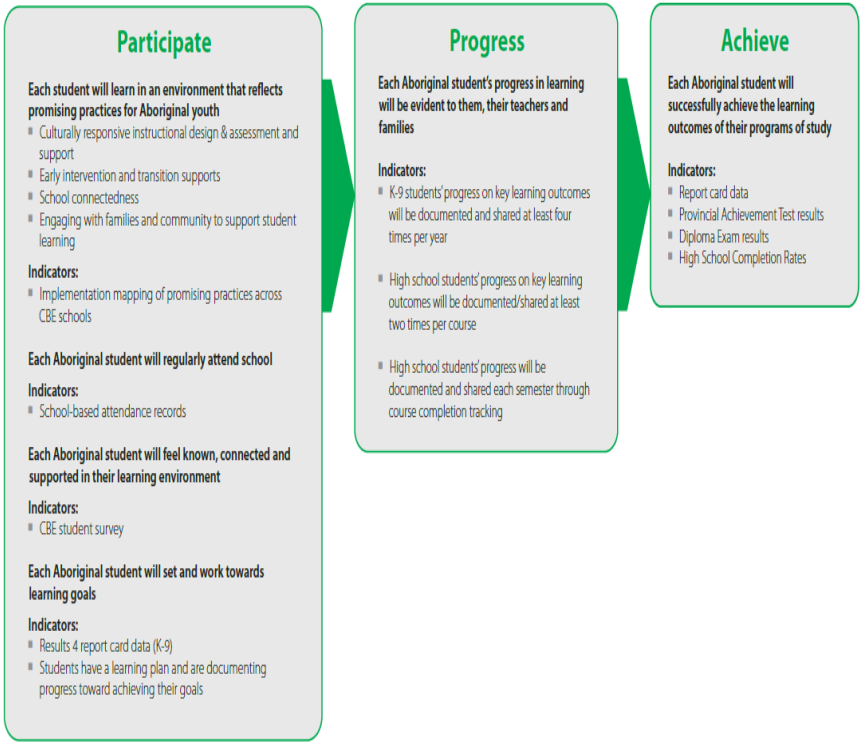
learning cycle continues …

Example: Student Attendance

- Students feeling known and supported as learners
- Students and families feeling safe, welcome and connected
- Staff gaining knowledge and understanding
- Removing barriers

Participate, Progress and Achieve

- Implementation mapping
- Short-term gains
- Looking closely at data to influence next steps



Looking Ahead

- Gathering and analyzing data
- Sharing learning
- Designing learning
- Working with others
- Engaging with community
- Building our knowledge

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report to Board of Trustees

Budget Assumptions Report

Date	April 10, 2018
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Information
Originator	Brad Grundy, Superintendent, Chief Financial Officer, Corporate Treasurer
Governance Policy Reference	Operational Expectations OE-5: Financial Planning
Resource Persons	Superintendents' Team Finance / Technology Services staff Communications staff

1 | Recommendation

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

2 | Issue

Operational Expectation 5: Financial Planning, sub-provision 5.1 requires the Chief Superintendent to present budget-planning assumptions.

The Chief Superintendent interprets the budget-planning assumptions to include key principles and variables, both controllable and non-controllable, which will drive budget decisions.

The Budget Assumptions Report will reflect the Board's values and identifies critical and relevant factors impacting the development and balancing of the budget.

3 | Conclusion

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

DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: Budget Assumptions Report 2018-21

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.

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Budget Assumptions Report 2018-21

learning | as unique | as every student

Calgary Board of Education

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Superintendent |
Brad Grundy, CA CIA
Superintendent, Chief Financial Officer, Corporate Treasurer

Contributors |
Superintendents' Team
Finance / Technology Services staff
Communications staff

Introduction

The Budget Assumptions Report (BAR) is a key communication document on the path to developing the annual budget for the Calgary Board of Education (CBE) the ultimate goal of which is providing a high quality public education to students.

The BAR is a high-level document that sets out the operating context of the CBE as well as the financial and operating assumptions that will be incorporated into the CBE's budget. The BAR sets out the key assumptions used for budget planning, the strategies to cover the gap between funding and costs, and the risks involved in the CBE's balancing strategies.

Additionally, the BAR provides information to the Board of Trustees related to the level of funding that will be provided to schools through the Resource Allocation Method or RAM. School budgets have to be provided prior to the finalization of the CBE's budget in May to allow sufficient time for principals to finalize staffing actions prior to the start of the school year in September.

The BAR is presented to the Board of Trustees for information. As the Chief Superintendent has been delegated responsibility for developing the CBE's budget, the primary responsibility of the Board of Trustees is to ensure that the Chief Superintendent is compliant with the Board of Trustees' Results and other governance policies.

However, based on the information contained in the BAR, the Board of Trustees can provide additional or alternative direction to the Chief Superintendent for inclusion in the budget for the coming school year. That budget must be received by the Board of Trustees and submitted to the Minister of Education no later than May 31.

The BAR is one of the primary means through which the CBE communicates to its students, parents, stakeholders and staff its intentions in developing the budget for the coming school year. Details on specific actions or activities taken to balance the budget will be included in the CBE's budget report. The BAR does not include information on specific budget strategies as they are currently under development.

Context

Mission

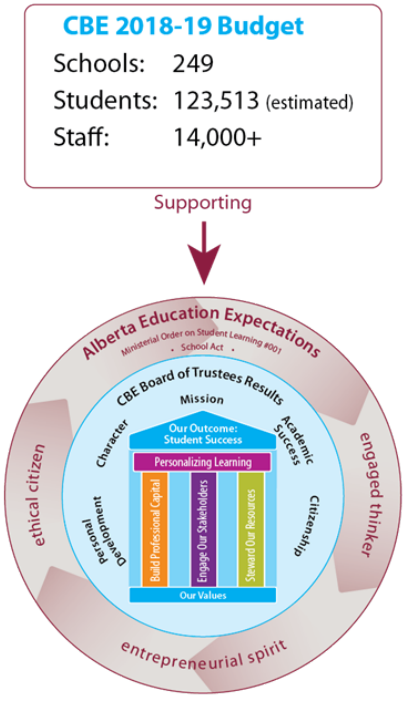
The Board of Trustees' Mission is: **"Each student, in keeping with their individual abilities and gifts, will complete high school with a foundation of learning necessary to thrive in life, work and continued learning."** The CBE considers each individual student and their learning requirements while balancing all student needs against available financial and other resources.

Values

Administration's approach to the budget is guided by CBE values:

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

The CBE will continue to optimize student learning while recognizing the reality of fiscal constraints.



Guiding documents

The CBE is guided by its Three-Year Education Plan. This plan is updated each year as required by Alberta Education to support accountability and transparency throughout the Provincial ECS (pre-kindergarten and kindergarten) to Grade 12 education system and to ensure alignment of school authorities with Provincial direction.

The CBE's 2017-20 Three-Year Education Plan guides the work and connects each CBE employee to the Mission, Values and Outcome: Student Success. The CBE is focused on personalized learning, building professional capital, engaging stakeholders and stewarding resources. Taken together, the CBE believes these areas of focus allow for the provision of a high quality public education for all CBE students.

Other guiding documents include, but are not limited to:

- CBE Results and other governance policies – The Board of Trustees has set clear direction for student success via the Results policies. The CBE is committed to achieving academic success, citizenship, personal development and character.

  Governance policies enable the Board of Trustees to effectively establish outcomes and monitor operations of the district. In addition to the Results, the three categories of policies are: Governance Culture; Board/Chief Superintendent Relationship; and Operational Expectations.

- Alberta Education Business Plan 2018-21 – Alberta Education's business plan provides an overview of Alberta Education's key outcomes and the strategies to achieve them across the public education system in Alberta.

- Alberta Budget 2018 – The Alberta Government's fiscal plan for 2018 focuses on diversifying the economy, creating jobs and protecting services families depend on. For public education, the Provincial Government has committed to maintaining funding rates and funding enrolment growth.

Provincial budget goals & impacts

Provincial budget impacts

The CBE benefits from the Provincial Government's support for, and commitment to, public education. With over 94 per cent of funding coming from the Provincial Government, a small change in funding rates or funding methodologies has a tangible impact on all students, parents and staff.

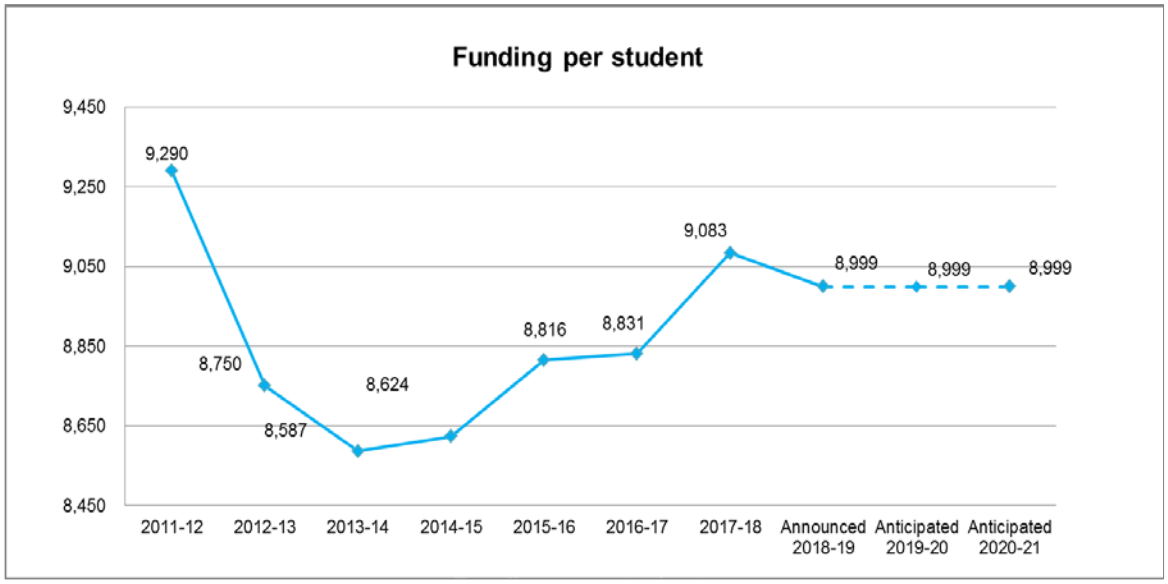
The Provincial Government released its 2018 budget on March 22, 2018. In this budget the Alberta Government reiterated its commitment to maintaining stability for public education by way of stabilized funding rates and continuing to meet its obligation to fund each student attending school in Alberta.

The Provincial Government's commitment to funding enrolment growth allows school jurisdictions, including the CBE, to better allocate public money to support high quality public education. Stable, predictable funding that increases with enrolment growth is vital and appreciated.

That said, inflationary pressures remain including the increasing cost associated with employees moving up their respective salary grids, the incremental cost of operating new schools, and the rising cost of other inputs necessary in a high quality, modern public education system. As the CBE heads into the 2018-19 school year, choices based on student-centered priorities will need to be made to achieve budget balance.

Funding per student

Since 2015-16 basic per-student funding rates have remained relatively stable. In 2017-18, the Provincial Government introduced a Fee Replacement grant to replace fee revenue that can no longer be charged under Provincial legislation. The Provincial Government also provided a one-time Classroom Improvement Fund (CIF) grant linked to the Alberta Teachers' Association (ATA) collective agreement. Taken together, those two grants explain the increase in per-student funding for 2017-18. No CIF funding will be included in CBE's 2018-19 budget as the CBE is unaware of the status of this grant for 2018-19 and beyond. The CBE has communicated its support for the continuation of CIF funding.



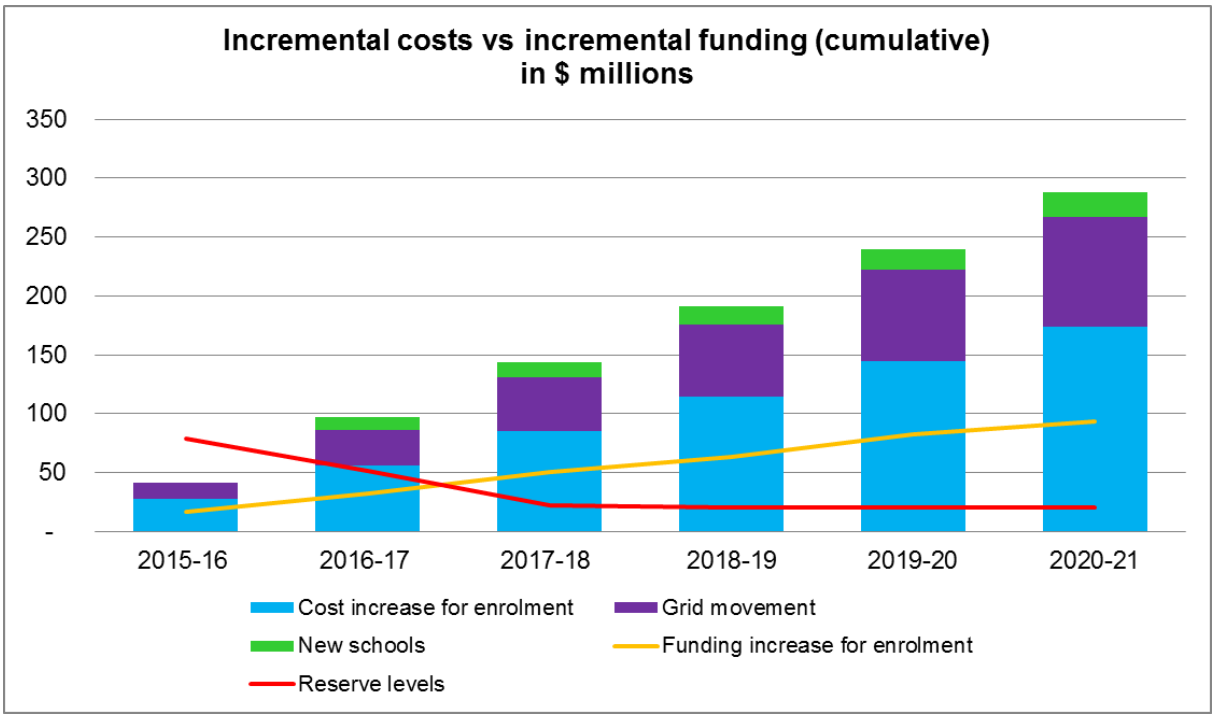
Funding (in the chart above) does not include Infrastructure Maintenance & Renewal (IMR), the Alberta Teachers' Retirement Fund, transportation grants or expended deferred capital revenues as these grants are targeted and do not fund regular operations. The funding per student set out above represents the dollars available to the CBE to fund all costs associated with providing a high quality public education to students.

Other impacts and cost pressures

The CBE's 2017-18 budget includes a $17 million deficit. That deficit is funding ongoing operating costs for programs and services. Accordingly, the 2018-19 budget must address that deficit. As well, the CBE will see cost increases in 2018-19 as noted previously in this report.

The operating costs of increased infrastructure (new schools and related equipment) required to accommodate continued enrolment growth has outpaced the growth in Alberta Education funding which is based on a per-student formula rather than actual costs of providing public education. In a letter to the CBE in February 2018, the Minister of Education stated that "Funding from Alberta Education is not a cost-of-delivery-recovery model. Rather, the funding framework is an allocation funding model based on the demographic, geographic and economic environment within which services are delivered to students. Service level decisions are the responsibility of school boards." This means there is no direct link between the costs of providing public education and how public education dollars are determined.

To maintain current service levels across the CBE with a balanced budget in 2018-19, a 4.1 per cent increase would be required to instructional funding. With enrolment-only funding and no changes in the funding rate per student, adjustments to programs and services offered across the CBE are necessary to balance the 2018-19 budget.



CBE focus for 2018-19

The bullets below set out the CBE's focus for 2018-19 within its operating context.

- The CBE is guided by its Values, Mission and Operational Expectations.
- The CBE derives guidance from the direction provided by Alberta Education, the CBE's Results and the 2017-20 Three-Year Education Plan.
- The CBE continues to optimize student success by improving the quality of teaching and learning in the classroom by focusing on:
  - Personalized learning
  - Educational leadership practices
  - Kindergarten to Grade 12 student success with a focus on mathematics and literacy
  - Improving results for First Nations, Métis and Inuit students

Balancing strategies

Guided by the Values, Mission, and a focus on Results, the CBE always looks to maximize the dollars directed towards students and their success. "Students come first" is the CBE's top value and therefore the top priority. In 2018-19, the CBE will balance resources to support student learning while meeting legislative requirements and the Board of Trustees' Operational Expectations.

Following the funding commitment by the Province in its 2018 budget and based on the assumptions discussed in this report, the CBE is facing a **$35.6 million budget gap.** The gap represents the additional funding that would be required in 2018-19 to provide the same levels of programs and services in support of student learning as in 2017-18. In the absence of additional funding the gap will be addressed by way of reduced spending and/or through the use of one-time funding sources such as operating reserves.

Bridging the gap of $35.6 million with the CBE's modest operating reserves means that the CBE cannot continue to do everything in the same way or deliver the same level of service as in 2017-18.

Cost reducing strategies including program and service level changes are evaluated using the decision-making criteria set out in the bullets below. These criteria help to prioritize budget balancing strategies.

The budget reduction strategies must:

- Minimize the impact to Kindergarten to Grade 12 students and school-based staff;
- Maintain student outcomes;
- Align CBE operations with Board of Trustee policy guidance;
- Align teaching and learning with accepted pedagogical research;
- Balance pedagogical needs with community expectations;
- Maximize efficiency in program delivery;
- Enhance or create a viable revenue stream where appropriate; and/or
- Ensure programs and services are sustainable over time.

CBE programs, services, and supports were reviewed during the development of this Budget Assumptions Report. At the time this report was written, specific service unit budget strategies are being developed. Specific details on the budget strategies chosen to bridge the 2018-19 gap will be fully disclosed and discussed in the 2018-19 Budget Report scheduled for presentation to the Board of Trustees in May 2018.

Subject to finalized details, the 2018-19 gap will be covered using a combination of service changes, process adjustments, program modifications and the judicious use of reserves.

Strategies identified to close the $35.6 million gap include, but were not limited to:

- Increasing school budgets by $19.8 million or 2.4 per cent (4.1 per cent is required to maintain current levels of service);
- Reducing service unit discretionary budgets by between 3 per cent and 10 per cent (approx. $15 million);
- Using a modest level of operating reserves to support service transition (approx. $2.5 million);
- Reducing board-funded capital activities (approx. $3.5 million); and
- Changing service delivery models over the short to medium term.

These broad strategies will result in a balanced budget that invests 2018-19 funding for the students enrolled in the CBE in 2018-19.

Consistent with the top priority of limiting the impact of budget reductions on students, dollars directed to school allocations will increase while service units will absorb funding reductions after adjusting for non-discretionary costs.

Reductions to service unit allocations increase the risk of non-compliance with Operational Expectations and may increase the amount of administrative burden that will have to be absorbed by school-based staff. While every effort is made to mitigate these impacts, the risks remain. These and other risks are outlined in the “Opportunities and risks” section of this report.

Possible reductions and implications of budget balancing

All revenues and expenses have been examined during this budget preparation process. These are the budget strategies that are been considered but **have not necessarily been approved for action**:

Schools and Areas

- Because of the provincial commitment to funding enrolment increases, the schools and centralized school support budget will increase by $19.8 million, excluding the $13 million in CIF funding received for 2017-18. The means the net increase to schools would be $6.8 million.

  Even though overall dollars for schools will increase, the increase is not enough for schools to maintain the same levels of service. Schools may need to operate differently to minimize the impact on students. Overall, class sizes may increase.
- The following list outlines the specific budget impacts that are planned to be effective for the April 12, 2018 school budget roll-out. Specific allocation rates impacted include:
    - Per-school allocation rates will be updated to correspond with projected salary and benefit rates (school principal, administrative support, etc.).
    - Allocations for school furniture and equipment will not be provided. This allocation was suspended in 2017-18. Principal feedback and purchasing evidence suggest that this reduction did not have a significant impact on operations and the suspension will therefore continue.
    - Similarly, the enhanced bilingual allocation for alternative language programs will not be restored.
    - Full-day kindergarten will continue to be offered but the scope will be reduced. The Alberta Government does not fund full-day kindergarten and therefore it is being reduced in scope as supported by the budget decision-making criteria.
    - Support for the English Language Learner (ELL) population will be continued for seven years, although the Government only funds five years. Benefits of longer-term supports have been validated by an Alberta Government report. Starting in 2018-19 the CBE will not provide ELL RAM allocations or claim Provincial funding for kindergarten students who only attend the half day program. Seven years of ELL allocations will be provided starting in Grade 1. Kindergarten is designed to be a language-rich environment. Utilizing a full year of programming for a half time program is not prudent.
    - Other per-student rates will be adjusted to achieve the target RAM allocation.

Service Units

- In accordance with the budget decision-making criteria the CBE is considering reductions of between 3 and 10 percent to service unit budgets after removing items such nondiscretionary items such as amortization or contractual obligation. A three to 10 per cent reduction to the service unit discretionary budget represents approximately $15 million. Reductions considered include:
    - Reducing the scope and/or extent of services provided to the system
    - Enhancing the efficiency in delivering the same service through restructuring
    - Evaluating the extent and need for contracted services
    - Critically evaluating roles (including vacancies)
    - Re-evaluating historical spending on discretionary expenses

It is unlikely that service units can absorb the planned reduction without some level of operational impacts. These implications are currently under review by CBE administration.

Budget addition requests

The $35.6 million budget gap includes $8.6 million in currently unfunded budget additions that are deemed critical to support the Three-Year Education Plan and priorities identified above. The CBE is a large, growing system with changing needs and must consider the resource allocations required to support those needs.

The budget balancing process used the budget decision-making criteria to evaluate additional resource requests. When decisions to expand programming and services are considered, this tends to increase spending and puts increased pressure on other areas within the CBE. It is a delicate balancing act. Some examples are the additional resources needed to operate and maintain new school facilities, the repatriation of payroll services, enhancing opportunities for students through a dual credit program, and an increased focus on math teaching and learning.

Assumptions

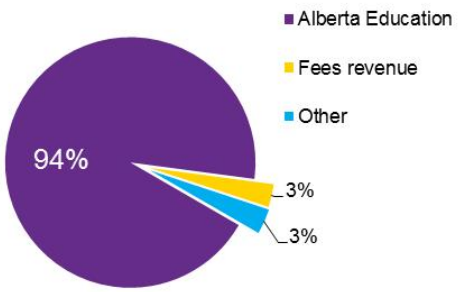
General Assumptions

The CBE's 2018-19 budget assumes:

- Dollars received in 2018-19 are spent on students who are enrolled in CBE schools for the 2018-19 school year.
- Parents and students will continue to make program choices that are similar to those made in 2017-18.
- The CBE's budget will comply with Alberta Education budget and reporting guidelines.
- The CBE will continue to provide safe, healthy, and supportive learning and working environments for all students and staff.
- Sufficient budget resources will be available to allow the CBE to meet its board funded capital needs as required by the Three-Year Education Plan. These projects include program moves and expansions, software application, and equipment renewals and additions to support the ongoing maintenance of CBE facilities. These are the capital costs of running a school system.
- The CBE will maintain the systems and processes that allow the CBE to attract, train, retain, and pay employees.
- Service units will support the Board of Trustees and their governance needs through the service unit's base operating budgets. Additional dollars have not been provided to support this work nor is that work funded from a transfer from the Board of Trustees' budget.
- The CBE will minimize the use of reserves and one-time funding sources.

Revenue Assumptions

Alberta Education will fund the CBE as follows:



- Alberta Education maintains its funding allocation formula, which is based on projected enrolment for Sept. 30, 2018.
- Alberta Education maintains funding rates at 2015-16 levels.
- Alberta Education will reduce overall funding by an amount equivalent to the reduced Local Authority Pension Plan employer contribution rate.

Other revenue assumptions are:

- The CBE will calculate Provincial funding using the funding formula provided based on 2018-19 enrolment projections.
- Any cost increases (for example, wages, benefits or working conditions) negotiated with the ATA will be fully funded by additional Alberta Education grants. The collective agreement expires on Aug. 31, 2018, and the CBE has assumed the Provincial Government will fully fund the cost of any salary, benefit, or work-load changes resulting from upcoming collective bargaining.
- The CBE will apply Alberta Education targeted/restricted funding for the specified purpose (e.g. Infrastructure Maintenance and Renewal, Transportation, etc.).
- The CBE has not anticipated CIF funding in the 2018-19 budget. Should CIF, or equivalent, funding be provided, the CBE will ensure all funding is deployed directly to schools in support of students.
- Fees:
    - All revenue from Alberta Education related to transportation and instructional supplies and materials will continue to be fully applied to the cost of these services. **There will be no contribution from the global budget to support fee-based programs and services**. Fee revenue for transportation and noon supervision will fully fund the gap between Alberta Education funding and direct program costs, including waivers and uncollectable accounts.
    - Currently there is no Provincial funding for the Grade 1 – 6 noon supervision program. This program is solely funded by student fees. Approximately 53,000 Grade 1-6 students are registered and supervised through the noon hour program in CBE schools (March 2018 estimate).
    - For the 2018-19 year, noon supervision and transportation fees will be increased by up to 5 per cent due to increased costs of providing those services and subject to ministerial approval.
- Opportunities to grow non-Alberta Education revenue will be explored where it is consistent with the CBE's vision and values.
- The CBE will continue to receive $1 per year per facility lease with charter schools as determined by Alberta Education.
- Facility rental rates charged will break even (cover incremental direct costs) as set out in CBE's Administrative Regulation 8004 and by agreement with the Calgary Separate School District and the City of Calgary.
- Revenue from the sale of CBE-owned properties, if any, will be applied to upgrade and modernize existing facilities to support student learning.
- The CBE will continue to participate in the Joint Use Agreement framework with the City of Calgary and the Calgary Separate School District respecting land and schools.
- Investment returns, if any, will be directed to enhancing student outcomes.

Expense Assumptions

Expense assumptions are:

- The budget will ensure that the CBE is able to comply with all conditions within Provincial legislation and collective agreements including general wage increases (where applicable), employee salary grid movement and benefits changes. The CBE will follow the province's lead on future negotiations with its unions and associations[1].
- The additional cost of operating two new schools has been included which is approximately $2.2 million for 2018-19. These costs relate to school-based administrative staff and operating costs such as internet connectivity, insurance and utilities.
- Amortization of board-funded capital assets will increase by $7.7 million due to increased capital expenditures in 2017-18.
- While Alberta Education has maintained grant funding rates at 2015-16 levels, the CBE continues to experience non-discretionary cost increases (such as for contractual obligations), which have been reflected in the expense projections.
- Budget addition requests critical to supporting the changing needs and priorities of the CBE have been incorporated in the calculation of the status quo budget gap.
- The CBE has system administration costs of approximately 3.2 per cent which is within the provincially mandated cap of 3.6 per cent of total expenditures.
- The CBE will continue to work with the Provincial Government and other school jurisdictions to identify cost savings strategies where opportunities exist.
- Transportation and noon supervision program service levels will be adjusted as required to operate within the fee revenue constraints imposed by Provincial legislation.
- The CBE runs several programs that are considered external to the kindergarten to Grade 12 mandate for which the CBE is funded. This includes the International Student Program, continuing education as well as adult language training. Both direct and indirect costs have been fully allocated to these programs to ensure they are operating on a full cost-recovery basis.

Reserve Assumptions

The Board of Trustees has final authority on the deployment of reserves and therefore these assumptions are subject to ultimate approval by the Board of Trustees.

- The budget will be based on the assumption that the CBE will end the 2017-18 school year with operating reserves of approximately $15.0 million and $11.0 million in capital reserves.
- Given the anticipated continuation of new school construction, the CBE will retain modest operational reserves to fully support the commissioning of approved new schools. Based on recent activity, the CBE spends approximately $0.7 million to commission an elementary school, $1.0 million for a middle school and $3.9 million for a high school.
- The amount of reserves available for use in 2018-19 is also contingent upon the funding request made to the province to cover the cost of project management services associated with new school construction projects. The CBE anticipates a final answer on these requests upon submission to Alberta Education of the statements of final costs associated with each project. This decision is anticipated prior to the start of the 2018-19 school year.

Given the above, the CBE anticipates an allocation of up to $2.5 million in operating reserves to balance the 2018-19 budget.

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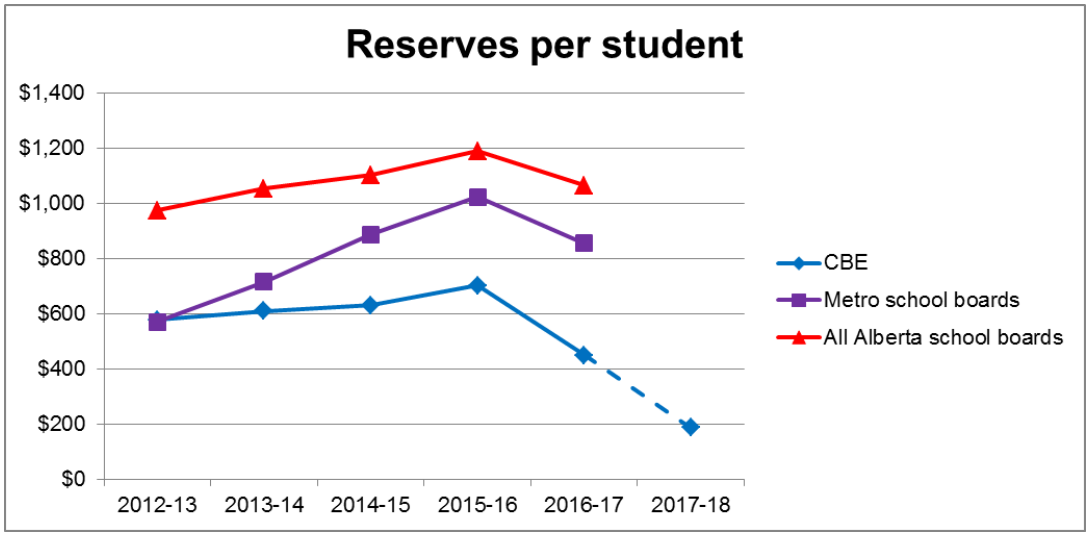
[1] The Staff Association collective agreement expired Aug. 31, 2017, Trades will expire on Aug. 31 2018, and Canadian Union of Public Employees expired on Aug.31, 2017. At the time this report was written, the Staff Association and Canadian Union of Public Employees collective agreements are being negotiated.

- There will be no funds available in the Transportation Fee Stabilization Reserve to help fund the cost of the 2018-19 student transportation program.
- The CBE will continue to maintain reserves at one of the lowest levels relative to other school jurisdictions. The CBE is committed to investing government funding in the students enrolled in the system in the year that the funding is received.



Capital Assumptions

The CBE appreciates that the Provincial Government is funding increased enrolment and is building the school facilities necessary to accommodate this growth. During the past two years the CBE has opened 24 new, replacement and modernized schools and has seven more projects underway with opening dates scheduled for 2018 - 2020. The incremental cost of operating new schools opened to date is $13.5 million. Four more new schools were announced on March 23, 2018 of which two were approved for design funding only.

While good news for students, parents and communities, each new school announcement requires the CBE to find additional funds beyond those provided by the province for furniture, fixtures and equipment. These commissioning costs include preparing the learning environment with learning resources, specialty equipment and technology. Other costs are related to the staff time (principals, assistant principals, learning leaders, administrative assistants, etc.) required to engage with the new school communities and make pre-opening curricular decisions. In all, the CBE has made over $25 million available to support these new school commissioning costs to date. Based on this experience, the upcoming new schools will require additional resources.

The Province has changed its process for funding new school and modernization activities as a result of the Report of the Auditor General dated April 2016: *Education and Infrastructure – Systems to Manage the School-Building Program.* Where costs are being incurred in excess of construction tenders and to pay for the project management components of the projects, further funding requests must be made to the province. The Province has indicated that the project management expenses and change orders may be considered for additional funding upon submission of the Statement of Final Costs for each project. A risk exists that these amounts will not be approved and the CBE will need to fund these additional costs from operating resources.

The 2018-19 budget will include an investment in board-funded capital to support the maintenance of systems and learning spaces as well as the replacement of vehicles, equipment and technology hardware. Even with the use of some board funded capital dollars to achieve a balanced budget CBE administration feels sufficient capital funding remains to meet the most critical needs.

Budget input

Starting early in 2018, the CBE requested input from parents, staff, other stakeholders and the public related to the 2018-19 budget and beyond. Feedback was requested in various venues and formats:

- meetings with union representatives (ATA, Staff Association, CUPE, Skilled Trades Union)
- meeting with the Council of School Councils (COSC)
- meetings with principals and assistant principals
- meetings with Area and Learning directors
- online comments

The CBE continues to improve budget-related communication with its stakeholders. The CBE website includes a great deal of budget information, including reports, staff communication, and speaking notes. Chief Financial Officer Brad Grundy continues to respond to comments on "Dollars and Sense with CFO Brad Grundy," where issues such as classroom funding and staffing are addressed head-on. New this year, Brad Grundy recorded a video that describes the budget and how funds are allocated to support student learning. The video is available to the public on the corporate website, and was also communicated to all employees via an all-staff email from the chief superintendent.

Comments are accepted year-round through the budget feedback form and all comments are read by the finance team. See Appendix II for a list of these comments.

Operational impacts

The CBE expects services and support levels to students, parents and schools to be adjusted from those experienced in 2017-18. The majority of schools will see a 2.4 per cent increase to their budgets which is less than the 4.1 percent increase needed to maintain their staffing and operations at levels similar to those provided in 2017-18.

The impact of service unit reductions will be felt broadly across the organization as the CBE may have difficulty providing the same response time and supports that schools have come to expect. The CBE has tried to balance the reductions across the organization to minimize the direct impact on students while still meeting legislated obligations. There is an increased risk to the CBE's ability to achieve compliance with the Board of Trustees' Operational Expectations.

Schools may feel the impact of service unit reductions by way of an increased administrative burden.

At the time this report was written, the decision-making process for service unit budget reductions is underway. A full description of operational impacts will be provided in the Budget Report which is currently scheduled for presentation to the Board of Trustees in May, 2018.

Opportunities and risks

This budget will continue to prioritize support to students and staff and the achievement of the Board's Results consistent with the values of:

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

The CBE will continue to review utilization across the system as an opportunity to optimize space and provide learning spaces closer to where students live.

The assumptions included in this report were developed based on the best information available at the time. Given that assumptions have been made and there are uncertainties in the related estimates, there is a risk that actual results may differ. Notable risk areas include:

- The budget is lean and minimal contingency has been built into CBE estimates. Choices made in reaching the final budget may impact students and/or the achievement of Operational Expectations. The CBE is committed to making every effort possible to reduce impacts on learning.
- Actual costs may be higher than assumed. The CBE is planning in April for a budget year that does not begin until September. There are many variables that can change between now and then. Specific areas of concern include the cost of utilities, negotiated wage increases, insurance premiums and uninsured losses.
- There is an increased risk that the CBE will end the year with a higher deficit than planned.
- As the deferred maintenance backlog continues to grow, CBE facilities will be more susceptible to extreme weather events and mechanical and structural failure. This reality could increase costs beyond assumed levels. A focus on fully committing IMR funding received should allow us, in part, to manage this risk.
- Collective agreement negotiations are underway with the CBE Staff Association and CUPE. The results of the ATA central agreement will set the expectation for the remaining unions' agreements. Any wage increase for locally bargained agreements is the responsibility of the CBE to cover within its existing funding from the Provincial Government.
- The largest risk in this budget is the use of reserves to balance the 2018-19 budget. The use of reserves to cover regular, on-going operations is a one-year, temporary solution. Going forward, the CBE will continue to be challenged with maintaining service levels, managing increasing costs and accommodating system growth with flat funding rates.
- The proposed reductions to service unit discretionary budgets mean that there is an increased risk that certain administrative duties and tasks will be transferred to school based administrative staff. As well, there is an increased risk that response rates and service levels will be reduced from the current levels.
- The reduced service unit budgets will be focused on supporting the anticipated 2018-19 environment. New requirements that emerge during the year cannot be supported by existing resources without a redeployment of efforts or additional budget allocations. Examples of new requirements include additional engagement efforts, reporting requirements, new curriculum implementation, new legislation, etc.
- The CBE will take all steps necessary to avoid operating and fiscal jeopardy as directed by the Board of Trustees.

Conclusion

These assumptions will guide the CBE to build a budget that is balanced and reflects its values. Spending reductions are an unfortunate reality of this budget. In order to minimize the impact on student learning, the CBE has approached these in a way that balances the reductions across the organization. These budget assumptions support learning for over 123,500 students next year and within CBE funding constraints.

Maximizing the dollars directed to the classroom to support student results remains the top priority. CBE's choices will continue to be guided and informed by its values: students come first, learning is our central purpose, and public education serves the common good.

The CBE, working with students, parents, stakeholders, and Alberta Education, will continue to provide the best public education programs and supports possible within the financial resources made available.

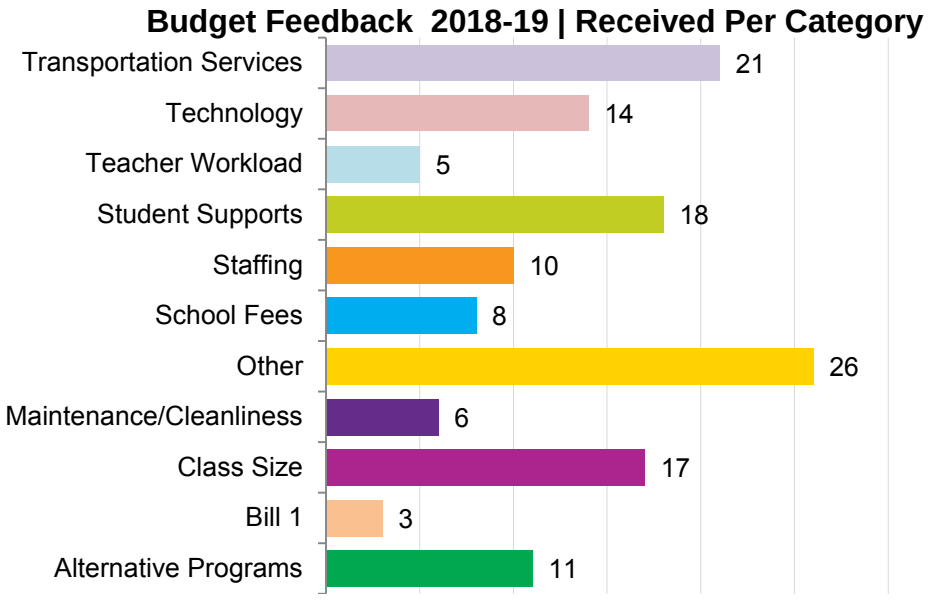
Appendix I – Glossary of terms

Alberta Education revenue	All funds received from Alberta Education, including amortization of Alberta Education-funded facilities. This is sometimes referred to as Provincial funding.
Amortization	Amortization expenses for both supported and unsupported capital assets ("unsupported "capital assets are non-facility, "supported" capital assets are funded by externally restricted capital funding/contributions).
Board-funded capital	Funds which are not received from Alberta Infrastructure. These funds support both one-time and annual capital projects which include program moves and expansions, software programs, and equipment used by facility operations staff operations to maintain CBE schools. These are the capital costs of running a school system.
Capital assets	These are goods that are acquired that have a useful life that extends beyond one year and are of more than minor value. For example, computers, most musical instruments, furniture, machinery, etc.
Commissioning	The CBE invests dollars to prepare new schools for student learning where the Provincial Government does not provide specific funding. This includes technology purchases, learning resources, air conditioning, staffing costs and decentralized resources to address needs specific to the learning environment and students.
Collective agreement	An agreement between a union or association that sets out terms and conditions of employment including general wage increases, benefits, grid movement, and other employment terms.
Deferred maintenance	The practice of postponing repair and maintenance activities to property (such as school buildings) in order to save costs and/or meet budget funding levels.
Enrolment	Total number of students including those enrolled in Home Education, outreach programs and Chinook Learning Services.
Fixed cost	A cost that will not change based on fluctuations in activity.
General wage increase	An overall wage increase or lump sum applicable to an entire union (or exempt) group.
Grid movement	The increase in the salary paid to an employee based on movement through progressive salary grid levels. The movement is based on the passage of time.
Operational Expectations	Policies established by the Board of Trustees by which the Chief Superintendent's performance and successful operation of the organization is evaluated.
Reserves	Dollars that have been accumulated from prior years that are available to support current year projects, programs and services. Reserves can be restricted by board motion or external parties.
System administration	The overall management, administration and educational leadership of the CBE at the system level. Also includes Board of Trustees remuneration and office budgets. Examples include functions in human resources, finance, information technology, legal and communications that provide system-level support.
Transportation stability reserve	Administration monitors all external fee revenues, grant funding and expenses under the Transportation funding block. The net result at year-end was a deficit of $1.4 million. The *School Act* requires that any surplus resulting from transportation fees must be used to subsidize the cost of transporting students in future years and as such, the entire transportation deficit is covered by a draw from the reserve.

As at

29/03/2018 9:28 AM

139 responses received



Alternative Programs

11 responses received

1. Put money back into transportation for bilingual programs, it is unsafe for them to be riding public transit. Send a survey to ask parents of children in those program if they are willing to pay extra. We are. In order to ensure their safety. We elected new trustees b/c the last board did not consult with parents. Otherwise, if changes to transportation don't happen, you will end up with more parents choosing charter schools.

2. hi there, my kids attend the Spanish program at Canyon Meadows. Due to budget constraints and the resulting change to funding for transportation, my kindergartner has to start school at 7:55 a.m. What's even crazier, next year, when my older son moves to the middle school, there will be a 45 minute difference between their school start/end times. How are families supposed to make this work? I know very few working parents who are able to shift their schedules to leave in time to to pick up by 2:45 p.m. We are fortunate that we live within the walk zone however many families have had to pull their kids from the Spanish program because they couldn't figure out transportation. Please do not continue to penalize those who have chosen alternative programs for their children; please allow enough money in the budget to fix the transportation issues which, will hopefully, then allow the school times to be a bit more coordinated and bring interest back to the Spanish program.

3. I do not mind the bus fee but the fact the bus stop is further away. I do not have a problem with increased fees if it meant my child was picked up closer to home such as in walking distance since she is in grade 1. Not sure if at all possible a bussing option that is more chartered that we pay for that service??. Thanks for your time.

4. In light of the undeniable prevalence of mental health concerns it would seem prudent to allocate funding for a Mental Health Coach for schools. Government funding dedicated to reconciliation and Graduation Coaches for the high school indigenous population has been an outstanding initiative, however, similar funding to support and enhance the mental health of ALL our students would be much more effective as the Indigenous population would still be addressed. This model would prove to be good for all, critical for some.

5. Schhols shouldn't accept students based on a draw because they are capped. More French immersion schools be provided to meet demand. [redacted] moved to acceptance based on a draw

Alternative Programs continued	due to capacity shortage. This shouldn't be the method of dealing with the problem. 6. Why is French an alternative program when we live in a bi-lingual country? How are families suppose to afford $70/month/child for them to get to school, after elementary? Three children - $2,100/year!! 7. I am fully in favour of the CBE doing whatever is possible to maintain Alternative programs and provide choice for families as long as those families do NOT pay more for transportation than do others. The philosophy of choice within the public system is to be protected but not to the point that it becomes a choice for those who can afford it. As soon as the dollar costs are different for those who choose alternative programs then it is a two tiered system and no longer equitable. I fully understand that it is the provincial government who is creating this issue. I think CBE should have people put pressure on the government by announcing that alternative programs will be phased out if province does not provide equitable transportation funding (it's the right thing to do and the current Board-Provincial Government relationship clearly isn't worth anything anyway, so it can hardly be made worse by pushing the people to speak to their MLA). 8. money should be spent on strengthening quality of community schools. 9. This school should be allowed to start alternative programs for kids. Such as TLC, Science. 10. Alternative Programs are an important component to public education and families should not be financially penalized for selecting these programs. The truth is, community schools in the suburbs DO NOT have capacity for all of the children that are currently bussed out of their community for alternative programs. Parents and Alberta Education need to understand that bussing is going to be a cost borne within the system. Either burgeoning community schools run a lottery to determine which local students get to attend local schools, or parents are given a choice to have their children bussed to an alternative program. A final option is to simple close all under-utilized inner city schools and spend huge amounts of capital dollars to build more schools in the suburbs. Please stop penalizing families that choose alternative programs. 11. Although all programs are valuable in their own ways, French immersion programming is particularly important to allowing Albertans access to jobs in Eastern Canada, particularly in government. This should not be considered an alternative program as it reinforces Canada's other official language. Please place priority on supporting French immersion.
Bill 1 3 response received	1. I teach foods and fashion combined classes at a junior high school. Bill 1 has severely limited what I can do with my students due to our budget to purchase all groceries and supplies. I have a budget of $10/student to teach them both subjects in one semester. Even with donated fabric and choosing small sewing projects, I will not have enough to buy groceries for them to cook very much especially in my higher grade classes that do more technical dishes. I totally understand the idea behind Bill 1 and support schools buying materials for all students to provide an even playing field. However, budgets for these hands on programs need to be increased to cover these costs and they haven't been. I feel like I am limiting my students because we can't afford to do almost anything. 2. One of my children attends a CBE public elementary school. This year - 17/18, his teacher has repeatedly mentioned how his classroom funding was cut in half this year, from $600 to $300. This means that the class does not have some basic supplies, for example, decent art supplies. They have only pencils and chalk pastels which make a mess, for one, but are not easy to use compared

Bill 1 continued	to other, more expensive choices. My other child attends a charter school, where school fees are noticeably higher, ($260 versus $30 for CBE), in addition to parents being responsible for providing some of the basic supplies. The difference is substantial, at about $300, and I am happy to pay it for our children to have good materials and supplies. Please let us pay more for our CBE public children to have the supplies they should enjoy too! People who do have children of school age already pay far less in provincial taxes than in most other provinces. People who do not have children of school age pay far less to support the public board as well compared to other provinces (for example, in Ontario, where public schools provide FULL-time JUNIOR AND SENIOR kindergarten). Those of us with children currently using the public school system should then be prepared to spend more on additional user fees, while those of us who are not currently using the system are happy to pay fewer provincial taxes year after year. Since there is already a waiver system in place for families that truly can not pay their fees, perhaps a tiered fee system would be an appropriate compromise. 3.I am having challenges with Bill 1 as it has had an impact on the amount of class time / play time / school time that my daughter has. It also has impacted my wallet. I have a daughter in French Immersion - so I have to pay for transportation for her even through French is a legal second language in Canada. And I have a daughter in high school where she has special needs - so cannot go to her designated high school. Due to this - I also have to pay $700 a year for her transportation. So over $1000 a year for bussing - and the high school bussing is not direct - she has to transfer several times. the lack of school time and high costs of transportation worry me.
Class Size 17 responses received	1. Class sizes should be at a maximum of 20 for elementary students and 25 for high school students. This allows the teacher to assist everyone. 2. Finding a way to return to smaller, recommended class sizes is critical, especially in our K-9 classes. Given the increasing complexity of our learners, a teacher's ability to personalize learning is entirely dependent on the number of students she or he has to work with. 3. Class sizes in all [redacted] schools that I checked are over the recommended maximum. In the case of [redacted] the school has classrooms not being utilized but the school does not have additional teachers to put in the classrooms and reduce class sizes. The province funded a great new facility so lets see CBE take full advantage of it. 4. How can the needs and learning styles of all students in a high school classroom of 30, 40 or more students, be catered for appropriately, particularly in these very important high school years? 5. in my opinion we need smaller class sizes, this can in turn help with student supports, the teacher is not pulled so thin and able to better support the students in his/her classroom and is then seeing a decrease to their workload which in turn is a positive within the classroom setting. 6. I think the current class size is ridiculous. In our high needs school we have 30 grade 5/6 students in each classroom. A third to a half of those students have issues ranging including, LD, Behaviour, Attention/Focus, Anxiety, Trauma... If you are wondering why your academic scores may be going down it has less to do with a lack of math coaches and more to do with classrooms becoming more about crowd control and less about learning. I understand the importance of specialists, math coaches, strategists but while classroom teachers are drowning in so much paper

Class Size Continued	work, ongoing parent communication, documentation, conflict resolution... these specialists are a moot point. Having kids supported by doing pull out with school assistants that don't have adequate training isn't really moving learning forward as it sets the kids up for failure in the middle schools when this support isn't there. With learning challenges such as we have, technology in classrooms should be a funding priority over funding changing data collection systems every 5 years. (SIRS, IRIS, D2L, Teacher Logic, Power School) If we are going to continue to have PATs for students in grade 6, these teachers should be given the same respect for work load as middle school and have no school for exam week. If you are to roll out a new curriculum in the fall, it should include exemplars for all subjects so schools have a common ground for assessment. This shouldn't have to be recreated each time a teacher moves to a new grade. If the trustees think there will be many teachers left by adding more work with another report card, they are wrong. 30 pages of comments twice a year is already more than enough. Resources should be allocated per student. ie sub time to level out the work load within the school. Our grade 1/2 teachers have a third less students (18-20 where we have 30), 3/4 less IPPs (they have 2 and we have 6-8 plus SLT/Behaviour Plans, ELL) Considering the drastic increase in workload both in and out of the classroom there should be some compensation for this. Alternatively you will find your medical and sick day costs skyrocketing if things continue as they are. Much of the criticisms faced by the board could be alleviated by reallocating to lower class sizes. 7. In particular, high school class sizes. There should be no more than 30 students in a class with an assistant. Our students are not getting into stem careers and we need to encourage them towards these subjects more, particularly the girls. 8. Class size in junior high and high school has been increasing to more than 30 students per class sometimes. This seems often unavoidable nor monitored properly and reduces the quality of learning. 9. I am an employee of the CBE and have worked in High Schools for the last 6 years. I build the school timetable and struggle with the class sizes I am forced to create. I appreciate that the dollars are funneled to Division 1 an 2 but if High Schools want to increase completion and success rates smaller class sizes - particularly at the grade 10 level would help. teachers would be able to provide more personalized instruction and reach the diverse and unique learners if there were not 40 students in the class (class size averages are misleading) 10. Hello, I would like a clear explanation of why constitutes "administration" for the CBE's budget. There are 7 Area Offices, staffed fully with many professionals who never set foot in a classroom anymore. Same for specialists, counsellors, principals and assistants principals. I understand that all of these people are considered teachers by training, but if they are not fully engaged with students 100% of the time, they are now administration. My belief is that the CBE is not being fully forth-coming in the amount of money being spent on non-teachers. Further to that, this clearly affects class sizes, which at the high school level are out of control (though the CBE certainly monkeys with the stats to make it appear that the class sizes are fine). Thoughts?[redacted] 11. My daughter’s grade 7 French class is 42 this year. And most other classes are over 30 kids. With the latest report about CBE not using intended funding to reduce class sizes, this needs to be addressed NOW.

Class Size continued	12. Would love to see a much needed reduction in class size. 13. Does the CBE work with the City of Calgary to look at changes to development by-laws during the planning process. Inner City communities that are changing from R1 to R2 or above are going to see significant increases in populations in those areas which will have an impact on school registration in those areas. The [redacted] currently has two kindergarten classes with 30 and 29 students, with one teacher and one aid for those students. These numbers are significantly higher than the class size target of 17 for Div 1 and the current average of 19.9. How is the CBE planning to provide additional classrooms and teachers for these students thru their elementary years and plan for future increased enrollment as the community grows. 14. Class size is the most important priority for CBE funding. You should do everything possible to make classes much smaller. If every single person downtown has to be reassigned to a classroom, then do it. 15. Class sizes are increasingly complex and large. This is a significant priority that needs to be addressed in this year's budget. Effective inclusion requires supportive funding to ensure it is successful on a practical level in the classroom on a daily basis. Out of 18 Div 1 students, I have 7 ELL students this year with no support in the classroom. Five of them came in at Language Proficiency Level 1 to start the year off. Early intervention is proven to be effective, but limited resources and time from a single classroom teacher to meet a variety of complex needs hinders this ability. 16. Class sizes used to be guaranteed as part of our collective agreement and since then class sizes in each school have been different. Our kindergarten class size is 22/23 which is significantly different to the suggested 17. Money should be used to actually reduce the sizes of classes as the number of teachers in each school does not always reflect the sizes of classes. 17. Please ensure that schools are following the provincial mandate for class size. K-3 should be 17 students per class. I currently have 24 and 22 students in my kindergarten classroom. The higher class size results in classroom behavior management rather than an optimal teaching and learning environment. I have taught for 25 years and know that class size in early learning has a huge impact on having a quality program.
Maintenance / Cleanliness 6 responses received	1. CBE's maintenance and cleaning budget is cut every year despite more schools need to maintained and cleaned from year to year. The current funding level is very below industry average. I suggest to increase the funding level in the next budget year. 2. Recent significant cuts in hours of cleaning staff at the schools has me concerned for the health and safety of the students. All Budget announcements and adjustments from the CBE have the preface that budget announcements and adjustments will have no negative affects on student learning. I must disagree as these cuts mentioned above do have direct negative affects to students. 3. Our schools are not as clean and sanitary as they should/could be. We need to look at new ways to make sure our schools are clean and healthy environments for all students and teachers. This should not be accomplished by teachers clean classrooms and storage areas. I wonder if there are some services that would be better out sourced to existing providers. One that comes to mind is snow removal. Having an outsourced vendor clean the sidewalks and parking lots

Maintenance / Cleanliness continued	(at the same time) when staff and students are not present makes a lot of sense and a job that can be done easier and quicker when staff cars are not in the parking lot and students are not arriving at school. That is one example of many such as mail delivery, transportation and removal of unwanted or unneeded items from schools. These may be small items but they all add up. I would also respectfully suggest that maybe the CBE doesn't need a such a large Communications department of 12 people? 4. While I think that class sizes, technology, staff and all of the other issues are important I think that our school principals are doing an excellent job of managing with what they have. What I believe is not being managed well is the budgeting for custodial staff. My children go to large schools with 700-850 students from grades K-5 and 6-9. I have no idea how the custodians kept up before their hours were recently cut and there is no way that they can possibly keep up with the limited time they currently have. Bathrooms, hallways, desks and all other areas of the school can only be so clean when there is limited time to clean. I believe that our children's, and teaching staff's, health will suffer when there is inadequate amount of time and budget allocated to custodial staff. Also, why are our teacher's parking lots and the road ways within the school grounds not shovelled prior to teachers and students arriving for the day? It is totally inadequate to attempt to shovel parking lots while students are in class and teachers have already arrived for the day. This is a huge safety concern for the teachers and the students. We live in a city that receives a fair amount of snow and this should be a priority that is addressed prior to anyone arriving at school for the day. 5. The new formula for funding maintenance / facility operators has impacted our cleaning staff very negatively. Our building is not as well maintained as it has been in the past. 6. Hallways and main areas seem to keep clean but classrooms do not. Our custodial staff is severely underfunded. I have window ledges with dust bunnies that have not been touched in ages. Children spill their sticky snacks on the floors and if I don't clean it up, it sits there for many days. I have a student with cystic fibrosis and I can not guarantee a clean learning environment unless I, as the teacher, take on the role of custodian.
Other 26 responses received	1. I would like to see a north high school. It’s time. 2. I have lived in the Northern Hills Community of Harvest Hills for 19 years. Nineteen years after purchasing our home, and two children later, we are still without a public High School in our community. My oldest child will be entering grade 10 in September and we are disappointed that she is not able to attend a local school. With more and more of the student population increasing and aging, a high school is necessary. [redacted], our current designated school is bursting at the seams (asking any current student how easy it is to maneuver in the hallways during class changes). Please re-evaluate the building of a public High School in the Northern Hills. 3. Please move a new high school in North central Calgary to a top priority. The Northern Hills area of Calgary is HUGE and desperately needs a high school. 4. Beyond the scope of the CBE, I dislike that private school receive public dollars and would like to see the CBE receive additional funding by decreasing the government dollars going to private schools.

Other Continued	Within CBE budgeting, I would support School Fee Increases, and Increases in costs of transportation services. I would support decreasing maintenance and cleanliness before decreasing teaching staff or increasing class size. I would like to see students take on greater responsibility for the cleanliness of their school. I would favor decreased spending on Alternative programs over increasing Teacher Workload. In times of limited resources I believe alternative programs offer less value to the community and don't support increasing teacher workload to support programming that does not benefit everyone. While all items related to budget are directly tied to values, there are items that can be cut without completely compromising our values. 5. why were there other area offices established before the NDP government was elected. This only provided more expensive staff that do not deal with students directly. The pre-existing area offices could have divided the new schools. My concern is that to make the budget workable that staff support and teaching staff will be cut or their hou8rs reduced much the same that happened in the Ralph Klein regime. We need to make sure that the needs of the students are met. Not the needs of highly paid directors in area offices. 6. Is there a way to align Math curriculum taught at High School with the assumed Math knowledge and expectations at Post Secondary Institutions? Even between Alberta High Schools & Post Secondaries, there seems to be a gap between what is taught at High School, & the level of Math required in term 1 of most Math/Science programs at Post Secondaries. There may be an even more pronounced gap if the Post Secondary is out of province. This puts a lot of unnecessary pressure on STEM students to "catch up" in a subject that many may find more challenging without the extra support they are accustomed to at High School right at the outset of their Post Secondary career when they already have a lot of change in the learning environment to deal with. 7. Your encouragement to provide name and email address "in cases where you may wish for a response from our team" is contradicted by your "note that we are unable to respond directly to individual comments and questions". 8. Really? You invite only one comment per subject per submission on an issue as complex as your Budget? 9. a $35million budget gap is a $35 million clear deficit masked by the use of reserve funds. as a parent with 2 kids in CBE, and a tax payer, I expect the CBE to consider itself a stewart of that money, not its owner. I expect the CBE to take drastic steps to balance that budget, and NOT too first cut teaching positions or teaching equipment. Stop rebuilding school where they are NOT necessary, even if the premier ask you to (e.g. Elbow Park School) Stop justifying FTEs that are NOT necessary (CBE Communication specialists are not communicating, they administer the community engagement checklist. CBE does not need that many communication specialist (I have met 4 at an after hour ($$) community engagement meeting about the math curriculum!). At least get them to produce accurate information (I received 2 CBE documents at a meeting and none of the numbers made sense; and they were different from one document to the next - in that case it was the numbers of students per FTE - it was sadly laughable Start monitoring and managing your capital projects and budgets (the cost of installing a DONATED playground in a CBE school was over $50,000 in 2014 - The contractor must have been smiling to the moon and back when he got that contract!). Another example is the contract of the outgoing superintendent who gets to pocket +/-$800,000 for leaving before his end term (isn't that a breach of contract to start with???) I hope the next salary contract will be negotiated more adequately. START looking ad the administrative cost of CBE central offices and the real value ALL CBE ADMINISTRATIVE EMPLOYEES provide. Not much value from what can be seen by parents - or make sure a communication specialist actually explains that.

Other continued	DO NOT reduce the funding per student (through RAM) that a school get. I do not need a communication specialist to get back to me as I am NOT impressed by their respective work. But if a trustee or area director (area 7 please) feel like doing it, I 'll be glad to have a chat. 10. French as a second language should be incorporated as a core or at least optional course in all schools, including elementary, and taught by FSL teachers who know French and are trained to teach it. Other languages could at least be optional. 11. I have observed that our distribution trucks often make trips while their truck is empty. I wonder if there is a better system to ensure that once they drop things off they can pick things up at the same or another school nearby to make fewer trips and save on fuel and ultimately maintenance costs too. 12. I encourage you to continue to fund full day kindergarten for our most vulnerable children and to continue to develop and expand the Early Development Centres 13. Above all else, this form design does not promote true engagement and feedback gathering. It does not show that the CBE truly values parent feedback. As a CBE parent and supporter, I am gravely concerned about staffing cuts, lack of support for students, teacher workload, lack of technology updates -- especially for schools such as [redacted] who are loosing staff, while repeatedly being asked to house school within a school, hard of hearing students, etc. This is sad and embarrassing for Alberta. [redacted] 14. I think that we should be making sure students needs are met and that there is special education placements for those who need help before we spend money on Alternative programs that address the wants of students. My son is waiting for GATE placement, yet their are many students who would do fine in regular programming who are receiving funding in your alternative schools. 15. Social Emotional Development is an area that parents, teachers, and the community needs to spend more time understanding and helping children co-regulate and self-regulate. It is a key to building a healthy nurturing environment in which all children (and families and educators) can learn and thrive to be successful in all other areas of learning. Please consider evidence-based research that supports how they thrive in the long-term. Class sizes is another focus to ensure teachers can provide quality care and learning for all students (and also detect when children need more supports in other areas including social emotional development). Ratios in daycare should carry forward as children attend school. 16. I would like to see simplified presentation of grant funding sources for the CBE and the correlating delivery of these funds within the CBE. That is, do the grant funds actually end up where they are meant to be. There is a lot of debate around the level of General and Administrative costs in the CBE, but the ultimate transparency of this information is difficult to see in the previous budgets I have reviewed. 17. We understand there is a 36 million dollar shortfall in the 2018/2019 calendar year and as a result there was a article the media disclosed but no further information on what made up the shortfall and what plans are underway to address it. Is it true the Alberta Government is not fully funding the Learning needs of the students in the System? What makes up the gap?

Other continued	18. Administration costs - even though below what the government targets are - are still too high. You always show them as 2+ percent which is still higher than they could be when teachers have only had a 1% raise in 6 years and maintenance staff are facing cuts to their budgets. How many people are working in the CBE Ed centre? (Which we're paying too much for). How much do these people make? Huge salaries and severance packages for superintendents who leave during the school year don't seem fair as other staff are not given to these same compensations. You can get good people w/o paying them as if they are CEOs of large oil and gas firms. Admin salaries should take up no more than 1% of the budget. 19. It is important to keep in mind that putting students first does not always mean developing services and programs at a school level rather than at a system level. Sometimes it is more efficient to develop services and programs at a Central Office level so that all school benefit and so the correct expertise can be utilized. 20. Since the bell times at [redacted] and [redacted] were moved apart by one hour in 2017/18, five of the six bus runs serving [redacted] and [redacted] have dropped to sub-optimal ridership numbers. According to CBE, "The legal capacity of a full size yellow bus is 72 passengers, with CBE's general guideline being 60 elementary students per bus or 48 junior high students per bus. Adding more students to low ridership routes of fewer than 30 students is optimal." In the 2017/18 school year, the busses serving our schools have dropped dramatically to the following ridership numbers: Bus A (32 kids [redacted] run and 20 kids [redacted] run); Bus B (31 kids [redacted] run); Bus C (31 kids [redacted] run and 22 kids [redacted] run); and Bus D (65 kids [redacted] run). As responsible stewards of taxpayer money, the CBE should make every effort to increase bussing efficiency. If the CBE were to re-align the bell times at these schools to within 10 or 15 minutes of each other and place all of our kids on the same bus run that is currently serving the [redacted] School kids, it would allow two of the four busses currently serving our schools to be re-deployed to pick up passengers at other schools. This is a win-win solution that would help with the CBE's budget situation. 21. Our school hours have changed this year so the kids are at school until 1543 - and do not get of the bus until 1620. This is making after school activities difficult and the kids are tired - they still get up. We pay for bussing as an alternative program and it would be nice to have our earlier hours back. And the early dismissal Friday is difficult - I would rather just get a few more entire days off that end early one day a week. 22. I would like to see school hours change back to what they were. Having half days on Fridays has taken a toll with both parents working. I don't know any company that hires people with Fridays off. And then on certain days, if the full Friday is off, then Thursdays are early dismissal. Next year, my older child will be going to middle school. And I know there are many in the same boat. There is over a hour difference between start times between both kids. Previously the middle school bus had a stop close to the elementary school that had it's drop off just before elementary school bell, so siblings could meet up with each other. That is no longer the case. Feeder schools schedules should coincide with the middle school schedules. The current schedule does not work for the average Calgarian. 23. There is a need for a high school in the north of the City to serve the students in the Coventry Hills/Harvest Hills areas. The kids will be aging out of their elementary and middle schools in the next few years - time for a definite plan. 24. We have been waiting for more than 15 years for a high school in Northern Hills. Having my oldest bus more than one hour to school each way every day is ridiculous when this was promised so long ago. Please consider moving the High School higher than #3 spot! I am hoping my

Other continued	youngest will be able to attend it in 9 years. 25. I see no need for Area Offices in an already bloated bureaucracy. I have heard the arguments for them, but Area Superintendents can travel the distance from the 'wonderful' new building to where they need to be as easily as all of us do to get to schools far, far from home. Their grossly inflated salaries should be compensation enough for them to be willing to do this. We could save a lot of money if Area Superintendents were paid what they were worth(that would mean a lot less than they get) and that money were directed to the people who actually make the schools function.(Teachers) 26. I am a teacher at CBE and sometimes when I log a ticket regarding technology problems, it takes days to resolve. The technology departments definitely need more resources as some issues cannot wait for days to resolve.
School Fees 8 responses received	1. Bring back one fee for field trips, paying for each is a pain. Who has cheques these days! Plus a admin nightmare for the school 2. It's hard to understand the value parents are receiving for the lunch time supervision fee especially considering the Catholic Board provides the same service for $90. Without knowing further information this seems like CBE is much more inefficient. From speaking to my children there is nothing special happening during the lunch break that would explain the discrepancy. 3. In the past, if kids took the school bus, they did not pay lunch fees, now, we pay both. Why? Kids who get bussing for free don't pay the fees, why do some parents get penalized for choosing the best learning model for their child? CBE must do better to balance their budget and get educated about multiple six figure payouts and bonuses for executives. It is no longer acceptable to get rich off the backs of parents who are hard working and support the system. 4. The extra curricular (field trip) expenses are ridiculous at a grade one level. Spending $100 in field trips over the year is silly and frankly when field trips are rebooked at the beginning of the school year or even sometimes done the year before. We know that many times those field trips do not support programs fully. Booking a year in advance takes the away from the organic authentic learning which in my opinion becomes a missed opportunity. $100 in field trips fees for one school and another school in the same area is asking $25-35 in field trips. Where is the equity? 5. I am not happy about how much I had to pay in fees this year, particularly in regards to field trips. I want my children to have these experiences, however this year was way more expensive than any other year. I think it's inconvenient that we have to go on all year & check to see if we have fees because we pay per field trip. I realize the school set it up this way in order to make it more affordable for families, given the increase, but I would have preferred an option to pay all at once. As for the fees, it feels like you gave free transportation to some, but just transferred the fees to everyone! With the addition of a K-4 [redacted], we no longer have transportation, so I don't feel it's fair to subsidize the rest. While a lot of people were upset about the alternative programs having to pay transportation while everyone else was free, but I don't agree. In my opinion, which I realize isn't the popular opinion, the transportation to the designated schools should be less than alternative (because of the distance required & it's optional), but I don't think it should be free. It's more reasonable to have the bussing closer to $150 for designated schools & alternative $300. I live in [redacted], and a couple of years ago, a friend mentioned that her son went to the [redacted] & the bussing

School Fees continued	was the same price as what I paid within my own community. As well, I believe that some common sense needs to be applied to the transportation for some kids, particularly those less than 13 years old. They shouldn't be on Calgary Transit alone as a requirement to get to school, unless the parent has chosen an alternative program & they have a designated school closer. Then that's the parent's decision. It feels like the schools have to reach out more & more to the Parent Councils to fund their additional programs. There are some that are certainly above & beyond the normal curriculum, which makes sense for the council to fund, however the requests come in for things like art supplies, kindergarten supplies, etc. These are not extravagant requests, they should be provided by the CBE. We're lucky that we live in community where we have very involved Parent Councils that are able to fund these requests, but what it means is that there are many schools that do not have what they require. I understand that some of the above comments are in response to Bill 1, but I think there are also a lot of inefficiencies within your business. For example, when I did require bussing, my kids were conditional riders. The overall process to get added was paper-intensive & everything had to be done by mail! With the technology available, this makes absolutely no sense to me. I don't understand why this couldn't have been a fillable PDF online that could either be submitted via your web page or at least emailed in. Same with getting the notification back to me that we had been accepted. We had to wait for the approval by mail, costing you paper/printing costs, an envelope & a stamp, not to mention the labor costs to do so. Imagine if that could be done in an email! This is just one small example, but I suspect that you're riddled with inefficiencies that cause you to bleed money unnecessarily. 6. My comment relates to school fees and generally to funding provided for extracurricular activities, etc. I personally feel like I can afford the minimal school fees required to send my children to a quality educational institution, and don't see the point in waiving these feels across the board. Though I understand there are some families where these minimal fees will cause difficulties, that is not everyone. As a higher-middle class family, I see no reason for me to cost other people money for something I can and should easily be able to afford. This should be based on income level or circumstances; or you should show how the cost of running a tiered system outweighs the cost of paying fees for those that can afford it. 7. Hi there, the school fees imposed seem to get more expensive every year. We are the typical middle class family trying to make ends meet on one full time teaching salary and one part time salary. We aren't in a position financially that the burden of those costs don't impact us as a family but we don't qualify for financial assistance either. We encourage our kids to play sports and live an active lifestyle but every time the make a school team, it comes with a cost. Now we have to pick and choose the amount of sports they can try out for . Next ear my son is going to high school and would love to play football which will cost $425, plus the cost of football cleats which is another $100, and we expect there to be more costs for that team sport. Those costs would mean an entire pay check from myself or more which means we delay a bill getting paid.And then there's field trips which can often run ingot the hundreds for one year, public education needs to be more considerate of how their fees are impacting the middle class families. 8. Why is the catholic board noon supervision fee only $90 compared to $285 for the cbe?
Staffing 10 responses received	1. Please continue the math coach role as I've learned so much from the coach working at my school! Ongoing, personal professional development is beneficial and critical to improving teacher practice and student learning. 2. I think CBE administration is already running at minimum and the cost of administration is the

Staffing continued	lowest compared to other school boards. Please do not reduce any more administration as all level of the school systems will be impacted. 3. Please do not cut administration and facility operators. 2 years ago, it was scary that each elementary school can only afford 1 caretaker. Luckily the government restored funding to maintain those services. Definitely do not want to see those happening again. 4. $17 million deficit can be resolved quite simply. The CBE is top heavy, we have more admin/leaders/directors then almost any other education board in the world. Many jobs at the top end are redundant and could be easy cut. You require teachers to continually do more and more (report cards/ipps/iris/supervision/paperwork all things that are outside the classroom), but at the top end you just higher another person to share the work load. A teacher is worth $100k, admin downtown are worth at least $150k. Getting rid of teachers is not going to help get workloads down for the teachers. 5. I realize there are a lot of complaints about 'head office' having too much $. I usually consider this just babble, but I have a neighbour that works in your finance department, I hear her regularly speaking about how she has now work, they keep piles on their desks to look busy, they have to keep full staff for the times it is busy and they just 'make work' when they aren't. This is offensive, if true. 6. I applaud the CBE's decision to try and push funds to the classroom, however I think we all know that good teachers need to be well supported. I would hate to see the CBE cut funding to supports and admin so drastically that you are not running as the multi million/billion $ organization that you are. Eg. Legal, HR and Finance need to appropriately staffed to provide adequate and appropriate support to school admin teams. 7. A Little too late for my idea but next year; why not have a committee, a representative from each department representing the various unions etc. and have budget scenarios; (outlining the purpose of each department – job titles for the scenario questions). 8. Overall, I think the CBE provides excellent education to our children. One aspect I do feel that requires attention is the amount of senior/middle management; if we expect teachers to have between 20 and 30 direct-reports, the students, we should expect the same from management. Flatten the organization, push responsibilities to remaining senior staff. At the end of the day, if any managers have less reports than teachers do, we are failing the people of Calgary. 9. Teachers not on a continuous contract are left in uncertainty for most of the year as to if they will have a job in September. Money should be used to employ teachers and reduce class sizes 10. : I am a CBE employee, in confidence. How efficient is it when you can a department at Head Office for assistance and have to speak with one specific person, if they are not there nobody seems to know what is going on. I know if I need help with [redacted] or [redacted] have one email address to contact and different people seem to be able to assist. Same with the [redacted] there is one email address. But if I need help to [redacted] something I seem to have to wait until the correct person is available or email my regular contact directly. Sometimes I wait many days for a reply.

Student Supports 18 responses received	1. My son has been waiting for a psychological learning assessment for 4 Years. Our school has a high CSSI population and he keeps getting bumped. Now in grade 4 he struggles and I cannot do this on my own, it's not affordable and I have no insurance. I was told only 2 a year at our school qualified. Not sure what to do but if the budget affects others like my son then they will fall through the cracks in high needs schools. Please find a way to help families like ours to get help for our kids. Thank you. 2. As a mother of a child with special needs (cerebral palsy), I am very concerned about the lack of support that he is receiving in the class room. It seems to be less and less with each grade as he gets older. I feel that he is falling through the cracks and (due to the lack of support) he is not reaching his full potential. He has mobility issues and learning issues. Currently, in his school there is only 1 aide to share amongst 6 (grade 3) classes. I don't see how it is humanly possible for someone to do their job well (as an aide), when they have to help so many children. It is not fair to the teacher, aide, or children that need the support. The lack of funding to support students with special needs is extremely frustrating, as there are very limited options to help them meet their potential. 3. I've noticed a large gap in the student support provided by the CBE. My daughter attended an alternative program in the [redacted], that had a CBE Psychologist on site 1x a week and I note many schools do not have this. He played an important role in helping her navigate school and conflict. It is not available at the school she transferred to in the [redacted] The student that she is now surrounded by are all struggling and the teachers shrug off most complaints brought forward. The one saving grace is a Starburst program provided to adolescent girls, but what about the young boys? 4. I have 2 children who attend [redacted] and both are very different. One child is need of an assessment that out of pocket for us ranges from 1200 to 2000. The school can do the same testing and get the help he needs to succeed but can only test a set number of students. My child may or may not be tested and at this point most likely not. I have a result done my own research and with the help of his teachers he is doing better than I imagine. But what about next year and into high school? what type of supports will be available for parents to help their child(ren) succeed? If it means sharing the cost I am okay but that depends on each family situation. 5. Why are there no textbooks for middle school students? Yes, some are posted on D2L, but many are not (or are not supposed to be) an D2L is unreliable as to whether it will actually work when we need it to. Our Junior High school has a shortage of both textbooks AND computers which makes it nearly impossible for my kids to work either at home or at school, and it makes the teachers' jobs incredibly difficult. 6. Money allocated for special education learners. Schools should be disclosing how much money has been given for each child and where this money is spent. Our school has one full time EA and is assigned to our one student who is confined to a wheelchair. What about the rest of the special education learners, are they receiving the support they need? The schools and board are not transparent on where the money is going. 7. I would like to see specialized programs expand. As our system has expanded our specialized and unique settings have not kept pace. This is a real need that has direct impact on schools. 8. While I realize this survey is to gather input to help reduce spending, two areas I feel that funding needs to remain or be increased are to the Math coaches put in place the 2017/18 school year and

Student Supports Continued	access to physiologists and physcho-educational assessments for students. 9. With the complexity of the emotional and cognitive abilities of students in many classrooms these days, it is paramount to have more support in the classroom, especially if our educational goal that each child matters is to be reached. 10. Thank you for the survey. I think the one area I'd like to see more of in middle and high school is access to curriculum resources so we can follow at home as the kids start working more independently, and depending on their notes rather than the textbooks 11. We need to re-invest in small group setting, congregated opportunities for our most struggling learners, whether their challenges are language, behaviour or learning difficulties. The "inclusive" classroom model steals essential learning time from all learners, when different groups simply need a different focus. 12. Provide more Ed Assistants for classrooms in need; therefore, may not need for smaller class size. 13. As a parent with a student who is struggling in the classroom I feel like there just aren't enough supports for kids with extra needs. We are at a small school and the teachers do their best but he isn't getting what he needs and we may have to move him out of the school. 14. My son is in grade 6 and he requires the support of an educational assistant for most of his core subjects, he has excellent support for one of the subjects but I believe due to funding he has less support for his other classes which we are seeing a direct impact on his report card. We can not afford to send him to a private school and I'm hoping that the budgeting will allow for schools to increase their educational assistant support. Thank you, [redacted] 15. Class sizes should be lower (22 or less students) or there should be a full time or part time EA in the classroom for student support. Especially when there are children with Learning challenges or children with behaviour codes, or any coded children. Teacher performance will improve. Children will be properly cared for and not sent to the hall when they misbehave There should be Alternate programs & additional support for children with ADHD 16. There is still not enough education support for those that require it in both middle school and elementary. It is my firm belief that you should have an education assistant in each class as a start and another if there are more then 2 major behavior issues in the class. 17. As a parent, and as a part-time CBE Ed. Assistant, I am wondering where the money has gone that was intended to be used for increasing aide funding, investing in classroom resources, decreasing class sizes etc. I currently work in a K-9 school that has very limited classroom support with an urgent need for support in the grade 2 classrooms. I also personally have two children on the Autism spectrum, who are coded appropriately, that have had minimal Ed. Assistant support this year. This is a real concern for me as I personally require more Ed. Assistant hours to make ends meet (I have been struggling in my attempt to obtain more than 15 hours per week this year) and my children require more Ed. Assistant support in order to be successful in school. Concerned Parent/Employee, 18. With increasing complexity in the classroom and class sizes getting larger, I hope that special attention will be given to class make up and the supports that are required to effectively assist the learning of students with complex learning needs or ELL students.

Teacher Workload 5 response received	1. The amount of extra work on teachers in the past three years has been tremendous. No planning time or org time available for teachers to prep best lessons. 2. Classrooms seem to be filled with more and more children with special needs but not the aids or teacher ratios to properly support this new push for inclusiveness. Is this fair to the students with special needs or high potential students who may not be getting sufficient attention? It is very hard to see this and then to hear about CBE head office real estate costs and superintendents being given raises when some are already paid 2x higher than their counterparts in other provinces. This is not at all in line with a students first policy. 3. Particularly at the middle/junior high school level, teachers are being required to do extreme amounts of work; between the plethora of different classes they are required to teach (and therefore plan for and assess), growing class sizes, and then additional and extra-curricular opportunities that these teachers provide for students, such as athletics, music, clubs and trips. In elementary schools, teachers are not required to provide extra opportunities outside of the timetable. In high school, teachers are often afforded extra prep time in the timetable and have significantly fewer classes to prep for due to the timetable. Middle/junior high school teachers are not given extra prep time (in fact, in most cases it's much less) and often have a large amount of work that they must complete on their own time, evenings and weekends. Consideration must be put into solving this time imbalance; hire more teachers for the middle levels both to create smaller class sizes and spread out the teaching load. 4. We have an every increasing work load with more and more students in our classrooms, particularly it seems in area 4. Too many meetings on fridays that drag on 5. My child has a small class with excellent teachers. The school is well organized and information is easily available to see what is happening. My nephew is at another school with a much larger class size and everything seems chaotic. My sister never seems to know what is going on. I think if the classes were smaller at their school things would be much smoother.
Technology 14 responses received	1. Technology is equally important as my kids rely heavily on using technology on day to day learning. I definitely would not want to see service reduce on technology support to student and stuff. 2. I understand CBE is facing a budget shortfall every year. But I want to stress that technology is equally important. My son use technology at school every day for his day to day learning. I also use technology to track his learning status. I do not want to see technology to reduce its services. Technology at school is becoming more important in the 20th century. I do not want to see we are going backward where we are using pen and paper for everything. 3. Technology is important these days as we use it everyday for both teachers and staff. I would rather see a budget freeze for technology instead of a budget cut on technology. 4. Every High School should be able to offer IT courses and provide staff to support Computing Science learning up to 30 Level science. Computer Tech is regarded as such a fundamentally valuable skill by many employers & is now acceptable as a 30-level science credit in Alberta post secondaries so it should be part of the core offering options every High School provides. It should not be necessary for students in some Calgary High Schools to need to access Computer Tech courses via evening or distance learning. This is a barrier to their learning & will likely limit their employment options. The course should be available as classroom learning in their school during regular school hours.

Technology Continued	5. CBE Infrastructure and technology needs to stay competitive with other school boards. I do not want to see any cuts on technology infrastructure for the CBE. My kids heavily use them everyday so definitely need all the IT support. 6. It is disappointing to see the money that goes into technology such as Iris, Home Logic, D2L, CBE Website, Teacher Blogs, School Website, etc. As a parent, it is total overload (not to mention heavy work load for teachers). I can only imagine the millions of dollars that are spent every year on the latest/greatest technology. Would be nice to pick a an effective system and stick with it. Personally, I'd be happy with 3 paper report cards per year, with percentage grades and a brief teacher comment if required. Given the frustration of various software glitches and reliability, would like to see some common sense here and more consideration of "simple systems" instead of being sold complex software solutions that do not work. 7. I am surprized and disheartened not to see budget monies set aside for the development of CBE's own technology systems to ensure it is starting the complicated task of examining how the use of artificial intelligence, blockchain technology and the Internet of Things could be used to deliver quality relevant student programming in the most cost effective way possible. The budget is built on these basic assumptions: ■ students come first ■ learning is our central purpose ■ public education serves the common good. If these are the principles on which CBE is building its budget, meeting these objectives demands that the CBE understand the disruption that technology is causing in all industries (including education) and what this means for its current students. To ignore this disruption and continue to provide educational programming in the same way (without changing both the technology the system itself is employing and how it employs it and student access to new technologies currently being developed and utilized), is not consistent with the assumptions on which the budget is based. Students do not come first, if there is no recognition of the world in which they are going to graduate and attempts to ensure they are prepared. Learning is not the central focus if CBE is not willing to invest monies in ensuring it is using every technological solution possible to ensure the best educational program delivery. And finally the public good is not being served without students benefitting from the best educational program delivery which is aimed at preparing them to meet the needs of the future. There are hundreds of thousands of technology jobs not filled because we don't have the people to fill them. Technology has to be thought of as an essential investment if the CBE is going to do its job effectively. CBE needs to consider whether there are opportunities to deliver quality educational programming in innovative new ways employing technology. While this has a bud get cost up front, there are savings that will be realized in the long term. 8. I would like to see some budget spending on technology. My kids use them for learning at school every day. 9. More important than low class sizes and low school fees is the ratio of student technology. Technology is increasingly important in the classroom and it is not okay for 5 students to be sharing one device. We have students who have the skills and knowledge to be technologically creative and we have software available to schools but not enough lap tops for them to access. It should be a goal that all schools would be one device (laptop or tablet) to 2 students by 2020. 10. Technology is a must in today society. Cutting budget for Technology is NOT a wise choice especially we are using it at schools, in the office, at home, for home work, for work, for calendar planning, for reminder, for projects, for report cards, it is already integrated in our daily lives. 11. At the CBE, Technology staff have been in position freeze since 2012. Salary freeze for almost 5 years. Positions that got lost did not get replaced. Technology departments are already running on minimum staff with minimum resources - but the numbers of support are increasing every year.

Technology continued	At the CBE, there are ~ 260 schools, 20000 staffs, 100000+ students. Then there are also 1000 + servers, Smart Boards and printers; 10000 + Access points, network gears and phones; 50000 + workstations, tablets and smart phones; Each devices have at least 10 + software to support. If you do the math, the number goes up to hundred thousands or even millions. This is the technology work load the CBE is facing every day. 12. Air Canada Computer system went down and they are in chaos for 2 days. Imagine if CBE network or computer systems went down for the whole organization, how many departments, staff and students are affected. Therefore I hope the technology budget for 2018- 2019 won't be too bad. 13. IT has taken a backseat in the CBE. Teachers are unable to access the proper supports to remedy tech issues in their classroom. IT techs repeatedly will not help with other issues when they are in schools. instead focussing only on the job assigned. 14. More technology support staff in school needed to help students and staff.
Transportation Services 21 responses received	1. How much money would the board save if we did not provide yellow bus services for Alternative programs? The transportation options then would be for parents to drop off their kids to their school of choice or take city transit. 2. I am deeply disappointed in the CBE's decisions regarding the withdrawl of school bus service from alternative program middle schools. It is not safe or acceptable for kids as young as 10 or 11 to be expected to navigate Calgary Transit on their own, taking 2 buses and a train and up to 2 hours to commute to and/or from school every day. How can the CBE feel this is acceptable when kids in grades 5 and 6 still need to pay Noon supervision fees? The CBE is telling parents that their kids are not safe to eat unsupervised within the safety of a school building but are perfectly safe navigating Calgary Transit on their own with no supervision or support. I feel that the CBE was and still is hiding behind the words "transitioning to Calgary Transit" when really there was no transition plan in place at all. It was entirely up to parents to find a way to get their kids to school with no help from the CBE. These programs relied on school bus service and the CBE has done a disservice to the programs by cancelling yellow bus service with no phase-out or plan in place. Our kids were effectively displaced from their program (which has now shrunk by A LOT) and forced to go to a new school and leave behind their school community, their second language, and their friends. In no way does this decision reflect the values of students coming first or learning being the central purpose. Both of our children have struggled in their new school when things were fine previously at their alternative program. It's too late to help our family now but please don't let this happen again. If you plan to cut something as essential as bus service, parents should have at least a year's notice and if you are going to call it "transitioning" then the CBE should have a plan in place to actually "transition" kids to a new mode of transport instead of just dropping it all on the parents with no plan to help. AND, if you are just going to cancel services without a transition plan, then tell it like it i s and don't call it a transition and don't tell us you are putting students first!!! 3. I am disappointed with the recent changes to school hours, specifically the early dismissal on Friday. Families with two working parents are impacted negatively as a result of having to find care for their children every Friday afternoon. Please change the schedule to have a consistent dismissal time, this will reduce the burden of after school care that was created as a result of the recent change to school hours. 4. You folks can manage to pay bus drivers and maintenance for longer bus rides (Having the bus go out to the furthest stop in the evenings) instead of covering the costs of bussing for alternative

Transportation Services Continued	programs. The province is paying you plenty enough to cover everything, including cafeteria programs... sort out your budget!! 5. The bus service should be extended to all elementary students. Current policy does not consider basic safety and convenience. 6. My 7 year old child attends [redacted] elementary. We have been on the waiting list for before and after care for 3 and a half years. The only daycare available to us is at North Glenmore, which our children would have to cross Crowchild Trail to get to, but apparently it is outside of CBE bussing distance by .2 of a KM. We feel like the CBE is causing our problem (over-stuffing the school with children and teachers from nearby closed or not yet ready buildings - that takes up daycare space as every available hallway and closet is being used for classrooms) and then refusing to help us with the transport to before and after care issue. I am one of several parents who are wondering if the CBE can either stop over-stuffing our local school, or else show even the tiniest bit of flexibility with allowing a bus to transport our kids to the community centre instead. So far we have come up against people who brush us off and tell us that there is nothing they can do to help us. The fact that they are causing a community wide issue seems to be of no consequence, and even when one building is finally up and running and ready to take the extra students camping out in our local school, they have another closed school with kids to fill ours up with. We understand that budgets are tight and decision makers are trying to save money, but we also want you to know what a huge toll having no movement within an before and after care program for years has had on parents and kids. As a single parent paying for daycare and a driver to pick my child up from school and take her to after care (and no before care) - we have had to forgo lessons, community sports, family vacations and all sorts of other things as we are paying way more than the average for care. My sense is that the CBE neither cares or is in the least bit concerned about us or the problems it is causing us and we are really, really disappointed in the lack of help or consideration that we have received. 7. We received notice yesterday that our bus route was changing. We go to an alternative program so are still paying for transportation service. The service has so far been great this year, despite our bell times changing and our kids getting home later this year. Yesterday, we received an email saying that our kids will now need to be on the bus for 50 minutes each way, as opposed to the 20 minutes they currently ride. Our kids will not be home until 4:45, nearly an hour after the bell rings. We have after school programs already booked and mornings worked out, for working parents this is a big change on a very short notice. It feels as though we are being punished because we have chosen an alternate program, even though it is a designated school for us. The bus is a great service, but emelmwntary stidenta ridig the bus for 1 hour is too long. 8. Alternative program schools should get transport services back. It affects learning time. 9. Our 7 year old son attends [redacted] elementary school. We have definitely felt the growing pains in the community with regards to balancing a 2 parent working household and not having a reliable child care program to help care for our son while we work. A situation that countless [redacted] families are struggling with which will likely only get worse as the community demographic changes and more families move here. We have been on the waiting list for the in school aftercare program for 3 years now and will likely never make it in as we know there are at least 90 kids on this list. An issue we have been told is not common in any other community this program is offered. Although After Care is not within the scope of CBE, the inflexibility to help us get our children safely from School to a reliable aftercare program has been extremely frustrating. It seems like after the bells ring CBE concern about our children's safety turns off. We feel like the CBE is causing our problem (over-stuffing the school through the school within a school program - that takes up daycare space that once existed) and then refusing to help us with

Transportation Services Continued	the transport to before and after care. After our initial aftercare program at [redacted] abruptly got canceled on us last minute this September. We were left scrambling for another solution. After lots time dedicated and many tears, we were able to find a reliable program that our child could attend but does not offer transportation. As it stands, our children are expected to walk across Crowchild trail by themselves because the aftercare program is considered within the walk zone by .2 of a km, despite being located outside of our community in North Glenmore. This is about a 30 minute walk from the school which is not direct and I am not confident in having our son do this walk unsupervised especially during the harsh winter weather we have had this year. I took some time to observe the intersection that they are expected to c ross and within 5 minutes, I saw a car fly through the intersection during a red light. Although we prefer to have our kids stay at [redacted] for after care, we understand that is not a viable solution in the near future. Our alternative is that CBE Bus Route A add a stop to [redacted] (1.8 kilometer detour) and service an additional 10 or more paying families ($330 per child/per annum). The solution we have presented will likely help CBE potentially generate some extra revenue for CBE by allowing at least 10 and potentially even more families leverage this solution. [redacted] has been approved to accept many more students and I believe are only at half the capacity with the number of students they have. Since our son does currently qualify for bus, we have opted to have him take a school bus home to a bus stop that is on the same block as our house. Interestingly the school bus driver requires a parent or childcare provider to be meet the child at the at the bus stop if the child is in Grade 1 or Kindergarten. How does this make sense?? I currently have to take an hour out of my busy work day in order to wait for our son at the bus stop, and then drive him across the community to get him to the aftercare program because CBE will not allow the bus service to take a small detour. This problem is only going to get worse with more families coming into the community & no reliable childcare solution in place. In addition, the changes to the roads that are being planned will likely only make the Crowchild Trail crossing more dangerous. 10. I am having very hard time this year because CBE stops school buses for grade 6. I am not feeling safe to send my child in Calgary Transit. I want school bus back for my child, who is studying in [redacted] school. I will be very thankful to you for your kindness. 11. Please provide transportation for all students. Knowing that middle school students are taking 2 busses and a train to get to and from is horrendous! I am willing to pay my share of bus fees to ensure my children have a safe ride to and from school. It is very stressful to live in an unknown world about busses and bus stops. Will the communal bus stop my child is using now move next year forcing him to walk too far in extremely cold weather? This is very worrisome for families. Please ensure families will be able to trust the CBE will provide safe transportation for their children. 12. I believe that french is a 2nd language of our country and if a parent decided to send their child to the designated school of french vs English and just because it is french we have to pay more, that is not quite right. Even though the french school is closer in distance than the designated english school. 13. Thoroughly disappointed with the dumping of yellow bus service to alternative schools. I'm concerned about Sept 2018 and what that means for my 10 yr old getting to school. 14. Cancelling schol buses for junior high is counter-priductive. It has put a lot of stress on parents needing to drive lids to school or to a public transportation station. Not all kids at that age can use public transport on their own and the public transport in Calgary isn't close to all coomunities or schools. Paying some school fees in order to keep school buses going is

Transportation Services continued	worth it and more helpful. 15. I would like to see bussing brought back for jr high. My daughter and soon enough my son go to [redacted] and a dedicated city transit bus option would be appreciated. 16. we need more reliable school bus transportation service for alternative programs. It is not fair for alternative program students who are paying the transportation but only having congregated stop which made our students daily commute very difficult. 17. Money that could be spent in the classroom should not instead be allocated to transporting students to specialty programs. Regardless of whether or not these funds come from the Provincial Budget, those funds should be spent on bettering students education in the classroom and not transporting students to elective/optional programs. 18. A high priority for many families in the southeast of Calgary is to restore bussing to the Jr High alternative programs. The spanish bilingual program has been a huge success and is now declining due to the fact that parents can't get there kids to school safely. [redacted] is an elementary school that services all of the South East up until the end of Gr 5 and then students are to take public transit for Gr 6 to continue this program in [redacted]. The hour to 2 hour commute by bus, train, bus, is not a great option for kids going into Gr. 6. It would be a shame for such a great program to decline due to the lack of bussing to the middle school from areas that are so far away. You have built up such a good Spanish bilingual program and you need to continue to support it. I can only imagine that this applies to other alternative programs as well. Please consider restoring bussing to these Jr High school's. Thanks for your time and consideration. 19. This year, I was a lucky parent to suddenly not be required to pay for one of my child's bus fees (being 2.5ish km from the elementary school). However, next year, our children will be one of the last schools to adjust bell times from the current 8:45AM to 8AM. We, like many families, enjoy 1-2 extracurricular activities each week per child. For example, Cub Scouts, which runs 6:30-8PM. This new bell time will affect us substantially in terms of getting enough time for sleep on school nights. These activities are valuable for our children too. Many families don't actually save as ours did though, since now they will have extra after-school hours to cover with babysitters, etc. And they still get to start school at 8AM too. I would rather pay my $300ish share of transportation fees and have a workable schedule of school, activities and sleep hours for all. 20. Since the bell times at [redacted] and [redacted] were moved apart by one hour in 2017/18, five of the six bus runs serving [redacted] and [redacted] have dropped to sub-optimal ridership numbers. My understanding from correspondence with the CBE is that: "The legal capacity of a full size yellow bus is 72 passengers, with CBE's general guideline being 60 elementary students per bus or 48 junior high students per bus. Adding more students to low ridership routes of fewer than 30 students is optimal." In the 2017/18 school year, the busses serving our schools have dropped dramatically to the following ridership numbers: [redacted] (32 kids [redacted] and 20 kids [redacted]); [redacted] (31 kids [redacted] (31 kids [redacted] and 22 kids [redacted]); and [redacted] (65 kids [redacted]). To cut on bussing costs, parents at our school have noticed that this presents an opportunity to increase bussing efficiency. If the CBE were to re-align the bell times at these schools to within 10 or 15 minutes of each other and place all of our kids on the same bus run that is currently serving the [redacted] kids, it would allow two of the four busses currently serving our schools to be re-deployed to pick up passengers at other schools. This is a win-win solution that would help with the CBE's budget situation.

Transportation Services continued	21. Our children attend an alternate program which means we pay for bussing. The issue we have is with the bus stop options. In our case, we are required to either cross a 7-lane roadway w/o traffic lights or/travel past open fields and a major construction site that often closes roads to traffic. We would like someone to actually drive the routes to see what hazards exist prior to making the decisions on stops. Safety should be paramount.

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report to Board of Trustees

Trustee Remuneration Committee Report

Date	April 10, 2018
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Althea Adams, Chair, Trustee Remuneration Committee Trustee Mike Bradshaw, Committee Member
Purpose	Decision
Resource Person(s)	Trustee Remuneration Committee Members Patricia Minor, Associate Corporate Secretary
Governance Policy Reference	Governance Culture GC-5E: Trustee Remuneration Committee Terms of Reference GC-2E: Trustee Remuneration

1 | Recommendation

It is recommended:

THAT the Board of Trustees approves the amendments to the Terms of Reference for the Trustee Remuneration Committee, as attached.

2 | Background

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

- To review trustee remuneration, including trustee remuneration levels, taking into consideration budgetary, economic and other relevant factors; and

- To recommend continuation of or changes to Board policy on remuneration.

The Terms of Reference also dictate the Committee membership be comprised of at least two trustee and three external members, currently Committee composition consists of two trustees and three external members.

3 | Analysis

The Committee met on March 15, 2018. The draft minutes of the meeting are attached to this report. The Committee considered and discussed the following:

- The misalignment between the required frequencies of meetings and the required annual reporting to the Board of Trustees in the Terms of References. The Committee passed the following motion:

  THAT the Trustee Remuneration Committee recommends to the Board of Trustees that the third bullet in Section 5.a of the Committee's Terms of Reference be amended to remove the wording "once every two years" and replace it with "annually".

- The Committee confirmed its support of the Trustees' basic honoraria increase effective September 1, 2018 as set out in Governance Culture GC-2E: Trustee Remuneration.

- The Committee agreed to develop a skills matrix to articulate the desired skills of external Committee members for use with future member recruitment.

- The Committee asked for Board direction on having an external analysis on Trustee Remuneration as well as the Board's interest in a compensation philosophy review.

4 | Conclusion

The Committee recommends an amendment to the Trustee Remuneration Committee Terms of Reference to align the frequencies of Committee meetings with the required annual reporting to the Board of Trustees.

The Committee also recommends no amendments be made to GC-2E: Trustee Remuneration at this time.

Attachment I: Minutes of Trustee Remuneration Committee meeting March 15, 2018 (Draft)
Attachment II: GC-5E - Trustee Remuneration Committee Terms of Reference, showing proposed revisions
Attachment III: GC-2E – Trustee Remuneration

CALGARY BOARD OF EDUCATION

TRUSTEE REMUNERATION COMMITTEE

Minutes of the Meeting of the Trustee Remuneration Committee held in Room S308, Education Centre, 1221 – 8th Street SW, Calgary, Alberta Thursday, March 15, 2018, 11:00 a.m.

PRESENT: Ms. A. Adams, Trustee and Committee Chair
Mr. M. Bradshaw, Trustee and Committee Member
Ms. W. Fraser, Committee Member
Mr. K. Lima-Coelho, Committee Member (attended via teleconference)
Ms. P. McLeod, Committee Member
Ms. P. Minor, Associate Corporate Secretary
Ms. K. Maxwell, Recording Secretary

1.0 Welcome and Introductions

Trustee Adams welcomed all attendees and introductions were exchanged.

2.0 Review of Agenda

The agenda was accepted as submitted.

3.0 Approval of Minutes

MOVED by Ms. P. McLeod:

THAT the minutes of the Trustee Remuneration Committee Meeting held on May 1, 2017 be approved as circulated.

The motion was CARRIED UNANIMOUSLY

In favour: Mr. K. Lima-Coelho, Ms. W. Fraser, Ms. P. McLeod

Abstained: Trustee Adams, Trustee Bradshaw

4.0 Review of the Terms of Reference

Committee members reviewed the Terms of Reference for this Committee. Members discussed the misalignment between the required frequencies of meetings, at least once every two years, and the required annual reporting to the Board of Trustees. Members agreed the Terms of Reference should be amended to say the Committee will meet at least once annually.

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MOVED by Ms. P. McLeod:

THAT the Trustee Remuneration Committee recommends to the Board of Trustees that the third bullet in Section 5.a of the Committee's Terms of Reference be amended to remove the wording "once every two years" and replace it with "annually".

The motion was
CARRIED UNANIMOUSLY.

The Committee discussed and agreed the current Committee member composition meets the membership requirements as defined in Section 5.b of the Committee's Terms of Reference.

5.0 Trustee Honoraria Increase effective September 1, 2018

The Committee confirmed its support of the Trustees' basic honoraria increase effective September 1, 2018 as set out in Governance Culture GC-2E: Trustee Remuneration.

6.0 Discussion on the Recruitment of New Committee Member

The Committee discussed recruiting a new external member. As the current three external members fulfill the requirements of the Terms of Reference for at least one parent representative, one Calgary corporate community representative and at least one other stakeholder of the Corporation, a decision was made not to recruit a new external member.

For future recruitment efforts the Committee discussed creating a skills matrix articulating the desired skills of external Committee members. Skills discussed included: experience with governance, boards and compensation; financial literacy; understanding of the public school system and large organizations; community knowledge; senior executive experience; and government relations experience.

ACTION: Ms. Minor will draft a skills matrix for review by members at the 2019 Trustee Remuneration Committee meeting.

7.0 Other Business

Members discussed whether the Board would be interested in receiving an updated external analysis on Trustee Remuneration, as the previous one was completed 5 years ago, as well as a compensation philosophy review.

The Committee agreed that future Trustee Remuneration Committee reports to the Board of Trustees and the Board's response to Committee recommendations will be shared with external Committee members.

ACTION: Trustee Adams, Chair of the Trustee Remuneration Committee, will facilitate members receiving copies of the Committees' future reports to the Board of Trustees

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and will communicate any Board response regarding the Committee's recommendations.

8.0 Next Committee Meeting and Adjournment

The Committee's next meeting will be on Thursday, February 28, 2019.

The meeting was adjourned at 12:07 p.m.

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Board of Trustees' Governance Policy

GOVERNANCE CULTURE
GC-5E: Board Committees Terms of Reference

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

5. Trustee Remuneration Committee

a. **Purpose/Charge**:
- To review trustee remuneration, including trustee remuneration levels, taking into consideration budgetary, economic and other relevant factors.
- To recommend continuation of or changes to Board policy on remuneration.
- To meet at least ~~once every two years~~annually, or more often as requested by the Committee Chair.

b. **Membership:**
- Two trustees, one of whom will serve as Chair of the Committee as determined by the Board of Trustees at the Organizational meeting;
- At least one parent representative;
- One Calgary corporate community representative; and
- At least one other stakeholder of the Corporation.

c. **Reporting Schedule**:
The Committee Chair shall submit its recommendations regarding trustee remuneration levels for a school year at least six weeks prior to the Board of Trustees' approval of the Corporation's operating budget for such school year.

Minutes of all meetings of the Trustee Remuneration Committee shall be provided to the Board of Trustees by the Chair and filed with the Board of Trustees for the corporate record and indicate at least the following information:

- date and place of meeting;
- attendees;
- record of decisions and who is assigned any actions arising.

The Committee shall report at least annually to the Board of Trustees on the Committee's responsibilities and how it has discharged them.

d. **Term:**

Trustees are appointed for a one-year term at the Board of Trustees' Organizational meeting. External Committee members shall be appointed for a four-year term. The membership timelines for external members shall be staggered, to provide continuity.

e. **Quorum:**
At least one trustee and two external Committee members.

f. **Authority Over District Resources:**
None.

Adopted: ~~September 12, 2017~~

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Board of Trustees' Governance Policy

GOVERNANCE CULTURE
GC-2E: Trustee Remuneration

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

A. Taxable Honoraria, Benefits and Allowances

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

   Effective September 1, 2018, and at the commencement of each fiscal year (September 1) following, Trustees' honoraria will be adjusted according to the most recent three-year rolling average of Statistics Canada annual published Calgary Consumer Price Index (CPI – all items). Trustee honoraria will be paid in regular bi-weekly payments. The annual honoraria provide compensation for all duties, responsibilities and activities required of Trustees.

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

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

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

B. Reimbursable Expenses

1. Each Trustee will be entitled to be reimbursed from the Board of Trustees' budget for expenses, which are supported by receipts, related to professional development up to a maximum of $2,000

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

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

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

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

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

5. Expenditures for alcohol will not be reimbursed.

C. Other

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

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

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

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

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

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

Approved: May 10, 2016

cbe.ab.ca

report to Board of Trustees

Correspondence

Date	April 10, 2018
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Kelly-Ann Fenney Office of the Corporate Secretary
Purpose	Information
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board

1 | Recommendation

The following correspondence is being provided to the Board for information:

- Letter dated March 16, 2018 to The Honourable S. Jansen, Minister of Infrastructure and The Honourable D. Eggen, Minister of Education, re: the Board of Trustees' approval of the Three-Year School Capital Plan 2019-2022.
- Letter dated March 20, 2018 to The Honourable D. Eggen, Minister of Education, asking for approval to register Utility Right of Way (Plan Number 1711651) on reserve school lands in the community of Tuscany.

Attachments: Relevant Correspondence

Calgary Board of Education

Board of Trustees

1221 – 8 Street SW Calgary, AB T2R 0L4 | t | 403-817-7933 | f | 403-294-8282 | www.cbe.ab.ca

www.cbe.ab.ca

Board Chair
Trina Hurdman Wards 1 & 2

Vice-Chair
Marilyn Dennis Wards 5 & 10

Trustees
Althea Adams Wards 3 & 4
Lisa Davis Wards 6 & 7
Richard Hehr Wards 8 & 9
Julie Hrdlicka Wards 11 & 13
Mike Bradshaw Wards 12 & 14

March 16, 2018

Honourable Sandra Jansen
Minister of Infrastructure
Office of the Minister
127 Legislature Building
10800 - 97 Avenue
Edmonton, Alberta T5K 2B6

Honourable David Eggen
Minister of Education
Office of the Minister
228 Legislature Building
10800 - 97 Avenue
Edmonton, Alberta T5K 2B6

Dear Minister Jansen and Minister Eggen:

RE: Calgary Board of Education's Three-Year School Capital Plan 2019-2022

At the Regular Board Meeting of the Board of Trustees of the Calgary Board of Education (CBE) held on March 13, 2018, the following resolution was passed:

> *"THAT the Board of Trustees approves the Three-Year School Capital Plan 2019-2022, as provided in the report, and refers the plan to Alberta Education."*

Enclosed are two copies of the report: *Three-Year School Capital Plan 2019-2022*, which constitutes the CBE's capital requests for the fiscal years 2019-2022. Copies of the Project Application Forms have been submitted electronically through the BLIMS Web Application Program.

The combined priorities consist of 12 new school construction projects and 10 major modernization projects for a total estimated cost of $403,417,500 million. These projects are listed on Table 3 (page 34) of the attached report.

The CBE requests that the Minister of Education, together with the Minister of Infrastructure, approve the CBE's *Three-Year School Capital Plan 2019-2022.*

Should you have any questions pertaining to the CBE's *Three-Year School Capital Plan 2019-2022,* your department may contact Mr. Dany Breton, Superintendent, Facilities & Environmental Services at 403-817-7290.

Thank you in advance for considering all our requests for school capital construction projects.

Sincerely,

Trina Hurdman

Trina Hurdman, Chair
Board of Trustees

Attachment: Three Year School Capital Plan 2019-2022

pc David Stevenson, Chief Superintendent of Schools
Dany Breton, Superintendent, Facilities & Environmental Services

Calgary Board of Education

Board of Trustees

1221 – 8 Street SW Calgary, AB T2R 0L4 | t | 403-817-7933 | f | 403-294-8282 | www.cbe.ab.ca

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Richard Hehr Wards 8 & 9
Julie Hrdlicka Wards 11 & 13
Mike Bradshaw Wards 12 & 14

March 20, 2018

Honourable David Eggen
Minister of Education
Office of the Minister
228 Legislature Building
10800 - 97 Avenue
Edmonton, Alberta T5K 2B6

Dear Minister Eggen:

RE: Registration of Utility Right of Way Plan No. 1711651

The Calgary Board of Education (CBE) is requesting Ministerial approval for registration of a Utility Right of Way on reserve school lands in the community of Tuscany. These lands are held jointly by the CBE and the City of Calgary.

On November 14. 2014, the Minister of Education approved disposition of a 1.5 acre portion of the Eric Harvie School property to the City of Calgary for construction of a community fire hall. The CBE has since been notified that in order to bring electricity service to the fire hall, Enmax requires a new Utility Right of Way across the south and west perimeter of the Eric Harvie School lands (Attachment I).

On March 20, 2018, the CBE Board of Trustees passed the following motion:

> *THAT the Board of Trustees approves registration of a Utility Right of Way Agreement on the land title for Eric Harvie School.*

In accordance with Alberta Land Titles requirements, the CBE is hereby requesting Ministerial approval to register Utility Right of Way (Plan Number 1711651) against school reserve lands located at 357 Tuscany Drive NW, described legally as Plan 0510046; Block 18; Lot 4MSR.

Sincerely,

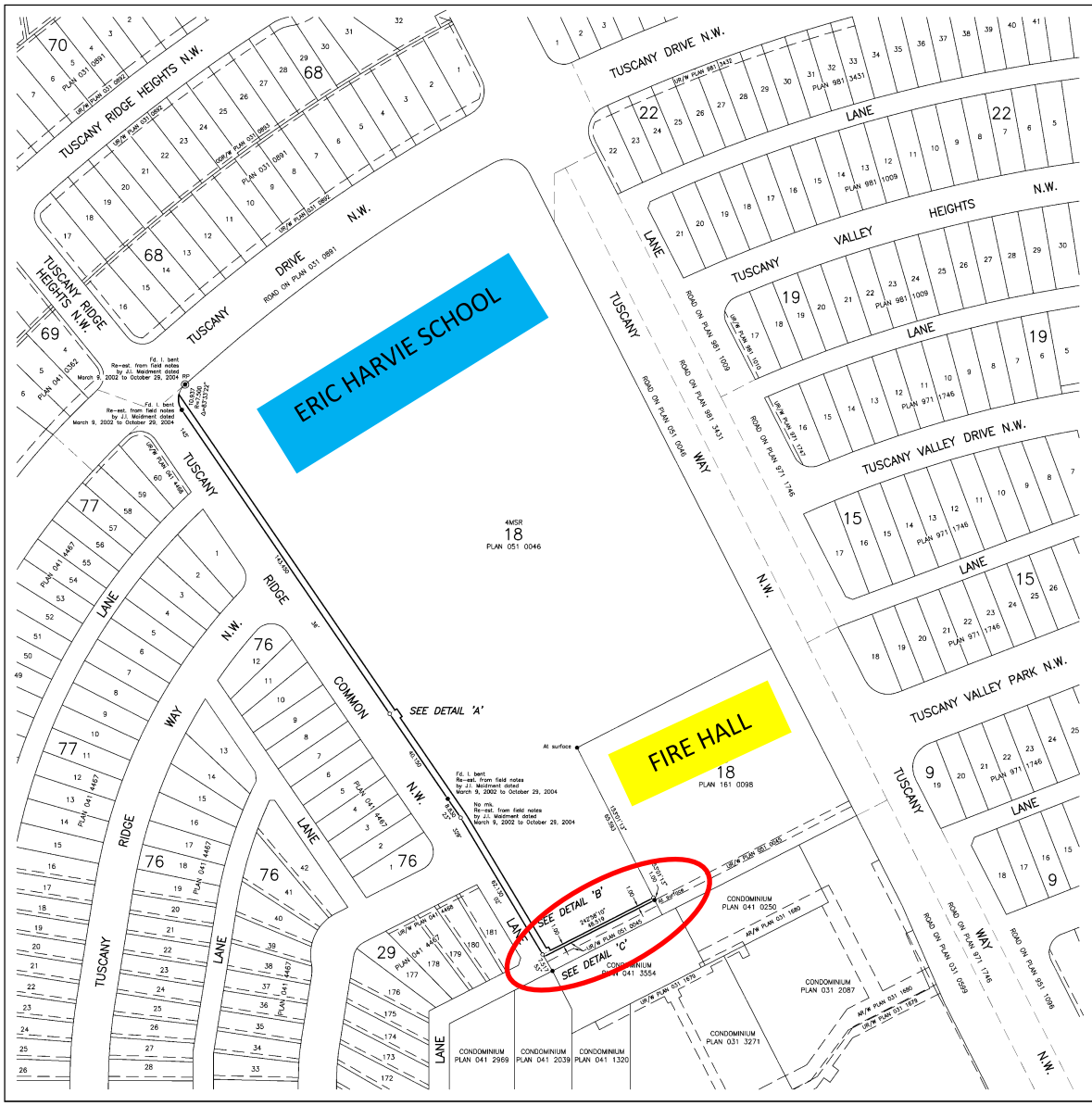
Trina Hurdman

Trina Hurdman, Chair
Board of Trustees

cc David Stevenson, Chief Superintendent of Schools
Dany Breton, Superintendent, Facilities & Environmental Services

Attachment

Attachment I



SURVEYOR

PATRICK L. MARSHALL, ALS 2017
SURVEYED ON JUNE 16, 2017 IN ACCORDANCE WITH THE PROVISIONS OF THE SURVEYS ACT.

REQUESTED BY

ENMAX POWER CORPORATION

ALBERTA LAND SURVEYORS' ASSOCIATION
PERMIT NUMBER
P196
MAIDMENT LAND SURVEYS LTD.

REGISTRAR

ALBERTA LAND TITLES OFFICE

PLAN NO. 171 1651
ENTERED AND REGISTERED
ON August 10, 2017
INSTRUMENT NO 171 177 765

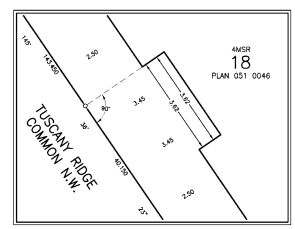
D. Slamskie
A.D.REGISTRAR

CITY OF CALGARY
PLAN SHOWING SURVEY OF
UTILITY RIGHT OF WAY
AFFECTING
LOT 4MSR, BLOCK 18, PLAN 051 0046
WITHIN THE
S.W.1/4 SEC.17, TWP.25, RGE.2, W.5M.
SCALE: 1:750 (0 7.5 15 30 45 60 75 METRES)
P.L. MARSHALL, ALS 2017

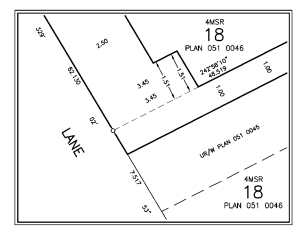
LEGEND

1. AREA AFFECTED BY THIS PLAN OUTLINED THUS: ——— AND CONTAINS 0.070 hectares.
2. STATUTORY IRON POSTS SHOWN THUS: ● FOUND ○ PLACED (MARKED "P196")
3. FOUND STATUTORY IRON POST, USED AS REFERENCE POINT SHOWN THUS: ◉ RP
4. DISTANCES ARE IN METRES.
5. DISTANCES ALONG CURVED BOUNDARIES ARE ARC DISTANCES.
6. BEARINGS ARE DERIVED FROM REGISTERED PLAN 051 0046.
7. THE PROJECTION IS 3° TRANSVERSE MERCATOR, THE DATUM IS NAD83 (ORIGINAL), THE REFERENCE MERIDIAN IS 114° WEST LONGITUDE, AND THE COMBINED SCALE FACTOR IS 0.999720.
8. GRID COORDINATES ARE DERIVED FROM PLAN 051 0046 WITH THE FOLLOWING COORDINATES FOR THE REFERENCE POINT: NORTHING = 5665803.400, EASTING = −17849.749.
9. RIGHT OF WAYS ARE 2.50 METRES IN PERPENDICULAR WIDTH UNLESS SHOWN OTHERWISE.

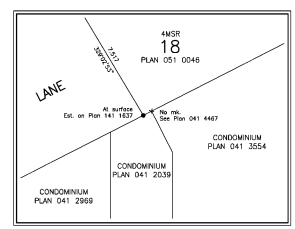
ALS	ALBERTA LAND SURVEYOR	AR/W	ACCESS RIGHT OF WAY
SEC.	SECTION	OOR/W	OVERLAND DRAINAGE RIGHT OF WAY
TWP.	TOWNSHIP	UR/W	UTILITY RIGHT OF WAY
RGE.	RANGE	MSR	MUNICIPAL SCHOOL RESERVE
M.	MERIDIAN	FD.	FOUND
N.	NORTH	I.	STATUTORY IRON SURVEY POST
S.	SOUTH	Re-est.	RE-ESTABLISHED
E.	EAST	Est.	ESTABLISHED
W.	WEST	Mk.	MARK
RP	REFERENCE POINT	R	RADIUS
NAD83	NORTH AMERICAN DATUM OF 1983	Δ	CENTRAL ANGLE OF CURVE



DETAIL 'A'
NOT TO SCALE



DETAIL 'B'
NOT TO SCALE



DETAIL 'C'
NOT TO SCALE

Alberta This plan may not be commercially re-distributed, transferred or manipulated in any form without the specific written consent of Alberta Land Titles

Maidment Land Surveys Ltd.
Land Surveyors/Land Development Consultants
10, 141 Commercial Drive, Calgary, Alberta T3Z 2A7
Tel (403) 286-0501
Fax (403) 286-6632 FILE NO. 117192urw

cbe.ab.ca

report to Board of Trustees

Chief Superintendent's Update

Date	April10, 2018
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board

1 | Recommendation

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

2 | Issue

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

OE-7: Communication With and Support for the Board requires that "the Board is supported in its work and is fully and adequately informed about matters relating to Board work and significant organizational concern." With other reports submitted to the Board of Trustees, this update meets the requirement of OE-7 for the provision of information in a timely, simple and concise form.

Personalize Learning

CBE Receives Alberta Education Grant

As part of the Provincial Dual Credit Framework, school divisions were encouraged to apply for funding to create new career-oriented opportunities for high school students. Through this application process, the CBE has been granted $50,000 to develop a Medical Technologies program in partnership with the Southern Alberta Institute of Technology (SAIT).

The Medical Technologies dual credit program will provide students the opportunity to explore career pathways in areas of study such as: Medical Radiologic Technology, Diagnostic Medical Sonography, Nuclear Medicine Technology, Respiratory Therapy, and Medical Laboratory Assistant. Students will have the opportunity to acquire experience in a variety of areas while earning high school credits and post-secondary credentials, and learn about pathways into future post-secondary programs.

The CBE and SAIT currently share ten career-driven programs for students in grades 10-12. These opportunities range from courses such as Business Management 200, to fully certificated programs like Pharmacy Assistant and Pre-Apprentice Carpenter. With the breadth of dual credit programs available, CBE students have the opportunity to choose dual credit programming as part of their high school experience.

Engage Our Stakeholders

Area 6 and 7 Impacted Schools

The opening of many new schools over the last few years has resulted in a significant shift for thousands of CBE students. With more students attending school closer to home, space has become available in the schools they previously attended. The CBE has been working with communities to determine how these learning spaces can be used most effectively to meet the learning needs of students across our system.

Eight schools were identified to be involved in the 2017-18 Area 6 and 7 impacted schools engagement. These schools were grouped into two school groupings – Group A: Rosscarrock, West Ridge, West Springs and Wildwood schools, and Group B: Alexander Ferguson, Glenbrook, Glendale and Richmond schools. One proposed scenario for each school grouping was developed based on feedback gathered December 2017 – January 2018.

In February, feedback on the scenarios was gathered at principal-facilitated sessions with staff, public in-person sessions and via online surveys. This feedback was used to refine the proposed scenarios into proposed plans. Two of the original

eight identified schools – Glenbrook and West Ridge – do not experience any change as a result of the proposed plans.

Proposed plans were shared with school staff March 14 and publicly by SchoolMessenger and on the CBE website March 15. An open house was held March 19. Summaries of the proposed plans are:

- **Group A: K-4 Cougar Ridge students designated to West Springs School.** West Springs School will have an enrolment cap. If more students register than there is space for, a lottery will be held for students living in Cougar Ridge. For the 2018-19 school year, Cougar Ridge students currently attending the regular program at Rosscarrock and Wildwood schools will be automatically designated to West Springs School and will not be subject to a lottery. In future years, if there are more kindergarten registrations than West Springs School can accommodate, all kindergarten registrations from Cougar Ridge will be subject to a lottery process for kindergarten. Should a lottery occur, Wildwood School will be the designated overflow school for K-4 Cougar Ridge students.

- **Group B: Define boundaries for Alexander Ferguson, Glendale and Richmond schools.** Additionally, students living in Alexander Ferguson School's catchment area will be designated to Vincent Massey School for Grades 7-9

Decision letters were sent by SchoolMessenger and posted on the CBE website and school websites April 5, 2018.

Steward Our Resources

Client Technology Services

The 2017-2018 expansion of the on demand support model for client technology support in CBE schools was in response to cost saving measures in budget 2016. Client Technology Services has been conducting satisfaction surveys with schools related to the change in service delivery. The most recent survey in February 2018 was sent out to 240 schools with the following results:

- 123 schools responded (52% receiving services through On Demand, 48% receiving On Site Support)
- 80% of schools indicated satisfaction or better with the support services provided.
- 72% of On Demand schools indicated they were satisfied or better.
- 88% of the On Site schools indicated they were satisfied or better.
- the overall average satisfaction score out of a maximum of 5 is 3.75 across all respondents.
- The average satisfaction score for schools receiving On Demand services is 3.56.
- The average score for schools receiving On Site support is 3.95.

Satisfaction surveys have been ongoing since September 2017. Actions resulting from the feedback have moved 11 schools from indicating dissatisfaction to satisfaction. This process includes a focused look at each school expressing dissatisfaction, a meeting with the school to understand the concerns and the identification of a plan to address the issues. The primary area of dissatisfaction that has been raised is the speed with which issues are able to be addressed. While Client Technology Services personnel able to address critical issues within a few days, it takes an average of 7 business days to resolve a non-critical issue. We are working to decrease that time through a combination of staffing augmentation and process improvement.

DAVID STEVENSON
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

cbe.ab.ca

report to Board of Trustees

Construction Projects Status Report

Date	April 10, 2018
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson Chief Superintendent of Schools
Purpose	Information
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board OE-9: Facilities
Resource Person(s)	Eugene Heeger, Director, Design & Property Development Leah Hartley, Senior Project Manager, Capital Projects

1 | Recommendation

It is recommended:

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

2 | Issue

The Chief Superintendent is required to provide the Board of Trustees with an update regarding the status of new and replacement facilities under development or construction.

3 | Background

The Calgary Board of Education (CBE) is currently undertaking 7 new school construction and modernization projects. Two new schools opened at the start of the 2017-18 school year, one opened in November 2017 and another opened in April 2018. One new high school and two high school modernizations are anticipated for the 2018-19 school year.

On March 21, 2017, the Alberta Government announced the approval of three new elementary schools for Cranston, Evergreen and Coventry Hills, as well as a major modernization for Forest Lawn High School.

On April 12, 2017, the Alberta Government advised that at the CBE's request, the three new elementary schools would be managed by Alberta Infrastructure, and that the Forest Lawn High School Modernization would be Grant Funded and managed by the CBE..

4 | Analysis

Information on the current status of the projects under development and being administered by the CBE and Alberta Infrastructure is provided in **Attachment I.**

The locations of the various new school and modernization capital projects under development are shown in **Attachment II**.

There are five Project Steering Committees setup for the current school projects as follows:

- Griffith Woods K-9 (Bundle 10)
- Joane Cardinal-Schubert HS (Seton HS)
- James Fowler HS Modernization
- Lord Beaverbrook HS Modernization
- Forest Lawn HS Modernization

5 | Conclusion

This report provides the current update on the status of new and modernized facilities under development or construction by the CBE.

It is provided to the Board of Trustees as monitoring information in compliance with Operational Expectation 7: Communication With and Support for the Board.

DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I:	New/Modernized Facilities Construction Status
Attachment II:	Project Location Map
Attachment III:	Project Photos

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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's performance.

CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
March 2018

Building	Opening Date	Notes/Comments	
2. Innovation Centre / Academy (Booth Centre) (Chinook Learning Services) Capacity 675 students	TBD	Land Use Amendment	100%
		Expression of Interest Document	100%
		Concept Design	20%
		Design and Specifications	0%
		City Permits	0%
		Note: Currently on hold at the request of Alberta Education.	
8. (b) Nelson Mandela High School (Northeast High School) Gymnasium	Apr-18	City Permits	100%
		Construction Award	100%
		Foundations	100%
		Steel Fabrication and Erection (Manufacture)	100%
		Roofing and Membranes	100%
		Building Envelope (Precast Panels)	100%
		Interior Finishes	98%
		Note: Construction is expected to be completed at the end of April 2018	
20. Rideau Park School (Flood mitigation)	Dec. 17	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Phase 1	100%
		Phase 2 (Fire Damage)	95%
		Note: The gymnasium re-opened for use on January 15, 2018. Landscaping deficiencies will be attended to in the spring of 2018.	
26. Joane Cardinal-Schubert High School (Southeast High School) Grades 10 -12 Capacity 1800 students	Fall-18	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Foundations	100%
		Steel Fabrication and Erection	100%
		Roofing and Membranes	98%
		Building Envelope	95%
		Interior Finishes	30%
		Note: Work is proceeding without incident.	

CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
March 2018

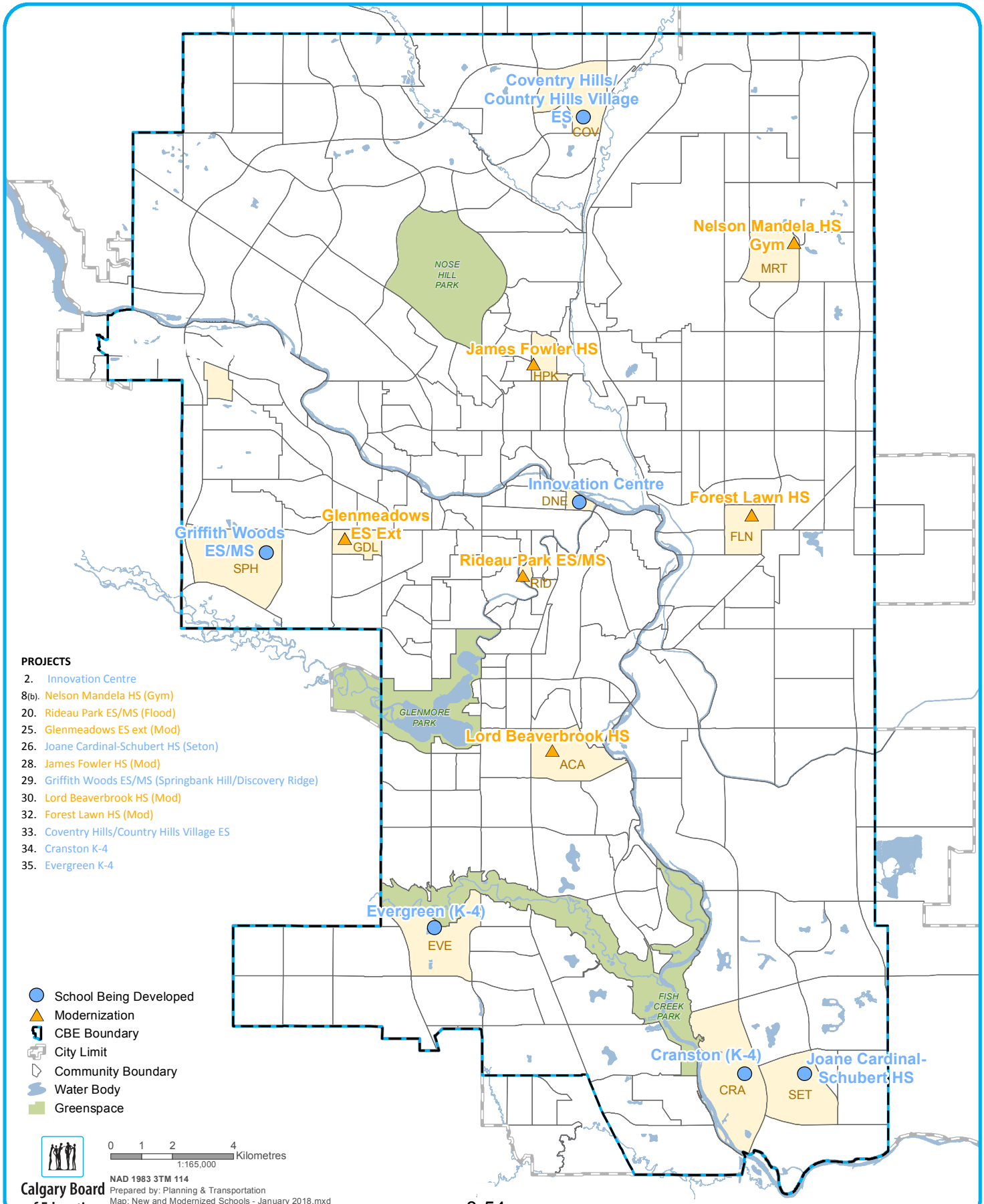
Building	Opening Date	Notes/Comments	
28. James Fowler High School Modernization	Fall-18	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Tender to subtrades	100%
		Award to subtrades	100%
		Construction Progress	78%
		Note: Phased construction proceeding as planned.	
29. Griffith Woods School (Springbank Hill/ Discovery Ridge School) Grades K-9 Capacity 900 students	Apr -18	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Foundations	100%
		Steel Fabrication and Erection	100%
		Roofing and Membranes	100%
		Building Envelope	100%
		Interior Finishes	99%
		Note: The school opened earlier this month.	
30. Lord Beaverbrook High School Modernization	Fall-18	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Tender to subtrades	100%
		Award to subtrades	100%
		Construction Progress	88%
		Note: Phased construction proceeding as planned.	
32. Forest Lawn High School Modernization	Fall-19	Phases have been identified. Project Scope of work has been identified.	
		Project Managed by CBE. Consultants have been appointed and Steering Committee Meetings have commenced. Design concept has been submitted to Alberta Infrastructure for approval.	
33. Coventry Hills/Country Hills Village School Grades K-4 Capacity 600 students	TBC	Note: Project Managed by Alberta Infrastructure. Consultants have been appointed and the design development process has commenced. The opening date will be determined in the spring of 2018. An information session was held on Feb 1, 2018 at Nosecreek School.	
34. Cranston School Grades K-4 Capacity 600 students	TBC	Note: Project Managed by Alberta Infrastructure. Consultants have been appointed and the design development process has commenced. The opening date	

CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
March 2018

Building	Opening Date	Notes/Comments	
		will be determined in the spring of 2018. An information session was held on Feb 6, 2018 at Dr. George Stanley School.	
35. Evergreen School Grades K-4 Capacity 600 students	TBC	Note: Managed by Alberta Infrastructure. Consultants have been appointed and the design development process has commenced. The opening date will be determined in the spring of 2018. An information sessions was held on Feb 8, 2018 at Marshall Springs School.	

Attachment II

New and Modernized Schools
As of March 2018



PROJECTS

2. Innovation Centre
8(b). Nelson Mandela HS (Gym)
20. Rideau Park ES/MS (Flood)
25. Glenmeadows ES ext (Mod)
26. Joane Cardinal-Schubert HS (Seton)
28. James Fowler HS (Mod)
29. Griffith Woods ES/MS (Springbank Hill/Discovery Ridge)
30. Lord Beaverbrook HS (Mod)
32. Forest Lawn HS (Mod)
33. Coventry Hills/Country Hills Village ES
34. Cranston K-4
35. Evergreen K-4

- School Being Developed
- Modernization
- CBE Boundary
- City Limit
- Community Boundary
- Water Body
- Greenspace

0 1 2 4 Kilometres
1:165,000

Calgary Board of Education

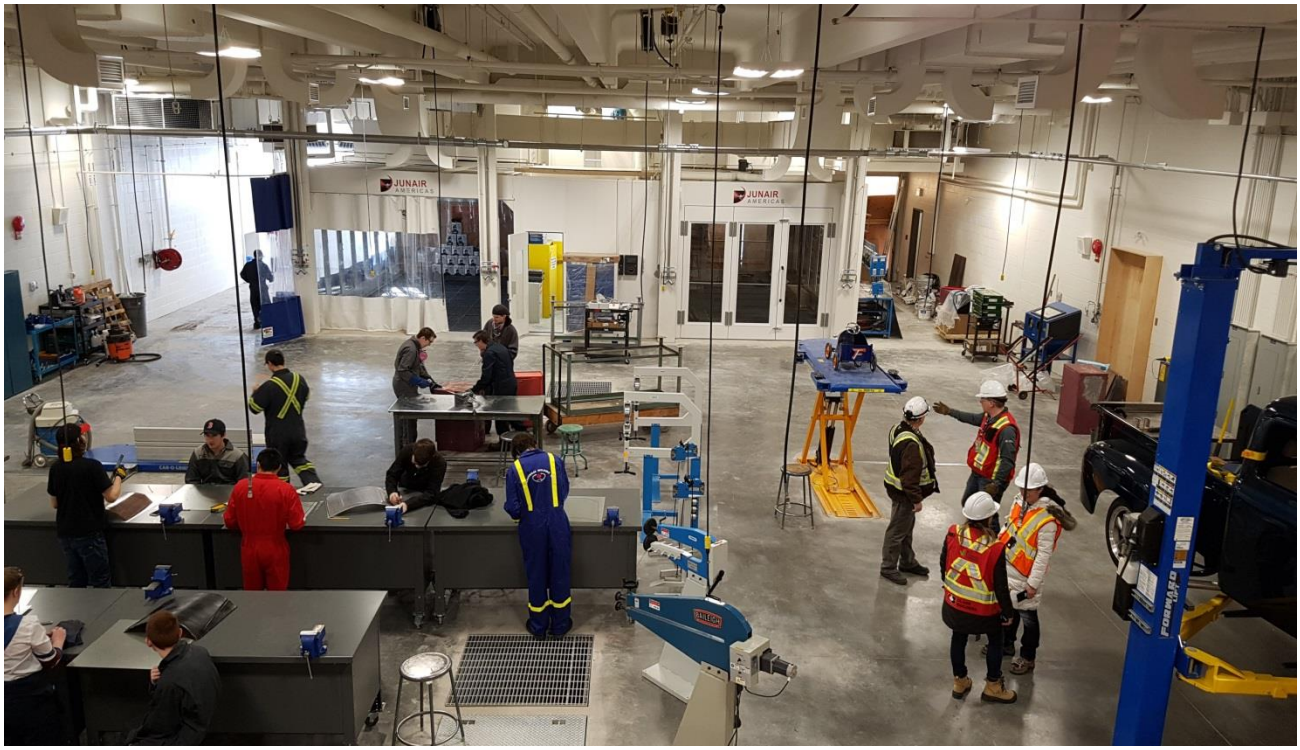
NAD 1983 3TM 114
Prepared by: Planning & Transportation
Map: New and Modernized Schools - January 2018.mxd
Date: January 05, 2018

Rideau Park School

Joane Cardinal-Schubert High School
(Southeast High School| Seton School)

Joane Cardinal-Schubert High School
(Southeast High School | Seton School)

James Fowler High School



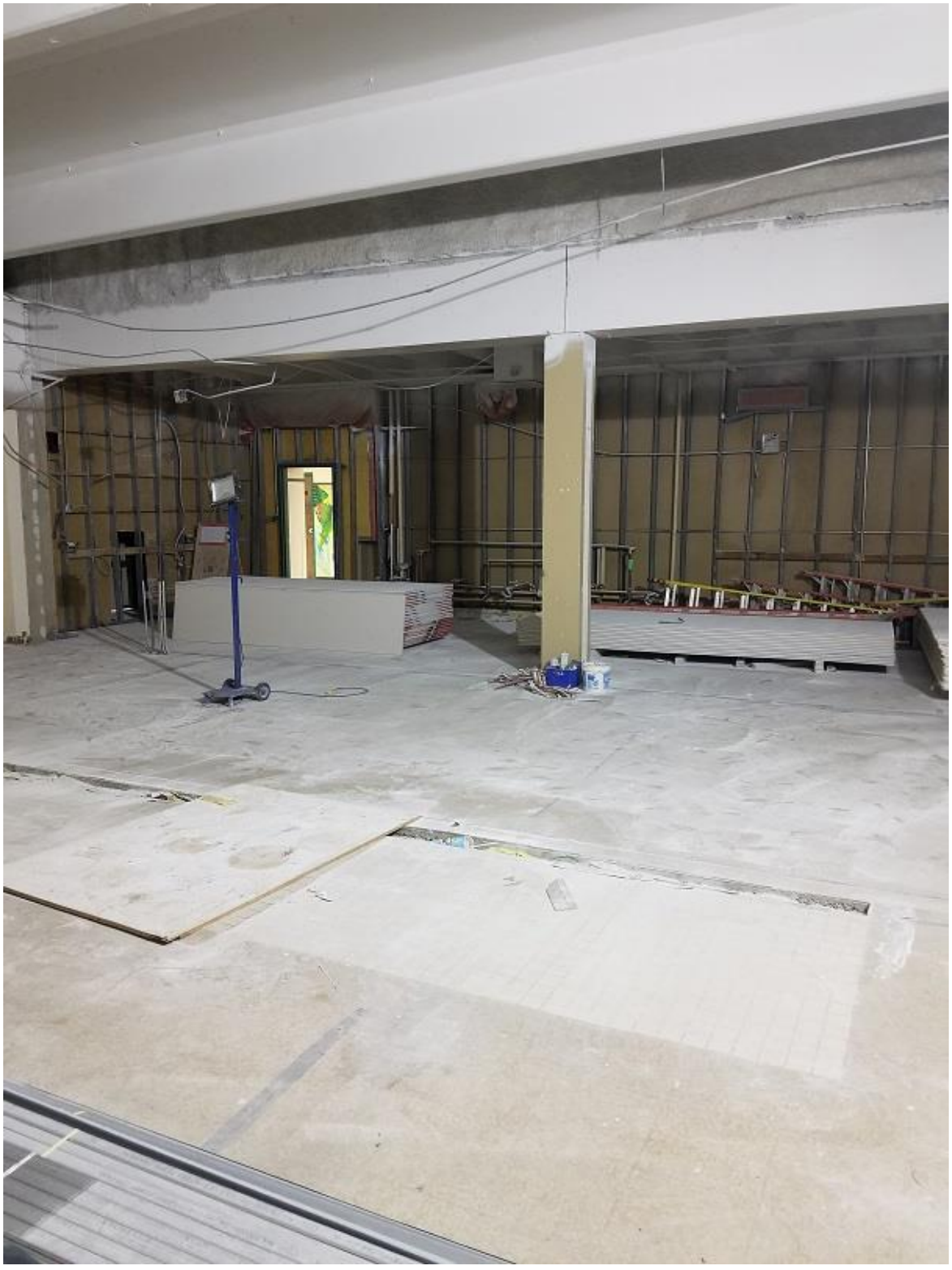
James Fowler High School

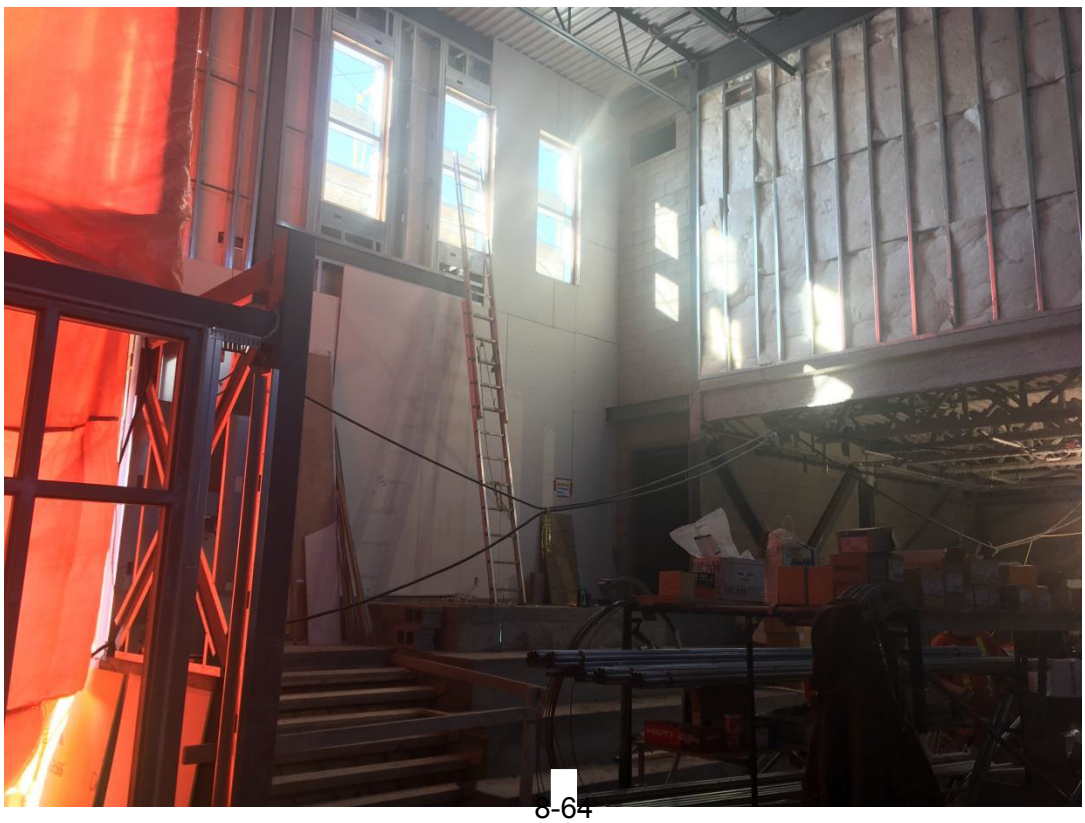
Griffith Woods School
(Springbank Hill/Discover Ridge School)

Attachment III

Griffith Woods School
(Springbank Hill/Discover Ridge School)

Lord Beaverbrook High School



Lord Beaverbrook High School

Nelson Mandela High School