



1. When thinking about the future of education and what is happening in our city, what outcomes should we prioritize for students?

- meals and nutrition for Kids
 - classroom sizes too big.
 - overflow school situation – too much for schools that are overflowed to more than 1 school
 - academic, social and emotional needs
 - ensure gym time and physical activities daily
 - More space requirement long before the office utilization rate is maxed out
 - New to Alberta students assessed at how far they've come not just how much further student need to go.
- Wellness/belonging
 - Timely Supports - Additional Supports Coming into Schools in February is too late.
 - EAL supports and resources for all classrooms
 - All students should have a sense of belonging in the classroom and ability to achieve
 - Stability within classes
 - Classroom composition considerations – special needs/ EAL
 - Student understanding and empathy of each other and their complex needs, values, cultures within classroom and school community
- Well-being, mental health.
 - Accessing a school that is in your community "capacity"
 - Accessibility to alternative program.
 - Excellence in critical thinking and appraisal of information
 - Intersectionality acknowledged, respected, supported
 - expanding support to Indigenous students
 - Inclusive environment.
 - Safe learning spaces - physical/ air quality and mental health
- having schools available in your local community (close proximity, not having to pay for transport)
 - appropriate unique spaces for managing class sizes a diverse learner
 - Combining students with a variety of learning needs into one location just to maximize space doesn't always work
 - Safety within schools, allowing students to explore their identities in a safe place - also: What's appropriate, what "rules" should be reinforced
 - grading in middle school in a way that preps them for the transition to high school i.e. the one to four grading system isn't helping students understand what good looks like or what allows meaning or what improvement looks like or allowing them to fail in a safe space. eg. Are twos across-the-board enough to get me into university?
 - Need a greater understanding of the nuance between the numbers and what they mean
 - Tangible grades posted more regularly.



<ul style="list-style-type: none">• A better understanding of one to four grading system aligned to the high school grading system
<ul style="list-style-type: none">• Foundational and life skills – resiliency joy of learning, curiosity, math and literacy.• Social skills, listening, problem-solving, critical, thinking wellness and mental health.• Opportunity for all – options – graduation with skills.• Getting kids to school within their area while offering specialized opportunities widely.• Focus on qualitative And greater than metrics, focus on learning journey, not standardized tests
<ul style="list-style-type: none">• Literacy excellence, plus digital literacy: coding, disinformation awareness, being safe and appropriate online privacy, AI bots, know who they are as a digital citizen• Need a framework for other learning needs: each student needs to be supported in ways they need to learn.• Ability to think critically.• Guaranteed access and support for diverse learning needs.• Ability to navigate a fast changing, increasingly complex world.• Ability to discuss ideas without personalization.• Growth mindset to share ideas and take risks
<ul style="list-style-type: none">• Impact of technology (AI).• Student advocacy and citizenship.• Inclusiveness – cultural and gender and language.• Learning life skills outside of school.• CBC advocate for curriculum changes.• We should prioritize relevant, education is accessible to all students
<ul style="list-style-type: none">• Ensure safe spaces• Growing and learning healthy values and beliefs and learning what they need to be successful.• Focusing on engagement with parents and students; asking what they want. Kids need a bigger, voice agency and autonomy.• More translation services to communicate with parents.• How to unify Alice Jamison and Stanley Jones, and parents in programs of choice
<ul style="list-style-type: none">• Equip students with real life skills and critical thinking.• Engage with communities for a better sense of awareness, empathy, in the citizenship department.• Supporting mental health and help teach students how to regulate their emotions and become confident in themselves.• Adaptable skills as our world is moving in the digital world• Student should feel safe at school, especially with teaching parents to learn about new drugs and how to recognize if their child is using
<ul style="list-style-type: none">• Smaller classes.• Success typically depends on the specific teacher/teachers in front of the class delivering the materials



<ul style="list-style-type: none"> • Advocacy with Alberta Education, and the government
<ul style="list-style-type: none"> • More and more students equals more and more complexity specialized program with no more space • I address diverse learning. • Prioritize, mathematics and science excellence. • Prioritize, physical literacy, and non-academics music/outdoors. • Prioritize, critical, thinking – success in life requires independent, thinking
<ul style="list-style-type: none"> • CBE should come up with goals that all schools do system wide to take the pressure off schools to make it system wide expectations
<ul style="list-style-type: none"> • New students with language barriers overload on teachers. • Need classes. • Ensuring inclusive environments for all stages ages learning styles, developmental needs and emotional leads please prioritize helping all students not just the ones that can function well enough in the typical setting • Go back to the basics, reading, writing, math - priorities aren't correct
<ul style="list-style-type: none"> • Safe place – security to be themselves learning speak up. • Technology advancement – tools to aid and help with advancing kids, knowledge of existing systems, e.g. AI tools etc. • Working collaboratively with the expensive population growth. Ensuring that diversity and culture is assimilated in progressively inserted with education. • Empathy – working with others to ensure that everyone feels welcome. Safe to voice, their opinion without fear of reproach.
<ul style="list-style-type: none"> • Class sizes, school space – plan for population growth. • Building schools, fast enough/large enough line look at zoning/grade levels to balance high low attendance. • More transparency about decision making. • More resources for children – class sizes – EAL – teacher retention/public image/respect = Burn out and stress. • EAs
<ul style="list-style-type: none"> • Issues staffing, subs, student teacher retention. • Lack of teachers • Burnout • Social skills, wellness, mental health. • Critical, thinking/application context to apply knowledge. • Relevant skills for current employment market. • Self direction and focus ownership and motivation. • Community. • Risk taking/tolerance
<ul style="list-style-type: none"> • Space to learn. • Integrating climate and biodiversity curriculum embedded in kindergarten degree 12, UNESCO and aligning with city initiatives. • Learning is accessible in community, in classroom for complex learners. • Technology resources



- Increasing three to one ratio of laptop tablet to student to two to one, changing CBE policy
- More complementary programming offered to high school students.
- Mental health literacy curriculum grades 4 to 6 and or grade 7 to 12
- Integrate EA support for complex learners

Learning Excellence

- School development plans include two Humanities (ELA and Social Studies) goals.
- School development plans include two STEM (Science Technology Engineering and Math) goals.
- Implementation of the new ELA, Social Studies curriculum K-12.
- Implementation of the CBE Indigenous Education Holistic Lifelong Learning Framework.
 - Professional Learning to support CBE staff to acquire and apply knowledge of FNMI for the benefit of all students.
 - Students who self-identify as FNMI experience improved achievement.
 - The above replace the wellness key outcome and goals.
- System-wide implementation of strategies to advance anti-racism, diversity, and inclusion.
- System wide school delivery of specialized learning supports for students with complex learning needs (e.g. The Class, LEAD, ELL/EAL, ACCESS, ALP, Bridges, etc.).
- Advancement of assessment practices to align report card assessment to K- 12 Assessment and Reporting Standards across the system.

People Excellence

- Provide enhanced Professional Development opportunities to support implementation of the new curriculum.
- Scale up new professional resource acquisition (workforce planning) and development opportunities.
- Support new teacher certification for skilled trades.
- Build and enhance access to staff support for well-being to increase retention.

Collaborative Partnerships

- Collaboration between CBE and Indigenous Elders, Leaders, and FNMI education oriented organizations.
- Strengthen students' access to community programs and services during non-instructional hours.
- Implement system-wide processes, tools, and practices to improve partnership management.

Strategic Sourcing

- Improve partnership with Alberta Infrastructure to reduce the amount of time and resources required to build more schools.
- Strengthen and refine the use of technology in the classroom to advance teaching practices.



2. Given the outcomes you identified in Q1, what actions should we prioritize as the most impactful or important to students?

- Provincial funding increased.
 - More targeted supports for increased student learning complexities.
 - Adequate facilities.
 - More schools are better use of spaces
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- Supports and resources entering classrooms earlier in the school year.
 - Prioritizing mental health and wellness and school community for students and teachers.
 - Curriculum that increases community awareness of diversity values cultures and languages.
 - Additional EAL resources were all classrooms
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- Building the community: connecting the kids from different communities.
 - Adding more busing/bus drivers.
 - Mental health support for teachers.
 - Adding more facilities for specialty programming.
 - Adding air quality sensors and improving the sequence of the HVAC units and air quality.
 - Integration of critical thinking in different programs.
 - Keep GSA and create inclusive community
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- Building more schools in new communities or in closer proximity
 - Reassessing the 1-4 grading system for middle school to align it more closely with high school.
 - Create more programs like Dr. Oakley that focusses on kids with unique learning needs (ADHD, autism, etc.)
 - Instill open dialogue with kids, either those engaging in or victims of unsafe behavior to keep them understanding accountability and expectations. (i.e. safe opportunities to fail.)
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- Identify better ways to measure success and how we define success: i.e. different ways of gauging understanding, especially with EAL influx and cultural diversity
 - additional resources for language acquisition
 - resource coordination to reduce waste and redundancy
 - More professional development opportunities for teachers – different ways to assess, utilize EDIA to highest advantage, corporate partnerships, broader sets of funding sources, engaging parents as partners
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- parent council inclusivity - reduce barriers to engagement and volunteering (i.e. police clearance) - different translations and sharing of resources to overcome language barriers
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- Appropriate resourcing
 - Need supports at specific times and critical points
 - Don't dilute resources across but put it where it needs to be for the greatest impact.
 - Get assessments for children when they need – benchmark how long this takes
 - IPP's that are followed consistently.
 - Setting some standards for how we serve kids with additional needs.



<ul style="list-style-type: none">• More system wide support.• More cross supports – speech, OT, psychologist, supports in schools, instead of having to seek resources outside the system
<ul style="list-style-type: none">• Curriculum comes from Alberta government so we need to advocate for the changes.• Finding a balance of use of technology in the schools versus written work.• Enrichment activities – experiences beyond curriculum.• Action: continuously audit, and review education contact so that it can be improved updated year after year
<ul style="list-style-type: none">• Oppose trans policy.• Creating and maintaining safe spaces.• Creating safe spaces for teachers and continue to focus on teacher wellness re: mental health support.• One resource teacher in every school.• Polls on discussion groups within classrooms that would go back to a council to amplify student voice. Townhall for students to offer choices about school to students to increase agency
<ul style="list-style-type: none">• Diverse learning – different techniques to cater to students learning at different levels.• Teacher training and supporting students socially and emotionally.• Work with parents and communities• Skilled development and experience in the future workspace.
<ul style="list-style-type: none">• Move resources for teachers in classrooms.• Lower class sizes• Go back to fundamentals for literacy and math as the standard for all teachers to teach
<ul style="list-style-type: none">• Funding – advocate for funding for diverse learning• Have multiple education plans for different age rages.• More time for physical activity, art, music, etc.• Prioritize actions that have a strong evidence base.
<ul style="list-style-type: none">• Build more schools.• New curriculum implementation for every grade, and every school so as to not create gaps
<ul style="list-style-type: none">• Reassess what kids are being taught and focus on skills that they will need in the real world.• Critical thinking, and financial literacy would be nice as well
<ul style="list-style-type: none">• We will need more support staff to assist in all areas in all schools with all learners• Adding a minimum of two behavioural aids to each bridges classroom of 10 students and having the option to bring in additional EAs for specific traditional classrooms who have more than five coed students.• This would allow more inclusive ways to help our learners and provide help to our staff.• One of the best ways to do this would be training all staff on TCI/NVCI not just a select few• Learning about students and others with different needs/abilities like our neurodivergent population, those with developmental concerns, etc. Bringing in OT, SLP, PT, Ed psych and strategist a lot faster and more often.• Having everyone know zones of regulation, teaching language around emotions and processing emotions
<ul style="list-style-type: none">• Support for classrooms and teachers.• More support workers and behavioural supports.• More transparent for programs and processes



<ul style="list-style-type: none">• Critical thinking
<ul style="list-style-type: none">• Class size and funding – teacher enablement and government advocacy.• Addressing staff coping/stress increases student morale and creates safe spaces• teacher versus EA ratio and balancing special needs.• Define teacher role with complex students – teachers are taking on more and more complex needs• Changing to add additional practice of one teacher to X students• Train and retain teachers and EAs
<ul style="list-style-type: none">• Building strong, stable communities• Technology: including more modern devices/tools with the growing kids it's important.• Mental health: different ways of learning, coping mechanisms to meet them.• Professional development for teachers.• Fostering collaboration in schools – help people work in teams and understand different personality types.• Flexibility within schools to understand diversity/culture within the community itself
<ul style="list-style-type: none">• Sustain class sizes.• Staff retention• continuity of teaching staff• Start clubs to encourage community.• Let students try activities that they may fail at to help learn from failures and give courage to try new things.• More consistent feedback to parents
<ul style="list-style-type: none">• Support all students – EAL, IPP/complex, Indigenous.• Supplemental technology.• Climate curriculum implementation.• Mental health literacy, curriculum implementation.• Renew existing policy on 3 to 1 technology ratio.• Fund EAs per classroom due to complexity of learners
<ul style="list-style-type: none">• Build more schools.• Implement the new curriculum fully so there is no chaos• Simplify and standardize student assessment practices at the classroom level.• Deliver new programs for students with complex learning needs.• System wide implementation of ELL/EAL within entire classroom/cohorts with a goal for ELL/EAL students to complete the program within 5 years of entrance.• Standardize ADHD accommodations across all learners.



3. Over the next three years, what do you think will most affect student success?

- Funding smaller class sizes.
- Feed tummies and hearts to fill brains
- Utilizing all staff to connect within every child.
- Adequate funding in real time
- Funding.
- Inclusive government policy.
- Actually consulting teachers, experts and professionals.
- Modernizing schools, and facilities (i.e. Gender, neutral, change spaces.)
- Advocate for class, size and composition policy
- Expert-led decisions and education.
- Funding model: funds need to keep pace with needs/growth and make up ground.
- Infrastructure/maintenance funding needs to increase to prioritize community schools
- Political/social/cultural atmosphere.
- AI: other digital technology and availability of technology has an impact
- Class sizes an explosion of population.
- Funding.
- Transportation issues: buses, drivers, distance factors
- Complexity related to diversity of students.
- The ability of teachers to manage their own effectiveness in order to support our kids: more support needed for teachers retention of teachers; need to put retention of teachers as a key focus/support
- Lack of funds and overcrowding will impact all students negatively.
- Mental health: home economics, economics, stability, overwhelmed by choice, social media and technology impacts.
- Focus on basic skills and resilience and confidence.
- Focus on social connection: each student has a trusted person they can speak to, to be heard and share.
- Schools as a place of belonging and community, connection: the ability to ask for help and be curious
- appropriate funding: weighted funding model does not serve growth. New formulas are needed link to actual growth and complexity of growth and needs to keep pace with growth in real time within a school year and keep pace with inflation
- Funding for building operations fixed for number of schools- outside of utilization.
- Capital Planning.
- Alberta government commitment to funding public education instead of prioritizing and eroding education (I.e. Funding, private schools, growing charter schools.)



<ul style="list-style-type: none"> • Classroom size • Accessibility. • Complex needs • Testing/assessments. • Learning gap during Covid and social impact
<ul style="list-style-type: none"> • Curriculum • Increasing enrollment. • Learning spaces. • More programs: recognizing encourage curriculum to student interests and develop programs around children's interests. • More high schools • Smaller class sizes • Using technology to leverage learning
<ul style="list-style-type: none"> • Technology advancements. • Mental health. • Life skills beyond technology. • Less crowded spaces for learning. • Sense of community to build better relationships • Mentorship
<ul style="list-style-type: none"> • Smaller classes • Success typically depends on the specific teacher/teachers in front of the class delivering the materials. • Advocacy with Alberta, education and government
<ul style="list-style-type: none"> • Physical literacy, art and music. • Class size: build relationship with teacher to increase student well-being. • Cultivate independent thinking, and leadership skills
<ul style="list-style-type: none"> • A robust high-level curriculum is needed.
<ul style="list-style-type: none"> • If students aren't given a good foundation in math, writing, and reading, they will struggle throughout the rest of their academic future. These early years are crucial. It is frustrating that when we ask our kids what they learned in school, they describe a TV show that they were shown (It turns out that it was a non-educational program, but I'm not sure of the context when it was showing to them.). it is frustrating his parents, we were hard to get them into schools on time, but sometimes it feels like it's just state funded daycare and they'd be better off learning at home.
<ul style="list-style-type: none"> • Students' ability to emotionally regulate: ensuring a balanced safe environment, one which allows for developing relationships learning how to communicate in problems solving through basic every day life situations.
<ul style="list-style-type: none"> • Added spaces for learning. • Technology. • Safe learning environment. • Strong foundation in math, reading, science. • Funding for spaces, programs, teachers, supports. • Wellness support: mental, emotional, And physical health. Prioritizing mental health.



<ul style="list-style-type: none">• Mental wellness appreciation.• Sense of community.
<ul style="list-style-type: none">• Healthy physical environment: space, clean, maintain buildings.• Classroom size.• Retention of teachers and providing resources.• Focus on critical thinking, and how to learn to equip further future
<ul style="list-style-type: none">• Embracing technological advancement within the confines of responsible learning.• Additional resources to aid students in real life experiences, also, for schools that are overpopulated in terms of student teacher ratio. Providing that connection for students to be able to reach out/speak with the teachers.
<ul style="list-style-type: none">• Increase per student funding• Retain teachers• Time and training for teachers• Outsource, non-curricular items like wellness
<ul style="list-style-type: none">• Lack of learning space• Classroom complexity.• Ability of CBE to support/fund classroom complexity.• Community partnerships to leverage complexity and classrooms.• Mental health supports.• Lack of EA supports• Clean schools decreases absenteeism and increases cognitive performance of teacher/staff, including health and well-being.• Integrate climate literacy into all aspects of K- 12 curriculum
<ul style="list-style-type: none">• Accurate grading and proper failing of students to see accurate changes in the teaching and curriculum has on students



4. Parking Lot

- Staffrooms and learning commons shouldn't be considered classroom spaces
- Parents and Teachers need to be able to comment more easily on curriculum and policy
- Need funding that can meet outcomes not current resourced
- Per student funding throughout the year, not based on Sept 30: Gov't transparency into school funding (type of school, per students, etc.)
- Procurement (look for better prices for all school items->public funds)
- Introduction of other ways of learning in classrooms: working with students and the different ways that they learn, should be an option
- Expansion for partnership for CBE: to help provide different needs/resources to help with learning methods in schools
- More understanding of learning ability issues
- Publish school statistics: parent engagement
- Have PowerSchool in multiple languages
- Funding sources??