

public agenda

Regular Meeting of the Board of Trustees

February 6, 2018
12:00 p.m.

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

R-1: 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.

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			
10 mins	3.1 Lighthouse Award	R. Mosher	GC-3	
	4 Results Focus			
60 mins	4.1 Results 2: Academic Success – Annual Monitoring	D. Stevenson	R-2, OE-8	Page 4-1
	5 Operational Expectations			
20 mins	5.1 OE-10: Instructional Program – Annual Monitoring	D. Stevenson	OE-1, 9	Page 5-1
15 mins	5.2 OE-5: Financial Planning – Annual Monitoring	Board	OE-1, 9	(Dec. 5/17 Page 5-1)
	6 Public Comment [PDF]		GC-3.2	
	Requirements as outlined in Board Meeting Procedures			



Time	Topic	Who	Policy Ref	Attachment
	7 Matters Reserved for Board Action	Board	GC-3	
15 mins	7.1 Calgary Board of Education Boundary Adjustment (<i>THAT the Board authorizes the Chair to correspond with the Minister of Education as per the letter at Attachment I</i>)	D. Stevenson	OE-7, 9	Page 7-1
	8 Consent Agenda	Board	GC-2.6	
	8.1 Items Provided for Board Information		OE-8	
	8.1.1 Correspondence			Page 8-10
	8.1.2 Impact of Potential Changes to Mission Statement			Page 8-1
	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 2: Each student will be literate and numerate, able to integrate and apply the knowledge, skills, attitudes and competencies acquired across all academic disciplines.

Introduction |

Results 2: Academic Success establishes the Board of Trustees' values and expectations for the Calgary Board of Education's work in ensuring that students experience success with the subject matter of their learning program and use language, images, symbols and text in a variety of contexts.

The Chief Superintendent's *Reasonable Interpretation Results 2: Academic Success* was approved on June 9, 2015. The Board of Trustees last monitored Results 2: Academic Success on June 14, 2016.

The report presented today represents organizational data available since the last monitoring report, primarily representing the 2016-17 school year¹. This report provides the Board of Trustees with four types of information.

- Achievement data

Provincial testing and report card data is presented in summary form, having previously been presented to the Board of Trustees in greater detail through information reports on: November 7, 2017; November 14, 2017; December 5, 2017; and January 9, 2018.

- Provincial Achievement Tests & Diploma Examinations

The Chief Superintendent's certification of reasonable progress is based on the long standing CBE target of results being at or above provincial results and consistent or improving across time. This indicator supports an overall interpretation of reasonable progress.

- Report Cards

Overall more than 95% of students were successful with the learning outcomes of their programs of study according to their school-issued report cards. This level of success, combined with continued growth in the student population, contributes to reasonable progress within Results 2: Academic Success.

¹ Alberta Education provides information on the High School Completion Rate, the Diploma Examination Participation Rate and the Rutherford Scholarship Eligibility Rate one year behind other data sets. For those measures the most current information represents the 2015-16 school year.

- Additional High School data²

There are three data sets specific to high school students for Results 2. These three data sets are part of the Alberta Education's Accountability Pillar which includes an evaluation of the organization's performance. These data sets are released by Alberta Education each May so the data in this report related to these indicators are the same as those seen in the June 2017 Results 2 Monitoring Report.

The High School Completion Rate and Diploma Examination Participation Rate are based on the Grade 10 Cohort and are adjusted for attrition. This cohort is comprised of first-time Grade 10 students in Alberta who can reasonably be expected to complete high school and write diploma examinations. The cohort is based on the enrolment on September 30 of each school year.

- High School Completion Rate

In 2015-16, the CBE's three-year High School Completion Rate Achievement Measure Evaluation was *High* and the Improvement Measure Evaluation was *Improved* as compared to the Previous 3-Year Average. This indicator supports an overall interpretation of reasonable progress.

- Diploma Examination Participation Rate

CBE's rate is 7.0 percentage points above the provincial rate. In 2015-16, the CBE's Diploma Exam Participation Rate (4+ Exams) was *High* and the Improvement Measure Evaluation was *Improved* as compared to the Previous 3-Year Average. This indicator supports an overall interpretation of reasonable progress.

- Rutherford Scholarship Eligibility Rate

Due to a change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results established a new baseline for jurisdictional and provincial data in 2014-15. As a result, Alberta Education has not rated this measure for 2015-16.

As with other Results 2 indicators with provincial reference points, CBE's target has been to be at or above the provincial rate and consistent or improving over time. This target was partially met. The CBE's 2015-16 rate was below the provincial rate by 0.7 percentage points; however, CBE's 2015-16 rate improved by 0.5 percentage points from the 2014-15 rate. This indicator supports an overall interpretation of reasonable progress.

² Some complexities in interpreting the data for both the CBE and the province carry forward from 2012-13 when flooding in Southern Alberta led to the cancellation of a number of Provincial Achievement Tests (PAT) and Diploma Examinations in June 2013. This particularly impacts the interpretation of multi-year data and the "improvement" component of Alberta Education's assessment of the:

- percentage of students completing high school (indicator 1);
- percentage of students participating in 4 or more diploma Examinations within three years of starting high school (indicator 4); and
- percentage of students eligible for the Rutherford Scholarship (indicator 5).

- Student Survey data

The data for these indicators are gathered from high school students and reflect their own assessment of the organization's impact on their skills and success.

The 2016-17 year was the second year where the data for Results 2 indicators were collected from both Grade 10 and 12 students. Student assessment of their abilities range from 85.1% to 95.1%. These results contribute to reasonable progress within Results 2: Academic Success.

- 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 Academic Success. These examples are in the students' own words and can be found in Attachment I.

Monitoring information within this report informs the Board of Trustees of the success of Calgary Board of Education students with the knowledge, skills, processes and application of learning across the subject areas of their instructional programs. The Chief Superintendent's certification of reasonable progress is offered in relation to the overall Results policy.

The ten Board-approved indicators for monitoring Results 2: Academic Success together demonstrate that the organization is making reasonable progress towards achieving the desired results.

The Calgary Board of Education strives to be a high achieving and leading jurisdiction. Over a number of years it has established patterns of achievement and an organizational expectation that CBE student learning results will be at or above provincial rates of achievement and consistent or improving across time.

Overall student learning in the Calgary Board of Education is strong and progressing.

Outside of the Board-approved indicators, the Chief Superintendent recognizes that learning results for Indigenous students are an area of significant concern. Student learning results in Mathematics are also an area where improvement is required, particularly as measured by Provincial Achievement Tests in grades 6 and 9.

Strategies to address these areas of concern are included in the Three-Year Education Plan.

Monitoring Information |

Evidence of Reasonable Progress |

Students will:

2.1 Achieve at individually and appropriately challenging levels of complexity, demonstrating the higher order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation and creativity, based on the following disciplines:

- English Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education
- Arts
- Languages

Board-Approved Interpretation |

The Chief Superintendent interprets *achieve at individually and appropriately challenging levels of complexity* to mean that student learning is directed toward high standards and to the greatest level of achievement possible for each student.

The Chief Superintendent interprets *knowledge, comprehension, application, analysis, synthesis, evaluation and creativity* to mean the multiple forms of thought required for students to achieve their learning objectives.

The Chief Superintendent interprets *higher order thinking skills* to emphasize the most complex forms of thought within each subject area.

Board-approved Indicators and 2016-17 results |

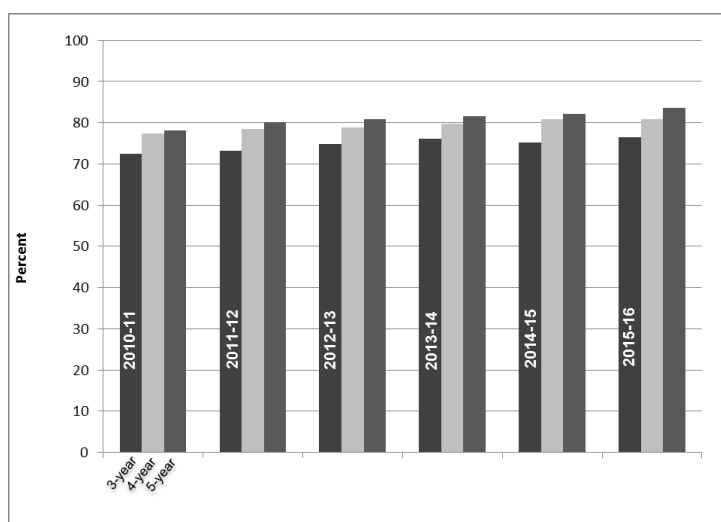
1. Percentage of students completing high school.

This indicator is based on the Grade 10 Cohort who complete high school within three years. High school completion rates include students who receive a credential (e.g., a High School Diploma or Certificate of Achievement) and students who do not receive a credential but who transition to a post-secondary institution, an apprenticeship program or who have achieved “academic standing”³.

High school completion rates are also calculated at the four-year and five-year point for each cohort group.

Note | These are the same data seen in the June 2017 Results 2 Monitoring Report which contributed to the Board’s previous determination of reasonable progress. No new data has been released by Alberta Education since then.

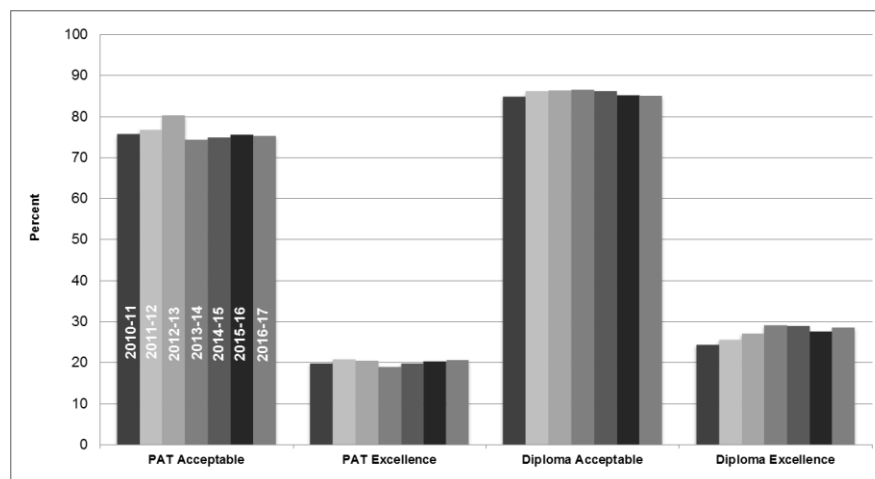
High School Completion Rate						
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
3-year	72.5	73.1	74.8	76.2	75.2	76.4
4-year	77.3	78.4	78.9	79.7	80.9	80.9
5-year	78.2	80.1	80.9	81.6	82.1	83.6



³ Students who have not achieved completion status through any of the other means who have passed a minimum of five grade 12 courses including a Language Arts diploma examination course and three other diploma examination courses.

2. Percentage of students who achieve the Acceptable Standard and the Standard of Excellence on Provincial Achievement Tests (PAT) and Diploma Examinations.

Percentage of CBE students achieving standards on provincial tests							
	2010-11	2011-12	2012-13 ⁴	2013-14 ⁵	2014-15	2015-16	2016-17
PAT Acceptable	75.7	76.8	80.2	74.4	74.8	75.5	75.3
PAT Excellence ⁶	19.9	20.8	20.5	19.0	19.9	20.4	20.6
Diploma Acceptable	84.8	86.2	86.3	86.5	86.2	85.1	85.0
Diploma Excellence ⁶	24.4	25.6	27.1	29.2	29.0	27.6	28.6



Alberta Education evaluates students' performance on PATs and Diploma Examinations at two standards of success: the Acceptable Standard and the Standard of Excellence. With respect to the Diploma Examination standards, the Acceptable Standard is a mark of 50% or higher and the Standard of Excellence is a mark of 80% or higher. For PATs the exact scores for each standard vary from year to year and from test to test, but are close to 50% and 80%. Students meeting the Standard of Excellence are also captured in the Acceptable Standard.

For the PATs, the reported percentage of students achieving at each standard is based on the All Students Enrolled cohort as per Alberta Education's requirements. It is important to note that the All Students Enrolled cohort includes students who were absent or excused from writing the PAT, whose results were withheld or in the case of a two-part test, only wrote one part. Students in each of these categories are considered to have "not met the Acceptable Standard." Reporting for Diploma Examination results includes only the students who wrote the examination.

⁴ The administration of Provincial Achievement Tests (PAT) and Diploma Examinations in the Calgary Board of Education was significantly impacted by flooding and a local state of emergency in June 2013. PAT and Diploma Examination results from 2012-13 are to be interpreted with caution.

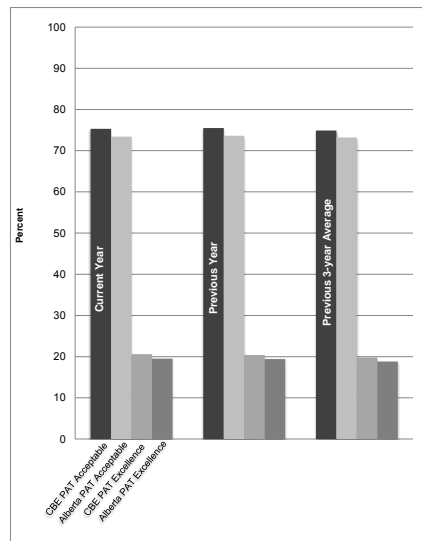
⁵ Grade 3 Provincial Achievement Tests are no longer administered in Alberta. The calculation for PAT results from 2013-14 onward is not directly comparable to results from prior years.

⁶ Students achieving the Standard of Excellence are included in the percentage of students achieving the Acceptable Standard.

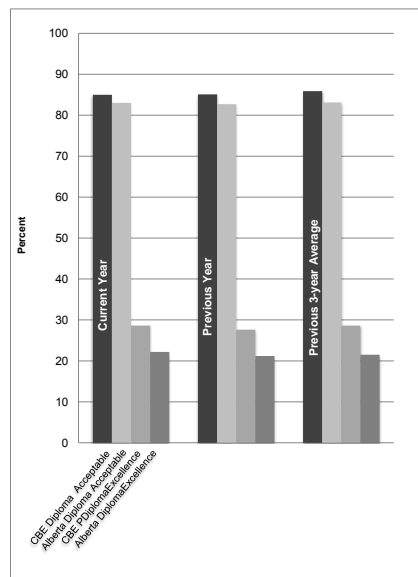
The previous table and graph represents the combined measure of CBE results across the grades and subject areas in which students write PATs and Diploma Examinations.

Alberta Education’s standard practice in determining the level of improvement demonstrated by a jurisdiction is to compare the current year’s results to the Previous 3-Year Average of results.

Percentage of students achieving standards Provincial Achievement Tests			
	2016-17 Current Year	2015-16 Previous Year	2013-16 Previous 3-Year Average
CBE PAT Acceptable	75.3	75.5	74.9
Alberta PAT Acceptable	73.4	73.6	73.2
CBE PAT Excellence	20.6	20.4	19.8
Alberta PAT Excellence	19.5	19.4	18.8



Percentage of students achieving standards Diploma Examinations			
	2016-17 Current Year	2015-16 Previous Year	2013-16 Previous 3-Year Average
CBE Diploma Acceptable	85.0	85.1	85.9
Alberta Diploma Acceptable	83.0	82.7	83.1
CBE Diploma Excellence	28.6	27.6	28.6
Alberta Diploma Excellence	22.2	21.2	21.5



The target for this indicator is that the CBE results are at or above the provincial results and consistent or improving across time.

Summary		
	At or above provincial results	Consistent or improving across time compared to the Previous 3-Year Average
PAT Acceptable	above	<i>Maintained</i>
PAT Excellence	above	<i>Improved</i>
Diploma Acceptable	above	<i>Declined Significantly</i>
Diploma Excellence	above	<i>Maintained</i>

Calgary Board of Education results for both Provincial Achievement Tests and Diploma Examinations for 2016-17 exceed provincial results at the Acceptable Standard and at the Standard of Excellence.

The Accountability Pillar Report evaluates CBE Achievement Measure Evaluation on Provincial Achievement Tests as *Intermediate* at the Acceptable Standard and *High* at the Standard of Excellence. It evaluates CBE Achievement Measure Evaluation results on Diploma Examinations as *High* at the Acceptable Standard and *Very High* at the Standard of Excellence.

Improvement Measure Evaluation shows CBE results for 2016-17 Provincial Achievement Tests as *Maintained* over the “Previous 3-Year Average” results at the Acceptable Standard and *Improved* at the Standard of Excellence.

While the CBE’s achievement of the Diploma Examinations has been evaluated as *High* (Acceptable Standard) and *Very High* (Standard of Excellence) on the Achievement Measure Evaluation, the CBE’s Diploma Examinations Improvement Measure Evaluation results are *Declined Significantly* in relation to the “Previous 3-Year Average” at the Acceptable Standard and *Maintained* at the Standard of Excellence.

3. Percentage of students meeting learning expectations within each discipline; as measured by student report cards.

Percentage of students successful ⁷ with learning outcomes for report card indicators						
Subject Area	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Arts	97.8	99.3	97.3	97.8	97.5	98.1
CTS/CTF	94.3	95.1	95.9	95.8 ⁸	96.0	95.6
English Language Arts	87.7	88.9	91.0	92.1	92.9	92.4
French Language Arts	92.8	94.8	95.3	96.1	96.4	96.2
Languages	90.0	96.5	96.9	97.5	97.5	97.6
Mathematics	86.6	88.5	90.1	90.6	91.1	91.0
Physical Education	97.9	97.5	97.4	98.1	98.0	98.3
Science	92.8	93.3	93.1	94.3	94.7	94.7
Social Studies	92.4	94.2	93.0	94.4	95.1	94.9
Overall	93.3	94.1	94.0	95.3	95.4	95.4

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* or *Improved Significantly* as follows:

- Arts: *Improved Significantly*
- CTS/CTF: unable to calculate as there was a change in the data set in 2014-15
- English Language Arts: *Improved Significantly*
- French Language Arts: *Improved*
- Languages: *Improved*
- Mathematics: *Improved Significantly*
- Physical Education: *Improved Significantly*
- Science: *Improved Significantly*
- Social Studies: *Improved Significantly*
- **Overall: *Improved Significantly***

⁷ Students are considered successful with the learning outcomes of the Programs of Study if they receive: a 2, 3, or 4 on the K-9 report card or 50% or above on the high school report card.

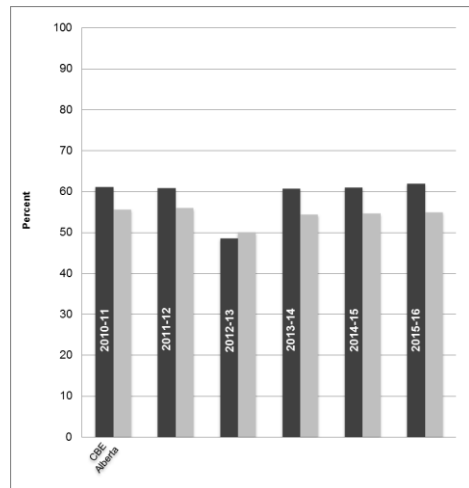
⁸ CTF (Career and Technology Foundations) data were included in this subject area beginning with the 2014-5 results. Prior years refer only to CTS (Career and Technology Studies)

4. Percentage of students participating in 4 or more Diploma Examinations within three years of starting high school.

This indicator is based on the Grade 10 Cohort who have written four or more diploma examinations by the end of their third year in high school.

Note | These are the same data seen in the June 2017 Results 2 Monitoring Report which contributed to the Board’s previous determination of reasonable progress. No new data has been released by Alberta Education since then.

Diploma Examination Participation Rate						
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
CBE	61.1	60.8	48.5	60.7	61.0	61.9
Alberta	55.6	55.9	50.1	54.4	54.6	54.9



5. Percentage of students eligible for the Rutherford Scholarship.

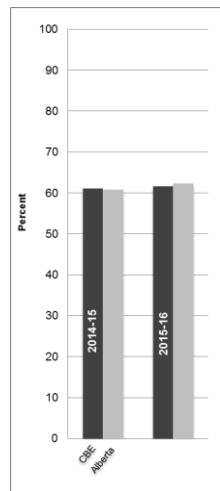
Rutherford Scholarships recognize and reward student achievement in grades 10, 11 and 12. The scholarships are awarded to students who achieve at least 75% in specific groupings of courses at the 10, 20 and/or 30 course level.

The following tables show the historical Rutherford Scholarship Eligibility Rate and then the new table created due to the change from previous data source systems to Provincial Approach to Student Information (PASI).

Note | These are the same data seen in the June 2017 Results 2 Monitoring Report. No new data has been released by Alberta Education since then.

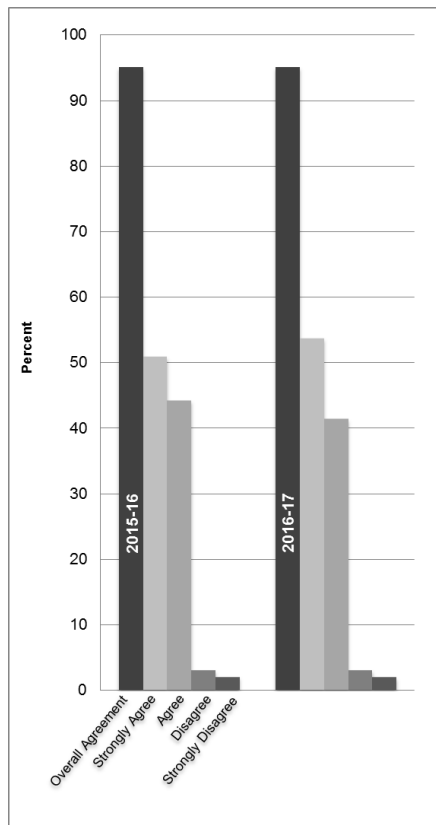
Historical Rutherford Scholarship Eligibility Rate					
	2009-10	2010-11	2011-12	2012-13	2013-14
CBE	58.6	60.4	59.0	59.5	61.0
Alberta	59.6	61.3	61.5	60.9	61.2

Rutherford Scholarship Eligibility Rate		
	2014-15	2015-16
CBE	61.1	61.6
Alberta	60.8	62.3



6. Percentage of students who report they can use their reading skills in a variety of contexts, both in and out of school; as measured by the Calgary Board of Education student survey.

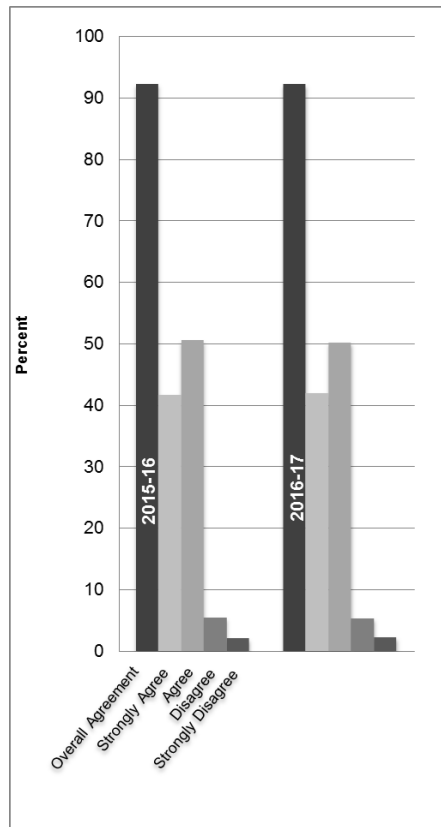
Able to use reading skills in a variety of contexts, both in and out of school (Grades 10 & 12 combined)		
	2015-16	2016-17
Strongly Agree	50.9	53.7
Agree	44.2	41.4
Disagree	3.0	3.0
Strongly Disagree	2.0	1.9
Overall agreement	95.1	95.1



Overall Agreement by Grade		
	2015-16	2016-17
Grade 10	95.2	95.7
Grade 12	94.9	94.5

7. Percentage of students who report they can use their writing skills in a variety of contexts, both in and out of school; as measured by the Calgary Board of Education student survey.

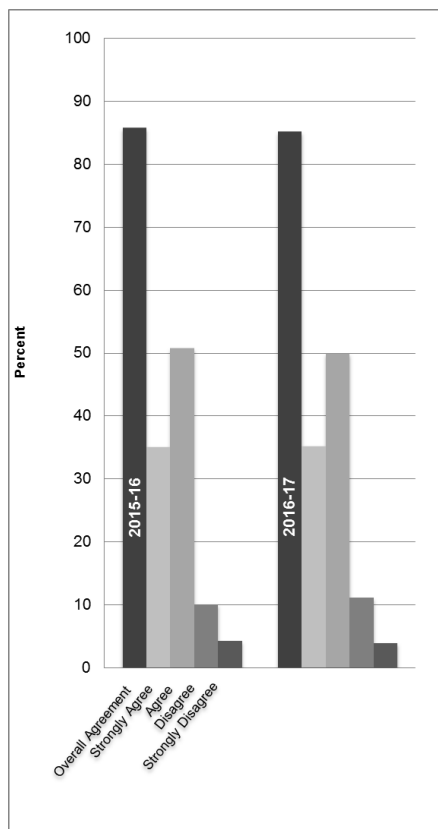
Able to use writing skills in a variety of contexts, both in and out of school (Grades 10 & 12 combined)		
	2015-16	2016-17
Strongly Agree	41.8	42.0
Agree	50.6	50.3
Disagree	5.5	5.4
Strongly Disagree	2.1	2.3
Overall agreement	92.4	92.3



Overall Agreement by Grade		
	2015-16	2016-17
Grade 10	92.6	93.3
Grade 12	92.1	91.4

8. Percentage of students who report they use their mathematics skills in a variety of contexts, both in and out of school; as measured by the Calgary Board of Education student survey.

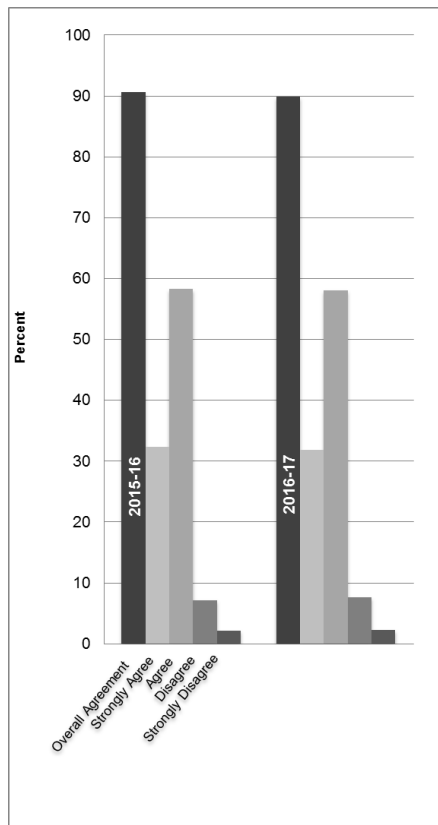
Able to use mathematics skills in a variety of contexts, both in and out of school (Grades 10 & 12 combined)		
	2015-16	2016-17
Strongly Agree	35.0	35.2
Agree	50.7	49.9
Disagree	10.1	11.1
Strongly Disagree	4.2	3.9
Overall agreement	85.7	85.1



Overall Agreement by Grade		
	2015-16	2016-17
Grade 10	89.7	89.8
Grade 12	81.7	80.3

9. Percentage of students who report they can evaluate critically complex information and ideas; as measured by the Calgary Board of Education student survey.

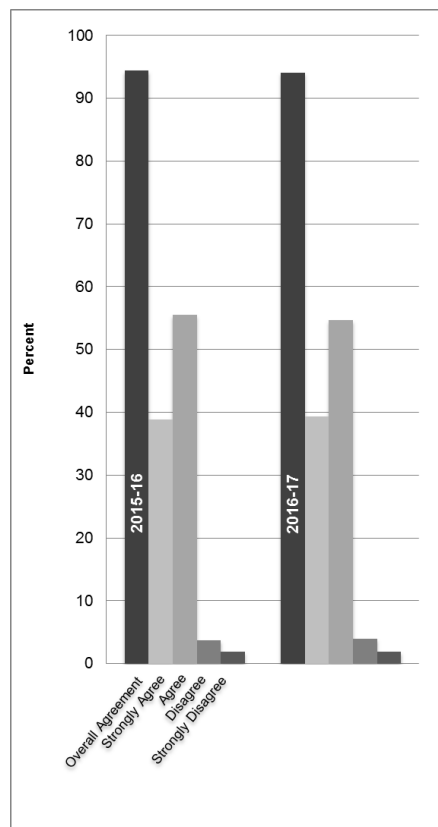
Able to evaluate critically complex information and ideas (Grades 10 & 12 combined)		
	2015-16	2016-17
Strongly Agree	32.3	31.8
Agree	58.3	58.1
Disagree	7.2	7.7
Strongly Disagree	2.2	2.3
Overall agreement	90.6	89.9



Overall Agreement by Grade		
	2015-16	2016-17
Grade 10	90.4	88.8
Grade 12	90.9	91.1

10. Percentage of students who report they can gather information, make connections and use reason to solve problems; as measured by student surveys.

I can gather information, make connections and use reason to solve problems. (Grades 10 & 12 combined)		
	2015-16	2016-17
Strongly Agree	38.9	39.4
Agree	55.4	54.7
Disagree	3.7	4.0
Strongly Disagree	1.9	1.9
Overall agreement	94.4	94.1



Overall Agreement by Grade		
	2015-16	2016-17
Grade 10	94.5	93.5
Grade 12	94.3	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

Indicator 1: Percentage of students completing high school

- Target for 2016-17: continued improvement

This target has been met.

- Target for 2017-18: continued improvement

Indicator 2: Percentage of students who achieve the Acceptable Standard and the Standard of Excellence on Provincial Achievement Tests (PAT) and Diploma Examinations.

- Target for 2016-17: Achievement rates on provincial tests⁹ to be at or above the provincial achievement rates and consistent or improving across time.

Given that seven of the eight results are in line with the target and that the change in weighting of the diploma examination mark may have an effect on the results, this target has effectively been met.

- Target 2017-18: Achievement rates on provincial tests⁹ to be at or above the provincial achievement rates and consistent or improving across time.

Indicator 3: Percentage of students meeting learning expectations within each discipline; as measured by student report cards.

- Target for 2016-17: Continued results at or above 95%.

This target was met.

- Target for 2017-18: Continued results at or above 95%.

Indicator 4: Percentage of students participating in 4 or more Diploma Examinations within three years of starting high school.

- Target for 2016-17: At or above the provincial rate and consistent or improving across time.

This target was met.

- Target for 2017-18: At or above the provincial rate and consistent or improving across time.

⁹ This goal is specific to Provincial Achievement Tests and Diploma Examinations that are considered to be stable and statistically reliable by Alberta Education.

Indicator 5: Percentage of students eligible for the Rutherford Scholarship.

- Target for 2016-17: At or above the provincial rate and consistent or improving across time.

This target was met.

- Target for 2017-18: At or above the provincial rate and consistent or improving across time.

Indicators 6-10:

- Target for 2016-17: There were no targets set for Indicators 6, 7, 9 or 10.
Target for 2016-17 Indicator 8: The combined results at or above 85% with Grade 12 results at or above 83%.

This target is partially met. The combined results are above 85% but the Grade 12 results are not at or above 83%.

- Target for 2017-18: It is expected that there will be a new data set for student survey measures in 2017-18 therefore no new targets have been set.

The Chief Superintendent recognizes that concerns for the academic success of Indigenous students and for student achievement in Mathematics is shared by the Board of Trustees and is reflected in the Board's previous requests for specific targets in these areas. The implementation of the strategies to address these areas of concern is monitored by school, area and system leaders. On November 7, 2017 an update on the Mathematics Strategy was provided to the Board. On January 9, 2018 additional information on Mathematics was provided in the Results 2 Report Card Information Report: Part 2. In the fall of 2018, data related to the implementation of the strategies outlined in the Three-Year Education Plan and specific impact assessments can be provided to the Board of Trustees.

Board of Trustees Targets

Following their determination of reasonable progress for Results 2: Academic Success in June 2017, the Board requested additional targets and capacity building for specific areas. This was presented to the Board on November 14, 2017 in the Results 2 Monitoring: Follow-up Report.

- Targets for 2017-18: Specific targets can be found in the November 14, 2017 Results 2 Monitoring: Follow-up Report.

See Attachment II for this follow-up report.

ATTACHMENTS

Attachment I: Student-Contributed Examples of Academic Success in Action

Attachment II: Results 2 Monitoring: Follow-up Report November 2017

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.

Student-Contributed Examples of Academic Success in Action

- At school, writing is a key component of two of my current classes, namely History 20 IB (International Baccalaureate) and Philosophy 20/30 SL IB. In both classes writing effective arguments, bringing evidence forward and drawing conclusions are critical. Throughout my school career I have been practicing to improve the quality and clarity of my writing. In elementary school, I had been introduced to a software program called Inspiration. Inspiration is a mapping tool that helped me to sequence and connect concepts that I wanted to write about. Over time, I was able to gain strengths in writing and move away from the use of Inspiration. My current assignments and assessments in History and Philosophy classes challenge me to write effectively and sequence ideas with clarity, using different styles of communication that are unique and I feel equipped to do so.

Although writing for courses is an essential part of my academic pursuits, I also know that it is integral to life beyond the classroom. In 2015, I applied to The Military Museums to become a volunteer and host. My writing skills that I had developed in my classes allowed me to become a very effective communicator at the Museum. In my role, I interact with visitors frequently and answer questions they may have. Overall, my experience within the CBE's programs, and by extension the IB program provided by the CBE, have offered a challenge to my writing and communication skills that has allowed me to become a more effective, efficient, and eloquent writer and communicator.

- I believe I have achieved academic success in my CBE courses by being dedicated and striving to succeed. In my 12 years as a CBE student, I have developed skills that help me in my everyday life. My presentation skills have developed through the many presentations I have given in all of my subjects, especially English. I am able to speak in front of large audiences confidently and calmly, without letting my nerves take over. Getting in front of your peers can be very nerve racking but by learning good PowerPoint skills and having lots of opportunities to improve, I have become more comfortable with public speaking. I am grateful that I have gained the writing and speaking tools that will help me succeed in my other subjects, in the workplace and in my daily life.

The development of my skills in the CBE is due to helpful advice, constructive criticism, supportive teachers and the availability for extra help. I appreciate that the CBE has provided me with these tools so that I can apply my skills outside of school. I find that I use skills I have enhanced in English outside of the classroom as I have become more able to illustrate my ideas using words. I am an elected member of a club in which I contact volunteers organizations around Calgary and present volunteer opportunities to the student body. I have improved my ability to convey my thoughts and create an appropriate tone when speaking to adult organizers. Being able to speak to adults in a respectful tone creates a mutual respect. I have noticed my peers attaining the same confidence and maturity not only in my English courses, but in my clubs and daily school life.



- In the aspect of academic success, I have found that the most success that I've had through school was with language classes. Throughout elementary school, until high school, I've been in French immersion and have taken English classes. Last year in grade 10, I started English dash 1 and FLA dash 1 class, and they have really helped me with my writing skills. In those classes I learned about formatting ideas into written work, both in fiction and in essays. Specifically, it taught me how to come up with a piece of writing and then differentiate which ideas I wanted to keep, and which were more filler than main ideas. These writing techniques have helped me with final written exams in both English and social class, and even writing my resumes. Not only did they help me be able to organize my thoughts into writing, but also to organize my thoughts in general. I use methods that I learned in my language classes to write reports and stories in my daily life, and even in creating art, I've felt the usefulness of being able to sort my thoughts the same way I have in school.

I've also noticed a similar sort of academic success in social class. Throughout junior and senior high school I have deeply engaged and learned the curriculum as it pertains to the world around me. This has not only led to success in the class, but I feel it has made me an informed citizen. I enjoy my newfound understanding because it allows me to get the opinions and views of not only my family, but my classmates as well. I've noticed that I am able to form my own political views and opinions. I have also been motivated to participate in political discussions and express those opinions.

- As a student athlete, maintaining academic success is very important. One recent example in which I achieved Academic Success was when I wrote a math exam at school. For me, I do not judge my success by a grade number that I achieve, but rather, I base it on the learning I acquire while achieving whatever grade I receive. I wanted to get the best mark I could for a tough subject, and consider that exam an Academic Success in my student career.

At our school, Academic Success is praised and always desirable. Our teachers work to make that happen for us as students. Each student knows what they are capable of and what kind of success they can be in control of. Teachers at our school are very helpful. They make time to meet within our busy schedules and help us learn and acquire those key topics/skills that we need most.

- Academic success may be one of the most obvious results of school, but up until the beginning of Grade eight, I had never put much thought or effort into achieving it. I was not getting horrible grades, and I was not particularly unfortunate in terms of opportunity (I had the same opportunities as most of those around me), moreover I had not been burdened with any sort of impediment to my ability to do school work (again, nothing nobody else had to deal with). At the same time, I was not necessarily indifferent to how I did. I wanted to succeed, I just had no motivation to put in the work that success implies. During Junior High School, however, I started to prioritize the importance of academic success.

Science - especially at the Junior High level - is a great integration of literacy and numeracy skills. I was doing much better in both English and Math, yet these skills were not translating to my science class. However, the reason these skills were not carrying over was simply because I had made myself believe they wouldn't. It was only when I started participating, listening, and working outside of school to improve my understanding, that I realized they could - it just took a bit of work. In other words, the more time and effort I put into my studies, the more I got out of them. Soon enough my grades improved and I finished the year with fairly consistent high marks, not to mention that I finally had a steady source of motivation.

- One of the subjects I am most passionate about is Biology AP (Advanced Placement). The reasoning behind my passion for this subject is how I can interpret the concepts. My academics have provided me with ways to comprehend and shape the conceptual way I learn. What specifically led me to become passionate about biology was specifically the hands on experience and teacher mentorship. Because of these, my teacher is able to construct a plan according to what would benefit the students best, to achieve the most out of the experience whether it may be in labs, experiments or even class discussions. The teachers of mine that work within the CBE have helped me in terms of becoming academically successful by amending ways of teaching to get the message across.
- One of the classes that I have enjoyed the most so far is my grade ten French as a second language course. Before I began this course, I did not have a love of French. I had some experience with it, trying to learn it off and on inside and outside of school, but I felt as if I was going nowhere. The class was designed for students of any ability, so we started with some of the basics. I found this to be easy, but not monotonous. In fact, I was starting to enjoy French and due to this I also became more interested in it. By the end of the first month, I was enthusiastic about French and eager to learn more. This change I can attribute mostly to my teacher. She was fantastic, as she was very passionate and enthusiastic about French, which led me to become the same way. The course, and the teacher in particular, helped me to find a passion I never knew I had in languages. With her help, I signed up for an international trip with the school to Japan, and was fortunate enough to be chosen to attend. I used some of her styles of teaching to develop some understanding of the Japanese language, so I was prepared for when we went. I am truly grateful for this teacher's help, and I am proud to say that I achieved academic success in the course as well as learning that I could achieve to that level in a class. Due to this academic freedom and personalization to suit my needs that school has provided me, I not only found a passion of mine, but also have been able to use the content of this course in various other ways.
- Despite only being in the CBE since grade 10, I have found growth in literacy and numeracy through the provided courses. The writing skills I learn in ELA class now allow me to excel in writing assignments across all subjects, teaches me skills that would be useful for post-secondary and careers, and helps me gain stronger communication within my personal relationships. Being in a mixed Social Studies and ELA class last year, I was able to integrate the essay, grammar, and vocabulary skills learned through ELA into my Social Studies assignments. I am grateful for that teacher who pushed me to improve my writing as it has not only benefited me in ELA, but has benefited my experience in all my other courses. For example, if I had to do a research assignment in Biology, I was able to incorporate the writing skills from ELA to create a strong project. The foundations of the way we are expected to write with formality and clear-voice were established during that ELA course.
- Being comfortable in your learning environment is an essential part of being a good student, especially in key developmental years. I learned some of my most important and necessary life skills between the ages of six and nine, specifically regarding reading, writing, and rudimentary mathematics. Math is one of those subjects that can show up in everyday life in very subtle ways. Math is in everything really - budgeting and money management, taxpaying, cooking and baking, construction, interior design, even activities regarding the arts. My artistic abilities have also greatly improved due to my mathematical knowledge involving measurement, spacing, and shapes. Using writing skills picked up while being a CBE student, I have been able to learn how to communicate my feelings in a healthier way. Personally, I have trouble with effectively communicating both positive and negative feelings verbally. Every English program in the CBE schools that I have attended has greatly improved my communication skills, and in turn has helped me live an overall healthier life. Reading skills are extremely useful, if not necessary, to excel in everyday life.

They are required for the majority of jobs providing a livable wage, they make travelling - even locally - much easier, and they just generally improve your quality of life. Having proficient reading skills can make finding jobs easier, as well as succeeding academically and thriving socially.

- Every course I am currently enrolled in is fulfilling my need for knowledge and shaping my personality at the same time. The concepts in social studies provide the students with ideas about Canadian society and the ability to think critically about events occurring internationally and domestically. All of the knowledge we have gained through social studies will become the basis of how we view the world in the future, because the experiences and concepts we are exposed to in our youth time will have a huge impact on individual character.

attachment

Results 2 Monitoring: Follow-up Report
November 2017

Date	November 14, 2017
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Information
Originator	Jeannie Everett, Superintendent, Learning
Governance Policy Reference	Results 2: Academic Access
Resource Persons	Chris Meaden, Director, Learning Ronna Mosher, Director, Learning Dianne Roulson, Director, Learning Elizabeth Wood, System Principal, Research & Strategy

1 | Recommendation

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



2 | Issue

The Board of Trustees has directed the Chief Superintendent to provide additional information for specific areas of exception or concern within Results 2: Academic Success.

3 | Background

On June 20, 2017, following their determination that reasonable progress with exception had been made with Results 2 during the 2015-2016 school year, the Board of Trustees passed the following motion:

THAT the Board of Trustees directs the Chief Superintendent to provide additional information, including strategies, revised targets and assessment of strategies for each of the areas identified as an exception or concern, by November 2017.

The area of exception identified was:

- First Nations, Métis and Inuit students' achievement in all academic disciplines.

The areas of concern identified were:

- overall student results in Mathematics; and
- grades 1 to 9 report card results with respect to the English Language Arts stem "reads to explore, construct and extend understanding."

4 | Analysis

High level strategy information for Indigenous Education, Mathematics and Literacy is included as part of the CBE's Draft Three-Year Education Plan. The information in this report will build on that information to address the Board of Trustees' specific motions.

First Nations, Métis and Inuit students' achievement in all academic disciplines.

Targets for 2016-17 from the Annual Education Results Report (AERR)

- Overall percentage of students self-identified Indigenous:
 - in Grade 6 and 9 who achieved the Acceptable Standard on Provincial Achievement Tests (overall cohort results): 44.2%
 - in Grade 6 and 9 who achieved the Standard of Excellence on Provincial Achievement Tests (overall cohort results): 4.9%
 - who achieved the Acceptable Standard on Diploma Examinations (overall cohort results): 88.6%
 - who achieved the Standard of Excellence on Diploma Examinations (overall cohort results): 20.5%

Note | The targets above were based on CBE calculations of results that could be statistically considered to be improved in relation to the average of the previous three years' results. The comparison of a single year's result in relation to its previous three-year average is consistent with Alberta Education's evaluation of overall PAT or Diploma Examination results.

Results 2016-17

In 2016-17 it was articulated to the Board of Trustees that the targets were ambitious. Progress has been made toward the targets.

Targets Met

- Overall percentage of students self-identified Indigenous:
 - in Grade 6 and 9 who achieved the Standard of Excellence on Provincial Achievement Tests (overall cohort results): 6.5%. This was an increase of 3.3 percentage points from 2015-16 which equates to an increase of 21 students.

Targets Not Met

- Overall percentage of students self-identified Indigenous:
 - in Grade 6 and 9 who achieved the Acceptable Standard on Provincial Achievement Tests was 44.0%. This was an increase of 4.4 percentage points from 2015-16 which equates to an increase of 42 students.
 - who achieved the Acceptable Standard on Diploma Examinations (overall cohort results): 79.6%. Forty-one more students met this standard as compared to 2015-16.
 - who achieved the Standard of Excellence on Diploma Examinations (overall cohort results): 14.3%. This is an increase of 2 students achieving at this standard.

Revised targets for 2017-18

We have added report card data to include information related to all self-identified First Nations, Métis and Inuit students. The overall percentage of students self-identified as Indigenous achieving success in all academic disciplines as measured by Report Cards in 2016-17 was 84.3%. This was an increase of 0.9 percentage points from 2015-16 (83.4%).

- The target for overall percentage of students self-identified as Indigenous achieving success in all academic disciplines as measured by Report Cards is 84.6%.
- The target for overall percentage of students self-identified Indigenous:
 - in Grade 6 and 9 who achieved the Acceptable Standard on Provincial Achievement Tests (overall cohort results) is 45.0%
 - in Grade 6 and 9 who achieved the Standard of Excellence on Provincial Achievement Tests (overall cohort results) is 6.5%
 - who achieved the Acceptable Standard on Diploma Examinations (overall cohort results) is 85.7%
 - who achieved the Standard of Excellence on Diploma Examinations (overall cohort results) is 19.1%

Note | The targets above were based on CBE calculations of results that could be statistically considered to be improved in relation to the average of the previous three years' results. The comparison of a single year's result in relation to its previous three-year average is consistent with Alberta Education's evaluation of overall PAT or Diploma Examination results.

Strategies

Success for First Nations, Métis and Inuit students is a CBE and provincial expectation. The Indigenous Education Strategy, introduced in 2016-17, is a direct response to this priority and an intensification of previous work. It identifies two outcomes: the success of First Nations, Métis and Inuit students in their learning programs; and, advancing the learning of all students through the strength and diversity of Indigenous ways of knowing.

Success for First Nations, Métis and Inuit students requires us to shift our approach significantly in order to achieve visible and sustainable improvements in student's learning and well-being. This approach requires establishing deeply rooted, large-scale change over the

long-term and includes: cultivating a balanced and respectful relationship between existing CBE knowledge systems and Indigenous knowledge systems; advancing culturally responsive instructional design and assessment; advancing system wide learning; and building respectful working relationships with community. The Indigenous Education Strategy identifies the practices that will lead to achieving the strategy outcomes.

Each student will learn in an environment that reflects promising practices for Indigenous youth. These include:

- **Culturally responsive instructional design & assessment and support:** Building professional capital of school/system leaders to honour Indigenous knowledge systems, languages and histories through responsive learning environments and instructional design & assessment is critical.
- **Early intervention and transition supports:** Providing high quality early learning experiences that are responsive to the needs of young children and their families is one of the most powerful ways to advance student learning. Attending to transition support for students throughout their entire school experience is also essential.
- **School connectedness:** Students' learning, sense of belonging and well-being are directly connected to providing holistic, consistent, day-to-day supports.
- **Engaging with families and community to support student learning:** Building mutually respectful relationships with families and community from the very beginning has a significant impact of student learning and well-being.

Key Actions for 2017-18

- 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 all schools to extend high impact practices across CBE schools:
 - monthly professional learning network with school based Learning Leaders/Graduation Coaches,
 - professional learning series,
 - learning opportunities at Niitsitapi li tass ksii nii mat tsoo kop (Niitsitapi Learning Centre) for students and staff,
 - year-long classroom collaborations,
 - reconciliation through education speaker series

Cree/Blackfoot language classes for staff
early learning professional learning series

- Advance Niitsitapi Learning Centre as “a place for learning for all” that provides: EDC/K-3 school program, services for families, a 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.

Assessment of Strategies

The information that tells us that our strategies are being successful include:

Monthly tracking of attendance: In 2016-17, compared to 2015-16, 20 of 31 schools with Graduation Coaches reduced the absentee rate.

High School Completion Rate: In the first six months of the implementation of the graduation coaches in high schools, the High School Completion Rate (3-year) for students self-identified

as Indigenous for 2015-16 was 36.4%, up 3.3 percentage points from the previous year. We are awaiting the results for the 2016-17 year which will be part of the May 2018 update.

Diploma Exam Participation Rate: There was a 24.8% increase in the number of First Nations, Métis and Inuit students writing diploma examinations in 2016-17 as compared to 2015-16.

Results 4, K-9 report card data: In 2016-17 the results on this stem (students setting and working toward learning goals) for First Nations, Métis and Inuit students was 89.5%. This establishes a baseline from which we will continue to seek growth.

School requests for support from Indigenous Education Team:

From January 2017 to June 2017 165 requests for support were received through the Area Learning Team referral process. These represent a broad range of requests related to individual student/family support and learning support for school communities.

From September 2017 to November 6, 2017 154 requests for support have been received through the Area Learning Team referral process. In the first two months of this school year, we have received almost as many requests as we received in 6 months last year. The significance of these numbers indicates heightened interest from school-based staff to support student success and meet the expectations of the Draft Teacher/Leader Quality Standards related to for First Nations, Metis and Inuit.

Participation in system-wide learning opportunities:

These numbers represent participation in some of the system-wide learning offerings related to advancing the Indigenous Education Strategy. It should be noted that without exception, all offerings have been oversubscribed.

- 40 schools are participating in the monthly professional learning network for Learning Leaders/Graduation Coaches (2016-17 and 2017-18)
- 50 schools are participating in the Indigenous Education Professional Learning Series (2017-18)
- 31 schools are participating in learning opportunities at Niitsitapi li tass ksii nii mat tsoo kop (Niitsitapi Learning Centre) for students and staff (2016-17 and 2017-18)
- 7 schools are participating in year-long classroom collaborations (2017-18)
- Over 200 students/staff have participated in the Reconciliation Through Education Speaker Series (2016-17 and 2017-18)
- 250 grade 6-9 students and their teachers participated in Pow Wow workshop learning opportunity (2016-17)
- 60 staff are participating in Cree/Blackfoot language classes for staff (2017-18)
- 50 Speech Language Pathologists are participating in Early Learning Professional Learning Series (2017-18)

Overall student results in Mathematics

The 2016-17 targets reported on within this report were based on the Board's June 2016 identification of three areas of concern related to student achievement in Mathematics:

- Grade 6 PAT results at the standard of excellence
- Grade 9 PAT results at the acceptable standard
- Grade 9 Knowledge and Employability PAT results at the acceptable standard

Targets sets for 2017-18 are based on the Board's June 2017 identification of concern for overall student results in Mathematics.

Targets for 2016-17

- Overall percentage of students achieving at each standard on the mathematics Provincial Achievement Tests in:
 - Mathematics 6: Acceptable Standard no target set; Standard of Excellence 16.7%
 - Mathematics 9: Acceptable Standard 68.0%; Standard of Excellence no target set
 - Mathematics 9 K&E: Acceptable Standard 60.2%; Standard of Excellence no target set

Results for 2016-17

- Overall percentage of students achieving at each standard on the mathematics Provincial Achievement Tests in:
 - Mathematics 6: Acceptable Standard 73.7%; Standard of Excellence 14.3%
 - Mathematics 9: Acceptable Standard 65.8%; Standard of Excellence 19.8%
 - Mathematics 9 K&E: Acceptable Standard 49.3%; Standard of Excellence 10.7%

Targets were not met in the 3 identified areas.

- Overall percentage of students achieving at each standard on the mathematics Diploma Examinations in:
 - Mathematics 30-1: Acceptable Standard 77.7%; Standard of Excellence 38.4%
 - Mathematics 30-2: Acceptable Standard 76.0%; Standard of Excellence 17.3%
- Overall percentage of students achieving success in Mathematics as measured by Report Cards:
 - Kindergarten to Grade 9: 91.1%
 - Grades 10 to 12: 90.8%

Targets for 2017-18

- Overall percentage of students achieving success in Mathematics as measured by Report Cards:
 - Kindergarten to Grade 9: 91.5%
 - Grades 10 to 12: 91.2%
- Overall percentage of students achieving at each standard on the mathematics Provincial Achievement Tests in:
 - Mathematics 6: Acceptable Standard 75.5%; Standard of Excellence 15.8%%
 - Mathematics 9: Acceptable Standard 67.3%; Standard of Excellence 20.3%
 - Mathematics 9 K&E: Acceptable Standard 55.9%; Standard of Excellence 12.6%
- Overall percentage of students achieving at each standard on the mathematics Diploma Examinations in:
 - Mathematics 30-1: Acceptable Standard 78.8%; Standard of Excellence 38.5%
 - Mathematics 30-2: Acceptable Standard 78.1%; Standard of Excellence 19.5%

Note | The targets above are based on CBE calculations of results that could be statistically considered to be improved in relation to the average of the previous three years' results. The comparison of a single year's result in relation to its previous three-year average is consistent with Alberta Education's evaluation of overall provincial testing results.

Strategies

The improvement efforts to reach mathematics achievement targets will be directed through school development plans and the CBE's overall Mathematics Strategy. The Mathematics Strategy identifies three areas in which schools can focus their efforts to improve, and specific examples within each of these areas. These three areas focus on the ways in which students participate in their learning programs so they can continue to progress and achieve with the outcomes of the Programs of Study. Together they address key components of instruction in mathematics.

Each student will learn in an environment that fosters mathematical engagement and proficiency – including through:

- Meaningful mathematical discussion
- Productive struggle and challenge
- Active participation in reasoning and sense-making
- Intentional learning progressions and connections
- Procedural fluency developed from conceptual understanding
- A focus on mental math and automaticity

Each student will learn in an environment that reflects high impact instructional strategies for mathematics learning, including:

- Formative assessment and feedback
- Student self-assessment
- Microteaching to students' specific learning needs
- Intervention strategies for students not achieving grade level/IPP expectations
- Classroom discussion
- Spaced versus mass practice

Each student's learning program will include instruction in numeracy across all subject areas.

Key Actions for 2017-18

- Deploy Mathematics Learning Coaches in classrooms.
- Increase instructional time in Mathematics 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

Assessment of Strategies

This is the first year of implementation of the Mathematics Strategy. The impact of strategies employed will be determined through school development plans, evidence from mathematics learning cohorts, other schools accessing support within the Mathematics Strategy and documentation and mapping of actions taken aligned to intended and actual achievement results. This will inform new areas of emphasis or modifications that may be needed within the strategies.

Grades 1 to 9 report card results with respect to the English Language Arts stem “reads to explore, construct and extend understanding.”

In June 2016 the Board of Trustees identified grade 1 to 9 report card results with respect to the English Language Arts stem “reads to explore, construct and extend understanding” as an

area of concern, based on the results from the 2014-15 school year. In the Results 2 Monitoring Follow-up Report of November 2016, the targeted result for 2017-18 was set at 93.0%. No specific interim targets were set for 2015-16 or 2016-17.

Improvement was noted in the 2015-16 result of 92.7%. A chi-square statistical test was used to evaluate the 2017-18 target at that time. A result of 91.3% in 2017-18 would be considered to be a significant improvement and the target for 2017-18 was confirmed at 93%.

Results for 2016-17: 92.7%

2014-15	2015-16	2016-17
89.1%	92.7%	92.7%

The overall percentage of student achieving success on the grades 1 to 9 “reads to explore, construct and extend understanding” report card stem remained the same between 2015-16 and 2016-17. This represents a positive impact of an additional 1225 more students being successful in reading between the two years.

Target for 2017-18: 93%

Note | Based on the previous three-year average, a target of 91.7% in 2017-18 would be statistically consistent with the calculations that would lead to the result being considered *Improved* using a chi-square statistical test. Using the same criteria a result of 91.8% would position student results in the *Improved Significantly* category. The 2017-18 target of 93.0% would also situate results in the *Improved Significantly* category.

Strategies

The improvement efforts to reach the grade 1-9 reading target will be directed through school development plans and the CBE’s overall Literacy Strategy. The Literacy Strategy identifies three areas in which schools can focus their efforts to improve and specific examples within each of these areas. These three areas focus on the ways in which students participate in their learning programs so they can continue to progress and achieve with the outcomes of the Programs of Study. Together they address key components of literacy instruction.

Each student will learn in a joyful, literacy-rich environment characterized by:

- Developing relationships and understanding identities through shared literacy experiences
- Language play and exploration
- Choice in instructional texts
- Multimodal tools and texts
- Responsive, explicit instruction

Each student will learn in an environment that reflects high impact instructional strategies for literacy learning, including:

- Formative assessment and feedback
- Student self-assessment
- Microteaching to students’ specific learning needs
- Gradual release of responsibility
- Intervention strategies for students not achieving grade level/IPP expectations
- Classroom discussion
- Spaced versus mass practice
- Students’ metacognition of literacy learning strategies

Each student’s learning program will include instruction in disciplinary literacy.

Key Actions for 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 cohort groups
- Clarify shared goals and collaborative work with community partners
- Build data sets to inform future years' actions.

Assessment of Strategies

The assessment of the strategies directed toward improving student success on the English Language Arts grades 1-9 report card stem “reads to explore, construct and extend understanding” is considered in relation to improvements in staff and student learning.

In 2016-17, the first year of the Literacy Strategy, more than 50 schools participated in a cohort-based professional learning strategy and provided the first sets of data used to assess the impact of the implemented strategies.

When surveyed about the impact of the professional learning offered through the cohort experience, participating schools identified greater coherence in teaching practices, strengthened intentionality in their literacy practices, and a greater ability to implement high impact instructional practices.

The use of high impact instructional practices was the most frequently reported area of professional learning. Instruction in disciplinary literacy was the most frequently identified change to instructional practice.

Literacy cohort schools who had specific school goals related to reading in grades 1-3, which had been identified by Trustees as the primary area of concern within the grade 1-9 group, showed an increase of 1.6 percentage points as measured by the report card stem “reads to explore, construct and extend understanding”.

5 | Conclusion

Each of the areas of Results 2: Academic Success that were identified as an exception or concern by the Board of Trustees in June 2017 has an action plan with strategies and targets to create improved results for students. These strategies are integrated within the Calgary Board of Education’s Three-Year Education Plan 2017-20 and School Development Plans.

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.

operational
expectations
monitoring report

Monitoring report for the
school year 2016-2017

Report date:
February 6, 2018.

OE-10: Instructional Program

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 10: Instructional Program, the Chief Superintendent certifies that the proceeding information is accurate and complete, and is:

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

Signed: *D. Stevenson*
David Stevenson, Chief Superintendent

Date: Jan. 23, 2018

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 10: Instructional Program, the Board of Trustees:

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

Summary statement/motion of the Board of Trustees:

Signed: _____
Chair, Board of Trustees

Date: _____

OE-10: Instructional Program

Executive Summary

The Chief Superintendent shall maintain a program of instruction that offers challenging and relevant opportunities for all students to achieve at levels defined in the Board's *Results* policies.

Operational Expectation 10: Instructional Program establishes the Board of Trustees' values and expectations for the Calgary Board of Education's work in providing an instructional program that supports student success.

The Chief Superintendent's reasonable interpretations for OE 10: Instructional Program was approved on September 18, 2012. The Board of Trustees last monitored OE 10: Instructional Program on May 16, 2017.

The report provided today includes data available from the 2016-2017 school year. The following summary of the individual policy statements for OE 10: Instructional Program provides an overview of the results of each indicator. Information, including evidence pertaining to each specific indicator is presented in detail later in this report.

The Chief Superintendent shall ensure that the instructional program:

10.1 Is personalized, enabling students to learn at their own pace, place and time.	Compliant
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- Indicator 1: Compliant
- Indicator 2: Not Applicable

10.2 Is competency-based.	Compliant
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- Indicator 1: Compliant
- Indicator 2: Compliant

operational
expectations
monitoring report

OE-10: Instructional Program

10.3 Supports children as individuals emotionally, intellectually, physically, socially and spiritually.	Compliant
<ul style="list-style-type: none"> • Indicator 1: Compliant • Indicator 2: Compliant • Indicator 3: Compliant • Indicator 4: Compliant 	
10.4 Is based on provincially-approved programs of study, available in a variety of forms, in-person or virtually, collaboratively or independently.	Compliant
<ul style="list-style-type: none"> • Indicator 1: Non-Compliant • Indicator 2: Compliant 	
10.5 Includes multiple approaches to assessment, including qualitative measures that effectively measure each student's progress toward achieving or exceeding standards and competencies.	Compliant
<ul style="list-style-type: none"> • Indicator 1: Compliant • Indicator 2: Compliant • Indicator 3: Compliant • Indicator 4: Compliant • Indicator 5: Compliant 	
10.6 Is inclusive of new and innovative programs to meet students' interests and passions and accommodates different learning styles and needs.	Compliant
<ul style="list-style-type: none"> • Indicator 1: Compliant • Indicator 2: Compliant • Indicator 3: Compliant • Indicator 4: Compliant • Indicator 5: Compliant 	



OE-10: Instructional Program

10.7 Is regularly evaluated and modified as necessary to assure its continuing effectiveness.	Compliant
<ul style="list-style-type: none"> • Indicator 1: Compliant • Indicator 2: Compliant 	
10.8 Ensure that no program emphasizes a particular religion, notwithstanding the School Act definition of alternative programs.	Compliant
<ul style="list-style-type: none"> • Indicator 1: Compliant 	
10.9 Ensure that reasonable expectations and guidelines are established and clearly communicated to students, parents and/or guardians in regards to fees.	Compliant
<ul style="list-style-type: none"> • Indicator 1: Compliant • Indicator 2: Compliant • Indicator 3: Compliant • Indicator 4: Compliant • Indicator 5: Compliant 	



OE-10: Instructional Program

The Chief Superintendent shall maintain a program of instruction that offers challenging and relevant opportunities for all students to achieve at levels defined in the Board's *Results* policies.

Board-approved Interpretation |

Broadly, the Chief Superintendent interprets that the Board of Trustees values student engagement in learning. Intellectual engagement requires students to seriously invest both emotionally and cognitively in their learning, and is influenced by:

- instructional challenges;
- individual and collective knowledge building;
- high expectations for success; and
- positive relationships with teachers.¹

Specifically, the Chief Superintendent interprets:

- *program of instruction* to mean the learning outcomes defined in Alberta Education's authorized programs of study;
- *challenging and relevant opportunities* to mean that each student is intellectually engaged in learning at an appropriate level for growth;
- *all students* to mean students enrolled in Calgary Board of Education schools and programs;
- *achieve at levels* to mean the high standards appropriate to each student as an individual; and
- *defined in the Board's Results policies* to mean a demonstration of performance in academic success, citizenship, personal development, and character.

Evidence of student performance is reported in the monitoring for Results policies. The focus of this OE reasonable interpretation is on the learning environment – the supports and practices that result in student engagement in learning.

¹ Dunlevy, Jodene and Milton, Penny. What did you do in school today? Canadian Education Association, 2009.

The Chief Superintendent will ensure that the instructional program:

10.1 Is personalized, enabling students to learn at their own pace, place and time.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets:

- *personalized* to mean instruction designed in response to individual and group interests, abilities, goals and prior learning; and
- *enabling students to learn at their own pace, place and time* to mean that students can access instruction and build knowledge in flexible ways and environments.

The maintenance of a system-wide focus on the personalization of student learning is a process that requires continuous communication, analysis, adjustment, capacity building and organizational change management.

This results in an ongoing endeavor with many interdependencies and complexities. CBE leaders throughout the system provide structure and support for this work as the concept moves from innovation to integrated practice.

Board-approved Indicators and Evidence of Compliance |

1. 100 percent of school principals engage with their staff to further understanding of the personalization of student learning.

The organization is compliant with this indicator.

100% of school principals responded Yes to the following statement:

- *“I engage with the staff in my school to further our understanding of the personalization of student learning.”*

2. 100 percent of school development plans will articulate a specific action related to CBE Alberta Initiative for School Improvement (AIS) Cycle 5 project on the personalization of student learning, as measured by Skovison.

This indicator is not applicable at this time.

Cycle 5 of the Alberta Initiative for School Improvement (AIS) was no longer funded as of March 2013.

Evidence demonstrates the applicable indicator in sub-section 10.1 is in compliance.

10.2 Is competency-based.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets *competency-based* to mean the set of attitudes, skills and knowledge identified in the *Framework for Student Learning*, Alberta Education, 2011.

These competencies are currently implicit in Alberta Education’s authorized programs of study and include but are not limited to:

- critical thinking, problem solving and decision-making;
- creativity and innovation;
- social, cultural, global and environmental responsibility;
- communication;
- digital and technological fluency;
- lifelong learning, personal management and well-being; and
- collaboration and leadership.

Alberta Education has initiated a reframing of curriculum and the competencies students will need to be successful into the future. Alberta Education’s *Framework for Student Learning* provides a foundation for the review of student learning outcomes and, with other revised standards and guidelines, gives direction for the development of future curriculum – programs of study, assessment and learning and teaching resources.

Beginning with Career and Technology Foundations in 2013-2014 and Career and Life Management in 2014-2015, Alberta Education will lead the re-design. The build-out to other curricular areas will take a number of years. During this process, it is expected Alberta Education will clarify the role of competencies in student learning and this clarification will be clearly reflected in the programs of study, assessment and learning and teaching resources.

Board-approved Indicators and *Evidence of Compliance* |

1. 100 percent of school principals confirm use of Alberta Education’s authorized programs of study.

The organization is compliant with this indicator.

100% of school principals responded Yes or N/A to the following statement:

- *“The Alberta Education authorized programs of study are used in my school.”*

2. 100 percent of school principals confirm instruction is aligned with the student learning outcomes identified in Alberta Education’s authorized programs of study.

The organization is compliant with this indicator.

100% of school principals responded Yes to the following statement:

- “Instruction in my school is aligned with the student learning outcomes identified in Alberta Education’s authorized programs of study.”

Evidence demonstrates all indicators in sub-section 10.2 are in compliance.

10.3 Supports children as individuals emotionally, intellectually, physically, socially and spiritually.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets that the Board values a program of instruction that is integrated and responsive to each learner. The Chief Superintendent interprets *children* to be students enrolled in Calgary Board of Education schools and programs.

Board-approved Indicators and Evidence of Compliance |

1. 100 percent of school principals confirm resources are designated to support the specific learning needs of students.

The organization is compliant with this indicator.

100% of school principals responded Yes to the following statement:

- “Resources in my school were designated to support the specific learning needs of students.”

2. 100 percent of school principals confirm strategies are incorporated into work with students to support a positive learning environment and the building of positive relationships in school.

The organization is compliant with this indicator.

100% of school principals responded Yes to the following statement:

- “Strategies were incorporated into our work with students to support a positive learning environment and the building of positive relationships in the school.”

3. 100 percent of school principals confirm their school has a school learning team.

The organization is compliant with this indicator.

100% of school principals responded Yes to the following statement:

- “My school has a school learning team.”

4. 100 percent of school principals confirm their school has access to area learning team services and supports.

The organization is compliant with this indicator.

100% of school principals responded Yes to the following statement:

- *“My school staff had access to area learning team services and supports.”*

Evidence demonstrates all indicators in sub-section 10.3 are in compliance.

10.4	Is based on provincially-approved programs of study, available in a variety of forms, in-person or virtually, collaboratively or independently.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets:

- *provincially-approved programs of study* to mean all programs authorized by Alberta Education for use in CBE schools including locally developed courses; and
- *in a variety of forms, in person or virtually, collaboratively or independently* to mean that programs of instruction take place in classrooms and on-line, within groups and with individual students.

Board-approved Indicators and Evidence of Compliance |

1. 100 percent of schools offer only those courses authorized by Alberta Education, as measured by internal tracking.

The organization is not compliant with this indicator.

A review of K-9 school course offerings through the Student Information System (SIS) indicated that 92.9% of schools offer only those courses authorized by Alberta Education. A course board review identified some inconsistencies including approved/expired courses, incorrect course codes and mistaken enrolments. 12 schools were identified as having such inconsistencies in the course board.

2. 100 percent of schools have access to a distributed learning platform, as measured by internal tracking.

The organization is compliant with this indicator.

A review by Learning confirms that 100% of schools have access to a distributed learning platform (Desire2Learn).

Evidence demonstrates one of two indicators in sub-section 10.4 are in compliance. The exception is indicator 10.4.1.

10.5 Includes multiple approaches to assessment, including qualitative measures that effectively measure each student's progress toward achieving or exceeding standards and competencies.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets:

- *multiple approaches to assessment* to mean individual student learning is evaluated in a number of ways, depending on the purpose of the evaluation and the learning needs of the student;
- *qualitative measures* to mean performance measures that provide descriptions of student learning;
- *effectively measure* to mean the gathering of performance and analysis evidence about student learning; and
- *progress towards achieving or exceeding standards and competencies* to mean each student is advancing their level of knowledge and skills in relation to their prior levels of learning and the authorized programs of study learning outcomes.

Board-approved Indicators and *Evidence of Compliance* |

1. 100 percent of school principals confirm formative assessment practices are used within the instructional program at their school.

The organization is compliant with this indicator.

100% of school principals responded Yes to the following statement:

- *“Formative assessment practices were used within the instructional program at my school.”*

2. 100 percent of school principals confirm students are involved in self-assessment practices.

The organization is compliant with this indicator.

100% of school principals responded Yes to the following statement:

- *“At my school, students were involved in self-assessment practices.”*

3. 100 percent of school principals confirm summative evaluation is provided to students and parents through report cards and/or individual program plans.

The organization is compliant with this indicator.

100% of school principals responded Yes to the following statement:

- *“Summative evaluation was provided to students and parents through report cards and/or individual program plans.”*

4. 100 percent of school principals confirm qualitative and/or quantitative information is provided in student report cards and individual program plans.

The organization is compliant with this indicator.

100% of school principals responded Yes to the following statement:

- *“Qualitative and/or quantitative information was provided in student report cards and individual program plans.”*

5. 100 percent of schools have access to specialized assessments from professionals trained in the administration of the assessment tools, as measured by internal tracking.

The organization is compliant with this indicator.

100% of schools have access to specialized assessments. Each Area Learning Team and the Learning service unit, facilitates processes for all students to have access to specialized assessment. These assessments are administered by staff with specialized training and expertise.

Evidence demonstrates all indicators in sub-section 10.5 are in compliance.

10.6	Is inclusive of new and innovative programs to meet students’ interests and passions and accommodates different learning styles and needs.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets:

- *new and innovative programs* to mean the creation or acquisition of locally developed courses and alternative programs;
- *meet student’s interests and passions* to mean a variety of authorized programs are offered to students; and

- *different learning styles and needs* to mean a continuous, responsive design of instructional strategies that result in an expanded curriculum and enriched learning experiences.

Board-approved Indicators and *Evidence of Compliance* |

1. 100 percent of students in grades 7 to 12 are provided with opportunities to select courses within their instructional program.

The organization is compliant with this indicator.

100% of school principals responded Yes to the following statement:

- *“All students in my school in grades 7 to 12 were provided with opportunities to select courses within their instructional program.”*

2. 100 percent of alternative program proposals received by the Calgary Board of Education are considered within the context of the CBE Alternative Program Proposal Process, as measured by internal tracking.

The organization is compliant with this indicator.

The Deputy Chief Superintendent confirms that three proposals for alternative programs were received and responded to during the 2016-2017 school year.

3. On an annual basis, currently authorized locally developed courses are reviewed for relevancy and student interest, as measured by internal tracking.

The organization is compliant with this indicator.

Locally developed courses eligible for renewal were reviewed by Learning for relevancy and SIS confirmed that student interest was determined through enrolment.

4. As required by provincial reporting timelines, requests for new locally developed courses that meet identified student interest are submitted for Board approval and Alberta Education authorization, as measured by internal tracking.

The organization is compliant with this indicator.

As required by provincial reporting timelines, reports about locally developed courses were submitted for approval of the Board of Trustees on April 11, 2017.

5. 100 percent of teachers are provided with opportunities to participate in professional learning to design instructional strategies.

The organization is compliant with this indicator.

100% of school principals responded Yes to the following statement:

- “All teachers in my school were provided with opportunities to participate in professional learning communities to design instructional strategies.”

Evidence demonstrates that all indicators in sub-section 10.6 are in compliance.

10.7	Is regularly evaluated and modified as necessary to assure its continuing effectiveness.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets *evaluated and modified* as program assessment addressed through the adjustment cycle and professional capacity building. The instructional program is *regularly evaluated and modified as necessary* when the instructional leaders of schools, the school principals focus their work and the work of their staff on engaging students in their learning.

Board-approved Indicators and Evidence of Compliance |

1. 100 percent of school principals complete school development plans based on an analysis of student achievement and focused strategies and actions on improving student learning.

The organization is compliant with this indicator.

100% of school principals responded Yes to the following statement:

- “Our school development plan was based on an analysis of student achievement and focused strategies and actions on improving student learning.”

2. 100 percent of school principals supervise and support teachers in professional capacity building.

The organization is compliant with this indicator.

100% of school principals responded Yes to the following statement:

- “I supervised and supported the teachers in my school in professional capacity building.”

Evidence demonstrates all indicators in sub-section 10.7 are in compliance.

10.8 Ensure that no program emphasizes a particular religion, notwithstanding the School Act definition of alternative programs.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets the Board's value to be that Calgary Board of Education programs will not promote the views of specific religions.

Board-approved Indicators and *Evidence of Compliance* |

No CBE program emphasizes a particular religion, as measured by internal tracking.

The organization is compliant with this indicator.

Administration verified that Calgary Board of Education programs do not promote the views of specific religions.

Evidence demonstrates the indicator in sub-section 10.8 is in compliance.

10.9 Ensure that reasonable expectations and guidelines are established and clearly communicated to students, parents and/or guardians in regards to fees.	Compliant
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Board-approved Interpretation |

In the context of Operational Expectations 10: Instructional Program, the Chief Superintendent interprets *fees* to align with the *School Act*, 60(2) "A board may: (j) charge a parent of a student fees with respect to instructional supplies or materials." These instructional supplies or material fees are related to regular, alternative and specialized programs of instruction. The fees include complementary course requirements such as musical instrument rental. The costs connected to off-site activities are also a part of this interpretation.

In addition, the Chief Superintendent interprets:

- *reasonable* to mean administration will be responsive to mitigating circumstances that may impact a parent/guardian's or independent students' ability to pay;
- *expectation* to mean administration's anticipation of fee payment by parent/guardians or independent students and administration's understanding that this is a shared responsibility;
- *guidelines* to mean the standard format and forms used to communicate information about fees; and

- *clearly communicated* to mean parents/guardians and independent students are notified about fees in a timely manner.

Board-approved Indicators and *Evidence of Compliance* |

1. 100 percent of school principals confirm parents/guardians and independent students are provided information about instructional fees, payment timelines and the waiver process at the beginning of the school year.

The organization is compliant with this indicator.

100% of school principals responded Yes to the following statement:

- *“Parents/guardians and independent students were provided information about instructional fees, payment timelines and the waiver process at the beginning of the school year.”*

2. 100 percent of school principals confirm parents/guardians and independent students are provided with the reasons for an educational trip fee and costs related to the fee.

The organization is compliant with this indicator.

100% of school principals responded Yes to the following statement:

- *“Parents/guardians and independent students were provided with the reasons for an educational trip fee and costs related to the fee.”*

3. A standard for defining “ability to pay” is established and communicated in the waiver process, as measured by internal tracking.

The organization is compliant with this indicator.

Corporate Financial Services defined a standard for “ability to pay” and communicated this with the waiver process. This communication can be found on the CBE website at:

<http://www.cbe.ab.ca/registration/fees-and-waivers/Pages/default.aspx>

4. 100 percent of school principals confirm no CBE students are refused access to instructional materials and supplies or educational trips based on an inability to pay.

The organization is compliant with this indicator.

100% of school principals responded Yes to the following statement:

- *“No students attending my school were refused access to instructional materials and supplies or educational trips based on an inability to pay.”*

5. 100 percent of school principals confirm parents/guardians and independent students are provided with an accounting of fees collected for instructional supplies and materials and for educational trips.

The organization is compliant with this indicator.

100% of school principals responded Yes to the following statement:

- *“Parents/guardians and independent students were provided with an accounting of fees collected for instructional supplies and materials and for educational trips.”*

Evidence demonstrates that all indicators in sub-section 10.9 are in compliance.

**ATTACHMENT: OE-10: Instructional Program
Background and Capacity Building Information**

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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

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

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

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

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

OE-10: Instructional Program**Background and Capacity Building Information**10.1.2 School Development Plans and AISI

Evidence for indicator 10.1.2 is not available for monitoring reports.

- This indicator was approved by the Board of Trustees on September 18, 2012.
- Cycle 5 of the Alberta Initiative for School Improvement (AIS I) was no longer funded as of March 2013.
- Skovision was decommissioned on August 31, 2013.

10.4.1 Schools offer only those courses authorized by Alberta Education

A review of the course board, which is an inventory of courses offered to CBE students, indicated some common inconsistencies. This data has been analyzed and plans are in place to provide for more consistency and correct errors. Examples of errors identified at these schools include:

- 10 schools were using an expired Locally Developed Course (LDC)
- 12 schools enrolled students in option courses where Programs of Study did not exist for that grade level

All schools where errors occurred were contacted. Examples of some of the strategies used to correct the errors have included:

- meeting with principals to gather further information,
- providing information and support to schools to ensure that processes/expectations are well understood,
- providing updated, correct information to enter into the course board,
- a presentation to middle school principals to provide clarity, and
- the development of a resource document outlining best practices with respect to scheduling and option courses.

In the future, the PowerSchool, the new student information system, has a common course board across all schools where all available courses have been named at the system level.

February 6, 2018



OE-5: FINANCIAL PLANNING

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 5: Financial Planning, the Chief Superintendent certifies that the proceeding information is accurate and complete, and is:

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

Signed: *D. Stevenson*
Chief Superintendent

Date: Nov. 17, 2017

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 5: Financial Planning, the Board of Trustees:

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

Summary statement/motion of the Board of Trustees:

Signed: _____
Chair, Board of Trustees

Date: _____

OE-5: FINANCIAL PLANNING

Executive Summary

Operational Expectation 5: Financial Planning establishes the values and expectations of the Board of Trustees for the Calgary Board of Education in developing and maintaining financial planning that allows the organization to meet its fiscal obligations on an ongoing basis.

The Chief Superintendent's reasonable interpretations for OE 5: Financial Planning were approved on March 20, 2012 and subsequent revisions approved on May 28, 2013. The Board of Trustees last monitored OE 5: Financial Planning on November 29, 2016. Revisions were approved to the Reasonable Interpretations on April 5, 2016 and will be used to monitor the 2017-2018 budget development process.

5.1 The Chief Superintendent will develop a budget that is in a summary format understandable to the Board and presented in a manner that allows the Board to understand the relationship between the budget and the Results priorities and any Operational Expectations goals for the year.

- Indicator 1: Compliant

5.2 The Chief Superintendent will develop a budget that credibly describes revenues and expenditures.

- Indicator 1: Compliant

5.3 The Chief Superintendent will develop a budget that shows the amount spent in each budget category for the most recently completed fiscal year, the amount budgeted for the current fiscal year, and the amount budgeted for the next fiscal year.

- Indicator 1: Compliant

5.4 The Chief Superintendent will develop a budget that discloses budget-planning assumptions.

- Indicator 1: Compliant

OE-5: FINANCIAL PLANNING

5.5 The Chief Superintendent will develop a budget that plans for fiscal soundness in future years.

- Indicator 1: Compliant

5.6 The Chief Superintendent will develop a budget that reflects anticipated changes in employee compensation, including inflationary adjustments, step increases, performance increase and benefits.

- Indicator 1: Compliant

5.7 The Chief Superintendent will develop a budget that includes amounts determined by the Board to be necessary for the Board to effectively and efficiently perform its governing responsibilities.

- Indicator 1: Compliant

5.8 The Chief Superintendent may not develop a budget that plans for the expenditure in any fiscal year of more funds than are conservatively projected to be available during the year.

- Indicator 1: Compliant
- Indicator 2: Compliant

Two documents are named in the indicators for OE-5: a Budget Document and a Budget Assumptions Report.

The Budget Document named in the indicators is the “Working Together for Student Success: Budget Report for 2017-18”, as submitted on June 20, 2017. Evidence in this monitoring report will point to specific pages in the budget report. The budget report as a whole is referred to as the Budget Document.

The Calgary Board of Education Budget Assumptions report was presented to the Board of Trustees on April 11, 2017. It is included in the Budget Document on page 142.

OE-5: FINANCIAL PLANNING

The Chief Superintendent shall develop and maintain a multi-year financial plan that is related directly to the Board's Results priorities and Operational Expectations goals, and that avoids long-term fiscal jeopardy to the organization.

Board-approved Interpretation |

- The Chief Superintendent interprets *multi-year* to mean a three-year period rolling in synchronization with the Three-Year Education Plan. This multi-year financial plan includes both the operating and capital Budgets.
- The Chief Superintendent interprets *develop and maintain* to mean that the multi-year financial plan will be presented and approved by the Board of Trustees May 31 of each year.
- In extenuating circumstances (delayed provincial budget, election, etc.) the presentation and approval of the multi-year financial plan may be delayed beyond May 31. In such cases, the Chief Superintendent will liaise with Alberta Education to determine the appropriate approval date.
- The Chief Superintendent interprets *directly related to the Board's Results priorities* to mean in accordance with the Three-Year Education Plan, which is the strategy designed to achieve the Board's Results priorities and Operational Expectations goals. Furthermore, the format will include comparative numbers for the previous year and the forecasted budgets for the ensuing two years.
- The Chief Superintendent interprets *directly related to the Board's Operational Expectations goals* to mean that the processes used in financial planning are conducted, and the format and content of the financial planning document are developed, in compliance with the requirements of Operational Expectations.
- Due to lack of certainty related to future year funding from the Province, the forecast numbers for the ensuing two years will be the Chief Superintendent's best estimates and should not be considered the final financial plan for those years. Also due to the lack of certainty related to future year funding from the Province, the forecasted future budgets may not be balanced. This is not an indicator of fiscal jeopardy as budget balancing will occur when sufficient certainty for Provincial funding has been achieved.
- The Chief Superintendent interprets *avoids long-term fiscal jeopardy to the organization* as referring to the ultimate financial decisions reflected in the financial plan. Fiscal jeopardy refers to the inability of the organization on an ongoing basis to continue to operate and meet statutory obligations in the



normal course of operations for the foreseeable future. To avoid fiscal jeopardy, the organization must have:

- sufficient accumulated surplus from operations available to cover any planned shortfall or;
- an approved accumulated deficit elimination plan for any planned accumulated deficit from operations.

This in itself does not demonstrate avoidance of fiscal jeopardy as it reflects the financial position at a single point in time.

- The Chief Superintendent interprets *guarding against fiscal jeopardy* during the development of the financial plan to mean that the financial planning decisions will:
 - Only contemplate an annual deficit if there is sufficient accumulated surplus from operations available to cover the deficit. The accumulated surplus should be calculated exclusive of any one time non-reversing accounting adjustments that flow to the accumulated surplus from operations;
 - Only contemplate an accumulated deficit if there is a clear, prudent financial plan to eliminate it and the plan is approved by the appropriate authority in the Government of Alberta;
 - Address any planned deficits over an identified time frame appropriate to the circumstances, but usually within available resources anticipated in the Three-Year Education Plan;
 - Strive to develop and maintain an operating reserve base equal to 1% of jurisdiction revenues, whenever possible;
 - Strive to develop and maintain capital reserves sufficient for CBE capital needs;
 - Strive to ensure all operating reserves are planned to be spent and replenished (where appropriate) within the Three-Year Education Plan cycle;
 - Strive to ensure all capital reserves are planned to be spent and replenished (where appropriate) within a 10 Year Capital Planning cycle;
 - Maintain positive operating cash flows within the period covered by the Three-Year Education Plan; and
 - Be based on acceptable levels of risk, as contemplated in the Three-Year Education Plan.

The Chief Superintendent will develop a budget that:

<p>5.1 Is in a summary format understandable to the Board and presented in a manner that allows the Board to understand the relationship between the budget and the Results priorities and any Operational Expectations goals for the year.</p>	<p>Compliant</p>
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Board-approved Interpretation |

The Chief Superintendent interprets *summary format understandable to the Board* to be the format required by Alberta Education.

Additionally, a format understandable to the Board means that:

- revenues are presented by major categories, by block, by service unit, schools, areas, and other where appropriate and meaningful for the reader.
- expenditures are presented by major category, by expenditure block, and also broken out by service unit, schools, areas and other where appropriate.
- centrally managed fees are presented showing major categories of revenues and expenditures sufficient to inform the public.

The Chief Superintendent interprets *Board understands the relationship between the budget and Results priorities and any Operational Expectations goals for the year* to mean that at the outset of the budget building process, the Board will be presented with a Budget Assumptions Report that demonstrates the linkages and sets out material planning assumptions related to key categories of revenues and expenditures.

Board-approved Indicators and *Evidence of Compliance* |

1. A Budget Document that reflects the above interpretation and the related Budget Assumptions Report.

A budget was presented to the Board on June 20, 2017.

The organization is compliant with this indicator.

Evidence demonstrates the indicator in sub-section 5.1 is in compliance.

5.2 Credibly describes revenues and expenditures	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets *that revenues and expenditures are credibly described to mean* when they summarize:

- revenue by major funding source, block, service unit, schools, areas and other as appropriate; and
- expenditure by spending categories typically used in financial statements prepared in accordance with generally accepted accounting principles and including service units, blocks, schools, areas and other as appropriate.

The Chief Superintendent interprets *credible description* to mean the format required by Alberta Education, and including revenue and expenditures by service units, schools, areas, block, major category, as necessary to reasonably describe the operations of the Calgary Board of Education. The financial information will be supplemented by a glossary of terms and explanatory notes.

Board-approved Indicator and Evidence of Compliance |

1. A Budget Document that reflects the above interpretation.

Budgeted revenues and expenditures are reported on page 79 of the Budget Document in the categories and format required by Alberta Education and in accordance with Canadian public sector accounting standards. Descriptions of the reported revenue and expense categories are included on pages 45 and 46 of the Budget Document.

Additional details and a breakdown of revenues and expenditures are provided on pages 49 – 77 including percentages of totals and variances from the 2015-16 budget. A glossary of terms is found starting on page 169.

The organization is compliant with this indicator.

Evidence demonstrates the indicator in sub-section 5.2 is in compliance.

<p>5.3 Shows the amount spent in each budget category for the most recently completed fiscal year, the amount budgeted for the current fiscal year, and the amount budgeted for the next fiscal year.</p>	<p>Compliant</p>
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Board-approved Interpretation |

The Chief Superintendent interprets *budget category* to mirror the revenue and expenditure categories.

The Chief Superintendent interprets the requested disclosure to be three fiscal years, being the previous fiscal year actuals, the current fiscal year budget, and the next fiscal year (being the year for which budget approval is required).

In addition, to comply with the overall requirement to present a *multi-year budget*, in accordance with the Chief Superintendent’s interpretation, the presentation will include (for information purposes only) the planned amounts for two subsequent years based on known information at the time of budget preparation.

Board-approved Indicator and Evidence of Compliance |

1. A Budget Document that reflects the above interpretation.

Page 79 of the Budget Document presents the minimum amount of information required by this indicator as well as enhanced comparative information in order to comply with the requirements of the Meritorious Budget Award (MBA) for which the CBE has been awarded for the 2016 -17 year and has submitted for 2017-18.

The 2017-18 budget is presented along with actual activity from 2013-14, 2014-15 and 2015-16. The Fall Budget for 2016-17 is also provided for comparative purposes.

Budget projections for the 2018-19, 2019-20 and 2020-21 are also included.

The organization is compliant with this indicator.

Evidence demonstrates the indicator in sub-section 5.3 is in compliance.

5.4 Discloses budget-planning assumptions	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets the *budget-planning assumptions* to include:

- financial, economic and other relevant factors where uncertainty exists; and
- resource allocation strategies.

The Chief Superintendent interprets that the *disclosure of budget planning assumptions* shall be a separate document, containing both a description of the major assumption and the intended budget impact. Presentation of this document to the Board of Trustees will take place in advance of the presentation of the resulting budget.

To demonstrate that the ultimate budget document reflects the planned assumptions, the statistics and impacts from the Budget Assumptions Report will be re-calculated using the final budget figures and included with the Budget Document presented to the Board. Due to the dynamic nature of budget planning, the Budget Document may vary from the Budget Assumptions Report due to material changes in the fiscal environment that are outside of the ability of the Chief Superintendent to control.

Disclosure of assumptions shall be based on materiality of impact. For the purposes of disclosure, the Chief Superintendent interprets *material impact* to be either:

- any assumption having an anticipated impact greater than two percent of the budget; and
- any assumption that is pivotal to the delivery of the Three-Year Education Plan.

By necessity, the level of detail of the assumptions and the confidence in the estimated impacts will be greater for the current year budget being approved than for the ensuing two years provided for information only. These future years will be modified and adjusted in each ensuing year to respond to unforeseen and changing circumstances and formal budget approval by the Board for those years will occur annually.

The accuracy and completeness of the Budget Assumptions Report is directly related to the accuracy and reliability of the provincial government’s fiscal plan. As provincial spending plans lapse annually, the reliability of provincial government fiscal plans is subject to annual votes of the Legislature. The lapsing nature of provincial budget dollars impacts the reliability of the Chief Superintendent’s financial plan for future years.

Board-approved Indicators and Evidence of Compliance |

1. A Budget Assumptions Report that reflects the above interpretation.

The Budget Assumptions Report provides the following information as required by the above interpretation:

- Financial, economic and other relevant factors where uncertainty exists are disclosed in the attached Budget Assumption Report beginning on page 13, page 15 for Revenue and page 17 for expenses.
- Resource allocation strategies are provided on pages 8 – 11 and 17 – 21.

All assumptions having an impact greater than two percent of the budget and all assumptions pivotal to the delivery of the Interim Three-Year Education Plan have been disclosed in the Budget Assumptions Report on the above noted pages.

The organization is compliant with this indicator.

Evidence demonstrates the indicator in sub-section 5.4 is in compliance.

5.5 When future government funding commitments have been made, creates a multi-year budget and plans for fiscal soundness in future years.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets:

- *Plans for* to mean that financial decisions are made in accordance with the previous interpretation of “guarding against fiscal jeopardy” while achieving the outcomes set out in the Three-Year Education Plan.

- *Fiscal soundness in future years* to mean ongoing ability to meet financial obligations within the context of a provincial controlled public entity.

Board-approved Indicator and Evidence of Compliance |

1. A Budget Assumptions Report that reflects the above interpretation and the condition contained in the reasonable interpretation.

The 2017-18 Budget is balanced with the use of reserves and a reduction in capital activity to fund regular operations. Reserves are planned to be utilized to fund the operating deficit and capital costs.

The projections included in the report for 2018-19 to 2020-21 do not represent deficit plans. Rather, the deficits are indicative of the additional revenue and/or program and service reductions that would be necessary to generate a balanced budget. As well, as a government controlled entity there is no risk that the CBE will be unable to meet its financial obligations.

The CBE's 2017-18 budget plans for the retention of approximately 1% of its annual operating expenses as reserves at the end of the year as disclosed on page 24 of the Budget Document. These reserves, along with other cost savings measures, will be used to develop balanced budgets in future years.

The organization is compliant with this indicator.

Evidence demonstrates the indicator in sub-section 5.5 is in compliance.

5.6 Reflects anticipated changes in employee compensation, including inflationary adjustments, step increases, performance increase and benefits.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets that the financial plan will *reflect anticipated changes in employee compensation, including inflationary adjustments, step increases, performance increases and benefits* by including these estimated changes in the projections for salaries and benefits expenses, including grid increases, in each of the three years presented in the financial plan.

Board-approved Indicator and Evidence of Compliance |

1. A Budget Assumptions Report that reflects the above interpretation.

Estimated changes in the projections for salaries and benefits expenses are incorporated into the budget assumption on page 17 of the Budget Assumptions Report. These assumptions are reflected in the information provided in the Budget Document.

The organization is compliant with this indicator.

Evidence demonstrates the indicator in sub-section 5.6 is in compliance.

5.7 Includes amounts determined by the Board to be necessary for the Board to effectively and efficiently perform its governing responsibilities	Compliant
--	-----------

Board-approved Interpretation |

The Chief Superintendent interprets *amounts determined by the Board to be necessary for the Board to effectively and efficiently perform its governing responsibilities* to be the Office of the Trustees' budget allocation.

Board-approved Indicator and Evidence of Compliance |

1. Board approval of the Office of the Trustees' budget allocation.

At the meeting on May 16, 2017, the Board of Trustees approved the Office of the Trustees' budget allocation for 2017-18.

The organization is compliant with this indicator.

Evidence demonstrates the indicator in sub-section 5.7 is in compliance.

The Chief Superintendent may not develop a budget that:

5.8 Does not plan for the expenditure in any fiscal year of more funds than are conservatively projected to be available during the year.	Compliant
---	-----------

Board-approved Interpretation |

The Chief Superintendent interprets *conservatively projected to be available* to mean that:

- the source of the funding can be specifically identified; and
- the timing for receipt and amount of funding can both be reasonably estimated.

Reasonably estimated means our level of confidence in our projections is:

- high; or
- if moderate, is acceptable given potential alternative actions.

Levels of confidence are defined in the context of the organization's operating context and related risk tolerance.

Board-approved Indicators and *Evidence of Compliance* |

1. A Budget Assumptions Report that reflects the above interpretation.

Over 93% of Calgary Board of Education funding is derived from Provincial grants. Revenue projections are based on the Alberta Education Funding Manual, and CBE student projections, which have been extremely reliable on a system-wide basis. Remaining revenues have been budgeted conservatively, as described in the attached Budget Assumptions Report on pages 15 - 16.

The organization is compliant with this indicator.

2. A Budget Document that reflects the above interpretation.

The projected 2017-18 deficit results are fully funded by available reserves.

On page 79 of the Budget Document, the Three-Year Financial Plan reflects expenses in excess of revenue for 2018-19 to 2020-21. These deficits represent the additional revenue and/or cost reductions needed to balance the budget in the future and are not plans to overspend in future years.

The organization is compliant with this indicator.

Evidence demonstrates all indicators in sub-section 5.8 are in compliance.

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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

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

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

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

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

report to Board of Trustees

Calgary Board of Education Boundary Adjustment

Date	February 6, 2018
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Decision
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	OE-7: Communication With and Support for the Board OE-9: Facilities
Resource Person(s)	Carrie Edwards, Director, Planning & Transportation Anne Trombley, Manager, Planning Paul Mountford, Senior Urban Planner Vidya John, Urban Planner

1 | Recommendation

It is recommended:

- THAT the Board of Trustees authorizes the Chair to correspond with the Minister of Education, as per the letter at Attachment I.

2 | Issue

Urban development is occurring in the communities of West Crestmont and part of Livingston, north of 144 Avenue NE, both areas being within the City of Calgary's boundary, but outside the Calgary Board of Education's (CBE) jurisdictional boundary (Attachments II and III).



3 | Background

Annexation of new land by the City of Calgary provides the CBE insight into the direction in which the City will be developing and where new municipal communities and school populations will be located in the future.

The CBE Board of Trustees has in the past strongly endorsed the value and desirability of coterminous boundaries with the City to ensure proper municipal and school board planning into the future.

The City of Calgary annexed lands in 2005, 2007 and 2010, with the majority of this land remaining outside the CBE's jurisdiction. While the CBE requested to have its jurisdictional boundary changed to match the City's boundary, the Minister of Education, in a letter dated February 23, 2009 (Attachment IV), advised that it was in the best interest of students to leave school jurisdiction boundaries as they were until such time as urban development warranted a change and parts of the annexed lands became subject to area structure plans and real estate development. This has been the Ministry of Education's position since that time.

The last time the CBE's boundary was changed was in 2009 when the Minister of Education invoked his authority under Section 23 of the *School Act* and incorporated the lands, which now comprise the communities of Walden and Legacy, from the Foothills School Division to the CBE. This change was approved as a result of the residential construction and real estate development occurring in this area at that time.

The Rocky View School Board was notified of the CBE's intention to request the Minister of Education to incorporate West Crestmont and part of Livingston (north of 144 Ave. NE) into its boundaries in a letter sent January 25, 2018 to their Director of Facility Planning (Attachment V).

4 | Analysis

The Ministry of Education's position is to leave school jurisdiction boundaries in place until such time as urban development warrants a change. In both West Crestmont and part of Livingston, north of 144 Avenue NE, the communities are in approved area structure plans and are now seeing roads, underground utilities and homes in various stages of construction. This meets the Ministry of Education's requirements that the lands be subject to area structure plans and real estate development.

West Crestmont is projected to have a population of 1,535 with 105 K-9 CBE students. The Crestmont community, which includes West Crestmont, is designated to Belvedere Parkway School for grades K-6 and Thomas B. Riley School for grades 7-9. Home occupancies are anticipated to occur in 2018 or early 2019.

The community of Livingston is projected to have a population of 30,000, with 1,746 K-9 CBE students. Students from this area will be designated to Cambrian

Heights School for grades K-6 and Colonel Irvine School for grades 7-9. The developer is currently estimating the following home occupancies: 236 in 2017/2018, 667 in 2018/2019 and 1,352 in 2019/2020. On September 30, 2017, there were four (4) K-9 students from the Livingston community enrolled in the CBE.

5 | Financial Impact

The Ministry of Education's position to expand the CBE's jurisdictional boundary over time as urban development warrants, allows the CBE to adequately plan for new residential communities being brought into the system.

The expansion of the CBE's jurisdictional boundary to include new communities will add to the transportation and accommodation costs of the CBE. This phased in approach is preferable from a transportation perspective as newly annexed areas on the edge of City have low populations when development first starts. Having the same boundaries as the City where no immediate development is occurring could result in multiple buses going to the edges of the City to serve a low number of students.

Transportation costs for West Crestmont are estimated at \$70,500 once all 105 K-9 students attend school. Transportation costs for Livingston will grow as the community grows, with costs estimated at \$43,000 for 17/18 and growing to \$141,000 by 19/20. Total transportation costs are therefore estimated at over \$200,000 by the 2019-20 school year.

6 | Implementation Consequences

As new area structure plans are approved and subsequent urban development is underway, the CBE will request the Minister of Education to incorporate these new communities into the CBE's jurisdictional boundary. These new communities will be included in the CBE's capital and operational planning, allowing for comprehensive long-term accommodation, transportation, and school planning.

7 | Conclusion

The CBE Board of Trustees has in the past strongly endorsed the value and desirability of coterminous boundaries with the City to ensure proper municipal and school board planning into the future.

The Ministry of Education, in a letter dated February 23, 2009, has advised that it is in the best interest of students to leave school jurisdiction boundaries as they stand until such time as urban development warrants a change and parts of the annexed lands become subject to area structure plans and real estate development.

Development in the communities of West Crestmont and part of Livingston are in approved area structure plans with real estate development currently underway, thereby meeting the Ministry's requirements.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

- Attachment I: Letter to Minister of Education
- Attachment II: Proposed West Crestmont Annexation Area
- Attachment III: Proposed Livingston Annexation Area
- Attachment IV: Letter from Ministry of Education, February 23, 2009
- Attachment V: Letter to Rocky View School Board

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.



February 7, 2018

Honourable David Eggen
Minister of Education
228 Legislature Building
10800 – 97 Avenue
Edmonton, AB T5K 2B6

Dear Minister Eggen,

Re: Calgary Board of Education (CBE) Jurisdictional Boundary

On behalf of the board of Trustees, I am writing to request an adjustment to the Calgary Board of Education's jurisdictional boundary.

The two (2) communities the CBE is requesting to be annexed are West Crestmont and part of Livingston, north of 144 Avenue NE. Both of these communities are within the City of Calgary's municipal boundary.

West Crestmont

This area is located on the west side of the City of Calgary, west of Canada Olympic Park, on the south side of the Trans-Canada Highway. The area is bounded by the Trans-Canada Highway on the north, the existing Crestmont community on the east, the City of Calgary/Rocky View County Municipal Boundary on the south, and the watercourse on the west (Attachment I).

The legal descriptions are a portion of SEC 31-24-2-W5, a portion of Plan 7510024 Block 2.

Part of Livingston

This area is located on the north side of the City of Calgary, at the northeast corner of Centre Street and 144 Avenue NE. The area is bounded by 160 Avenue NE on the north, 6 Street NE on the east, 144 Avenue NE on the south, and west of Centre Street on the west (Attachment II).

The legal description is SEC 3-26-1-5 (NW 3-26-1-5, SW 3-26-1-5, NE 3-26-1-5, SE 3-26-1-5), and NE 4-26-1-5 and SE 4-26-1-5.

The majority of the 36,000 acres annexed by the City of Calgary, from the MD of Foothills in 2005 and the MD of Rocky View in 2007, remain outside of the CBE's jurisdictional boundaries. The Minister of Education, in a letter dated February 23, 2009 (Attachment III), identified that it was in the best interest of students to retain the

existing school boundaries until urban development warranted change and parts of the annexed lands become subject to area structure plans and real estate development.

Both West Crestmont and Livingston now meet this criteria as they are communities with approved area structure plans that are now seeing roads, underground utilities and homes in various stages of construction. In Livingston (north of 144 Ave NE), the developer is currently estimating the following home occupancies: 236 in 2017/2018, 667 in 2018/2019 and 1,352 in 2019/2020.

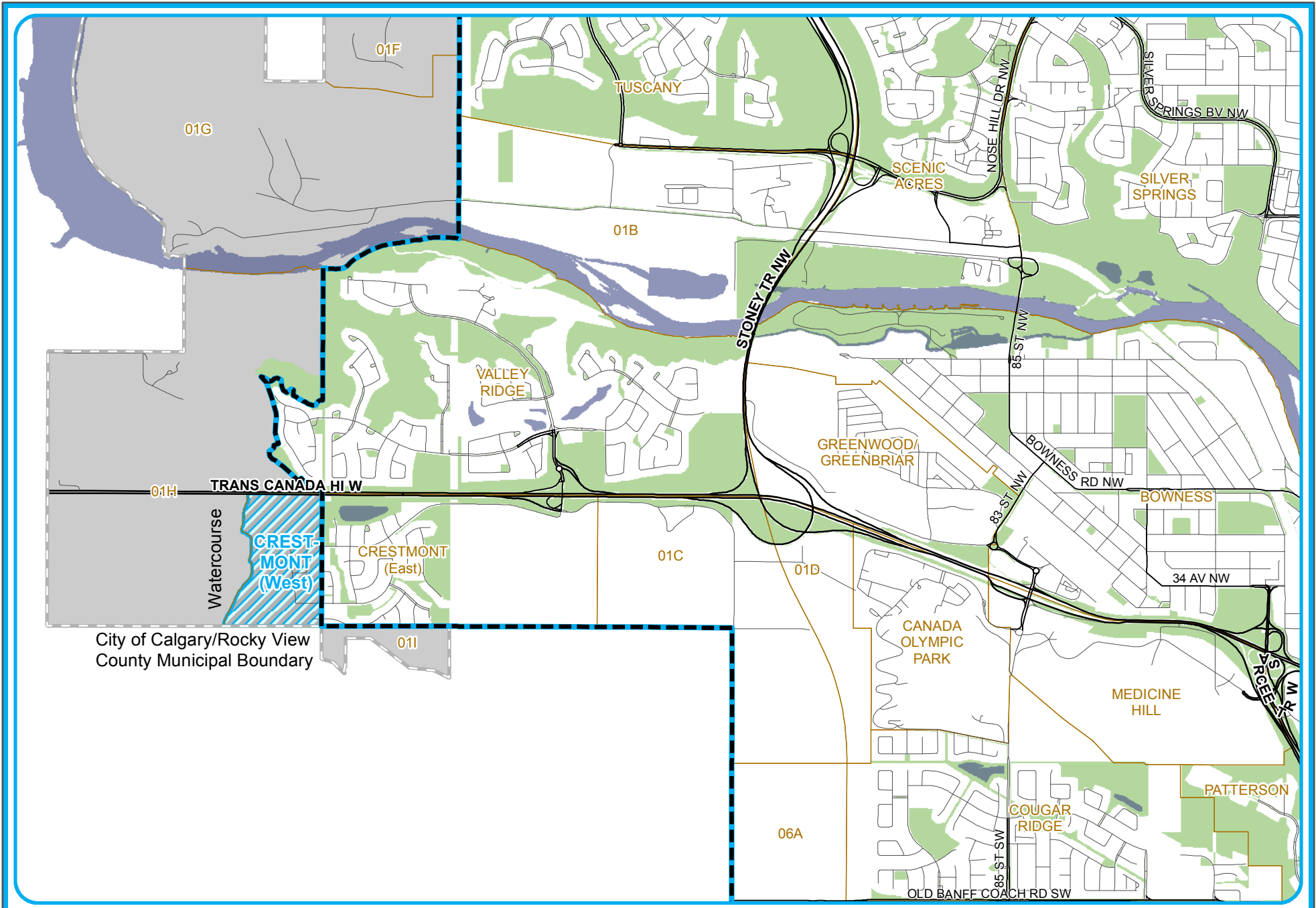
The Rocky View School Board was notified of the CBE's intention to request the Minister of Education to incorporate these two (2) communities into its boundaries in a letter dated January 25, 2018 to their Director of Facility Planning (Attachment IV).








Based on the above information, I am respectfully requesting that the Minister of Education invoke his authority under Section 23 of the *School Act* and incorporate these lands into the CBE's jurisdictional boundary.

Thank you for your consideration on this matter.

Yours sincerely,


Trina Hurdman, Chair
Board of Trustees

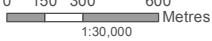


-  Calgary Board of Education
-  Proposed Annexation
-  Community Boundary
-  CBE Boundary
-  Water Body
-  Greenspace
-  City Limit

Attachment II

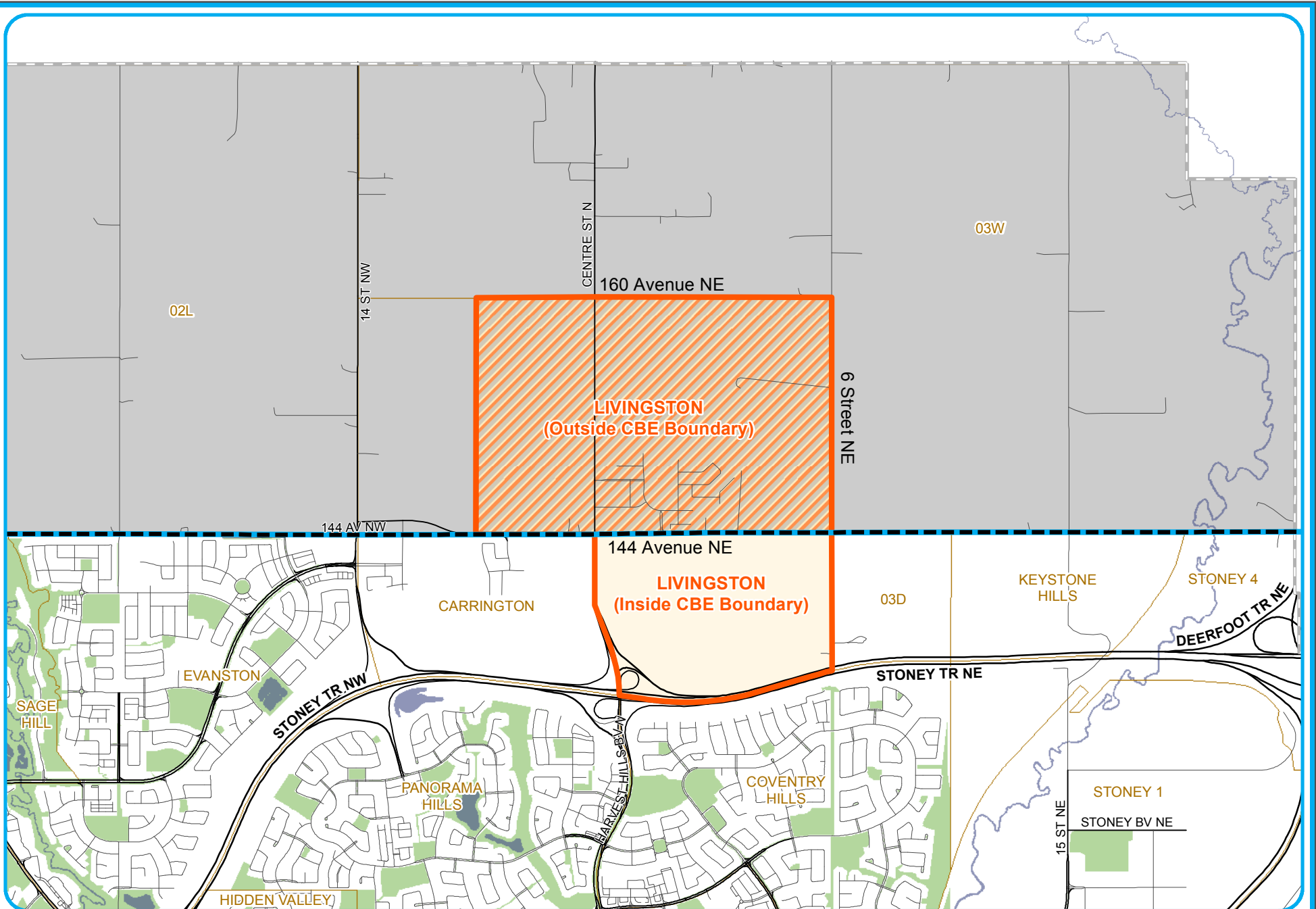
Proposed West Crestmont Annexation Area













1:30,000

NAD 1983 3TM 114
Prepared by: Planning & Transportation
Map: Prop_West_Crestmont_Annex.mxd
Date: January 17, 2018




-  Calgary Board of Education
-  Proposed Annexation
-  Livingston Community
-  CBE Boundary
-  City Limit
-  Community Boundary
-  Water Body
-  Greenspace

Attachment III

Proposed Livingston Annexation Area

7-8



0 200 400 800
Metres

1:35,000

NAD 1983 3TM 114
Prepared by: Planning & Transportation
Map: Prop_Livingston_Annex.mxd
Date: January 17, 2018

ALBERTA
EDUCATION*Office of the Minister*

February 23, 2009

Ms. Pat Cochrane
 Chairman
 Calgary School District
 515 Macleod Trail SE
 Calgary, Alberta
 T2G 2L9

Dear Ms. Cochrane:

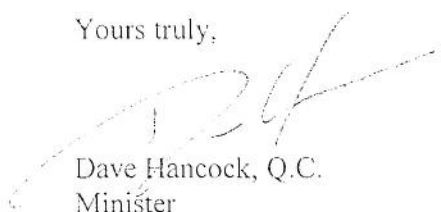
In 2005 and 2007, the City of Calgary annexed land into Foothills School Division, Christ the Redeemer Catholic Separate Regional Division and Rocky View School Division (see attached map).

As a result of municipal annexations, my ministry has been conducting a review of the school jurisdiction boundaries in the Calgary area over the past year, and that review is now complete. I appreciated the opportunity to consider the views expressed by school jurisdictions regarding annexation in the Calgary area. I wish to assure you that the information provided by school jurisdictions regarding their individual perspectives was conveyed to me by my staff and proved to be most helpful. I will not invoke my authority under Section 239 of the *School Act* to add or take lands from the affected school jurisdictions. I believe that it is in the best interest of students to leave school jurisdiction boundaries as they currently are. However, boundaries may be looked at in the future if urban development warrants a further review. Please ensure that your current and long-term planning continues to meet the needs of both current and future resident students.

Therefore, Calgary Board of Education, Calgary Roman Catholic Separate School District, Foothills School Division, Christ the Redeemer Catholic Separate Regional Division, and Rocky View School Division will continue to operate with their current educational boundaries.

If you have any questions, please contact my office at 780-427-5010.

Yours truly,




Dave Hancock, Q.C.
 Minister

Attachment



world skills
 Calgary 2009

224 Legislature Building 10800 - 97 Avenue, Edmonton, Alberta Canada T5K 2B6 Telephone 780-427-5010 Fax 780-427-5018
 203, 569 Riverbend Square, Edmonton, Alberta Canada T6R 2E3 Telephone 780-413-5970 Fax 780-413-5971

 Printed on recycled paper



January 25, 2018

Colette Winter
Director of Facility Planning
Rocky View Schools
2651 Chinook Winds Drive SW
Airdrie, AB T4B 0B4

Dear Ms. Winter:

Re: Consideration of Changes to Jurisdictional Boundaries

I am writing to advise that the Calgary Board of Education (CBE) will be seeking to request approval from the Province of Alberta for a boundary change.

Under previous governments the Minister of Education advised that it was in the best interest of students to leave school jurisdiction boundaries as they were until urban development warranted change. With urban development advancing in two (2) areas previously annexed by the City of Calgary, the CBE is now requesting corresponding boundary changes.

The areas the CBE will be requesting to annex are the following, both within the City of Calgary's municipal boundary:

West Crestmont

This area is located on the west side of the City of Calgary, west of Canada Olympic Park, on the south side of the Trans-Canada Highway. The area is bounded by the Trans-Canada Highway on the north, the existing Crestmont community on the east, the City of Calgary/Rocky View County Municipal Boundary on the south, and the watercourse on the west (Attachment I).

The legal descriptions are a portion of SEC 31-24-2-W5, a portion of Plan 7510024 Block 2.

Part of Livingston

This area is located on the north side of the City of Calgary, at the northeast corner of Centre Street and 144 Avenue NE. The area is bounded by 160 Avenue NE on the north, 6 Street NE on the east, 144 Avenue NE on the south, and west of Centre Street on the west (Attachment II).

The legal description is SEC 3-26-1-5 (NW 3-26-1-5, SW 3-26-1-5, NE 3-26-1-5, SE 3-26-1-5), and NE 4-26-1-5 and SE 4-26-1-5.

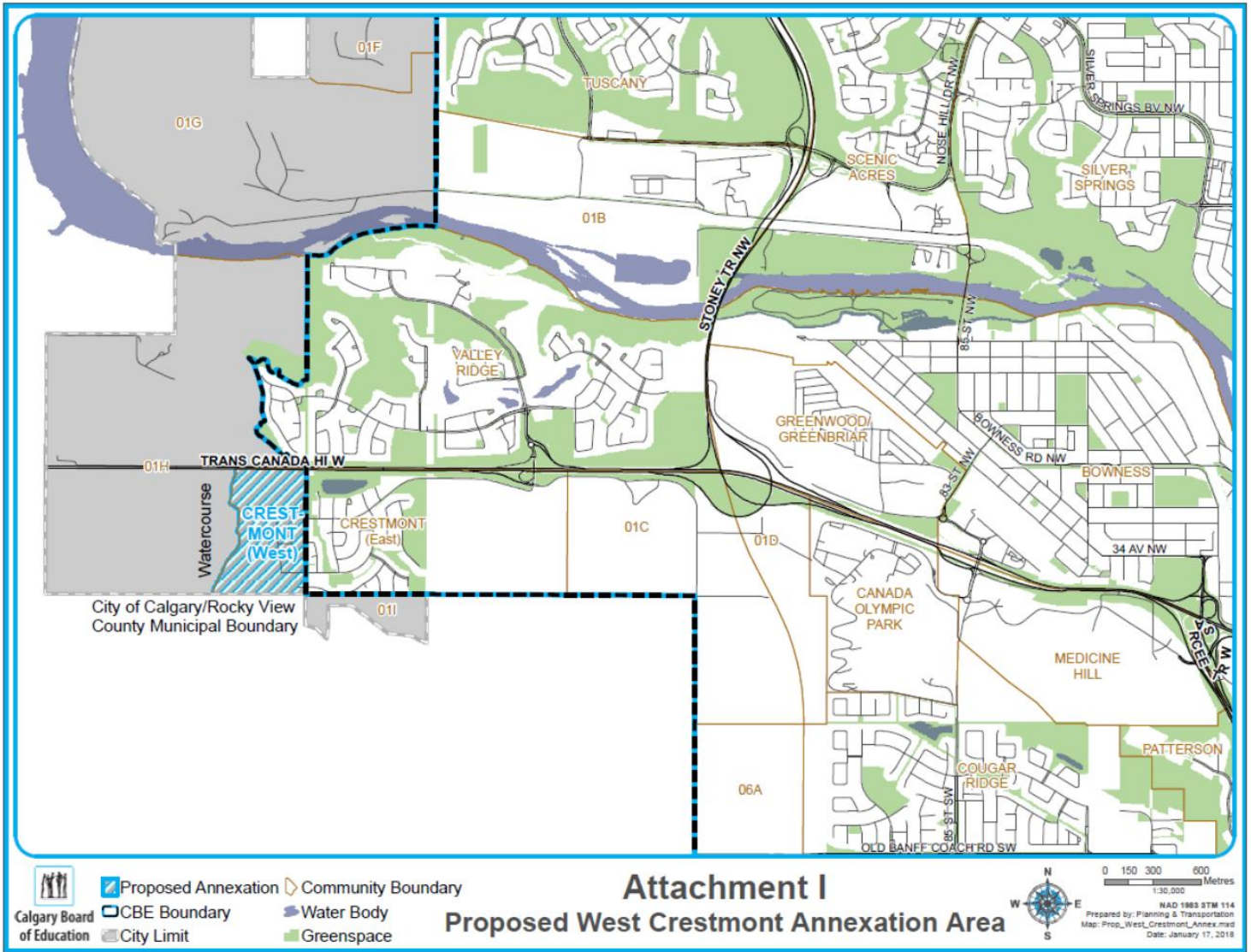
The CBE wishes to continue to work in partnership with Rocky View Schools to ensure the effective planning for current and future students. If you require any further information or have any questions please contact me.

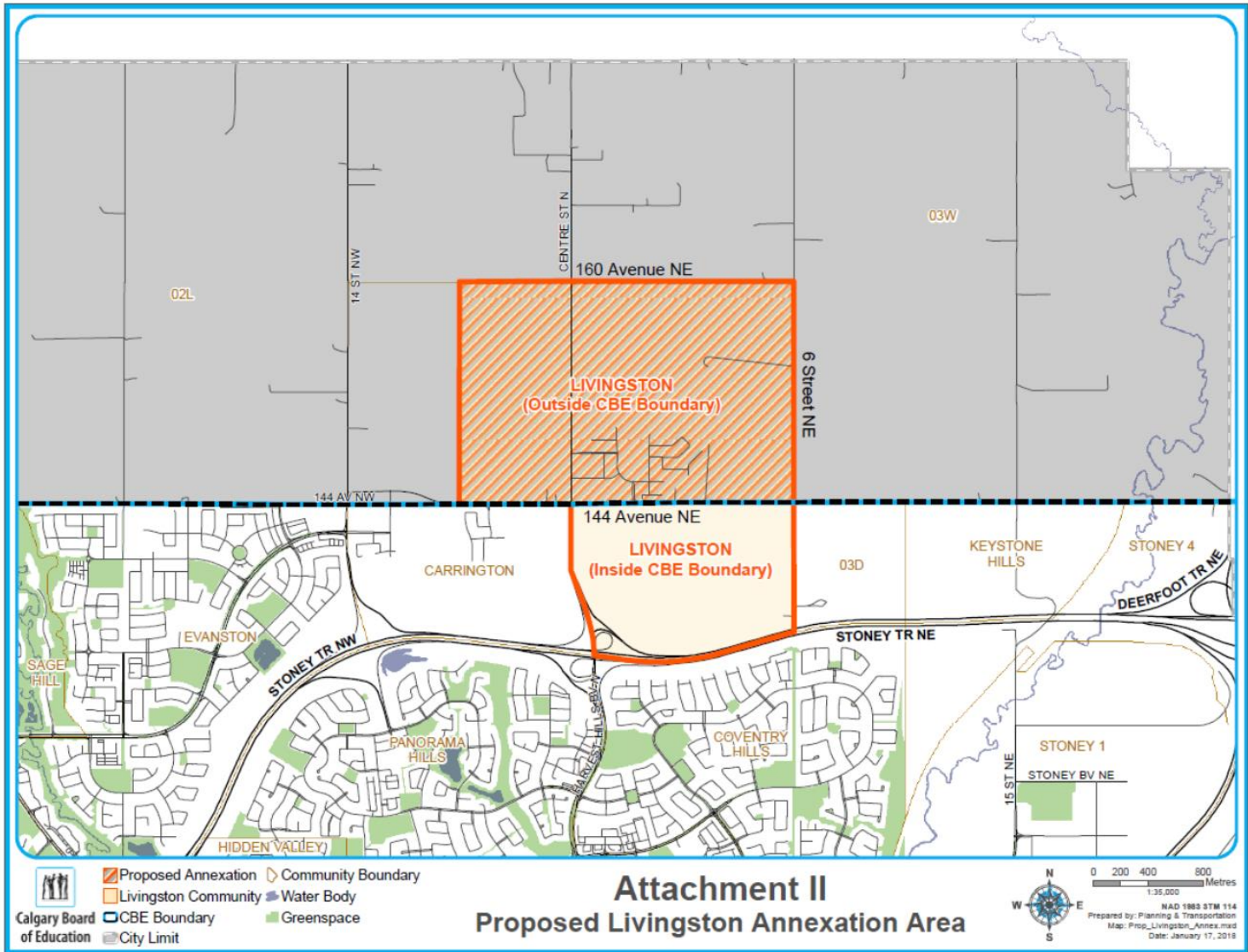
Thank you,

Carrie Edwards

Carrie Edwards
Director, Planning and Transportation
t | 403-817-7225
f | 403-777-8769







**report to
Board of Trustees**

Correspondence

Date	February 6, 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 January 23, 2018 from the Board Chair to the Hon. D. Eggen, Minister of Education, regarding the Griffith Woods School opening date.

Attachment: Relevant Correspondence





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

January 23, 2018

Honourable David Eggen
Minister, Education
228 Legislature Building
10800 – 97 Avenue
Edmonton AB T5K 2B6

Dear Minister Eggen:

RE: Opening of Griffith Woods School

Further to my September 13, 2017 update on 2017-18 CBE school openings, I am pleased to inform you that Griffith Woods School will open on April 3, 2018. This highly anticipated new school will have the capacity to serve up to 900 kindergarten to grade 9 students and has been operating as a “school-within-a-school” at four host schools since the beginning of the 2017-18 school year.

You will recall that this school was originally expected to open in September, 2017, however a combination of an extremely ambitious construction timeline, inclement weather experienced during the summer of 2016 and unforeseen construction delays incurred during the summer of 2017 ultimately prevented this date from being met.

A letter will be sent to parents later this week to share the good news.

Sincerely,

Trina Hurdman
Chair, Board of Trustees
Calgary Board of Education

cc: Honourable Sandra Jansen, Minister of Infrastructure
David Stevenson, Chief Superintendent of Schools
Dany Breton, Superintendent, Facilities and Environmental Services
Calvin Davies, Area Director

report to Board of Trustees

Impact of Potential Changes to Mission Statement

Date February 6, 2018

Meeting Type Regular Meeting, Public Agenda

To Board of Trustees

From David Stevenson,
Chief Superintendent of Schools

Purpose Information

Originator David Stevenson, Chief Superintendent of Schools

Governance Policy
Reference

Results
R-1: Mission

Operational Expectations

OE-1: Global Operational Expectations

OE-2: Learning Environment/Treatment of Students

OE-7: Communication With and Support for the Board

Resource Person(s)

Jeannie Everett, Acting Deputy Chief Superintendent
Marla Martin-Esposito, Chief Communications Officer
Ronna Mosher, Acting Superintendent, Learning
Dianne Roulson, Director, Learning

1 | Recommendation

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

2 | Issue

The Board of Trustees recently reviewed the Mission statement and presented proposed changes to its wording at a public Board meeting.

The Proposed Amendments to CBE Mission Statement Board report states the Results Policy 1: Mission wording be changed from:

“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.”

TO

“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.”

Prior to approving the changes, the Board of Trustees requires an understanding of the impact of these changes on the operation of the organization. Subsequently, on December 5, 2017, the Board of Trustees passed the following motions:

- THAT the Board of Trustees gives first reading to the amendment of Results Policy 1: Mission, as provided in this¹ report; and
- THAT the Board of Trustees directs the Chief Superintendent to inform the Board prior to February 6, 2018 of significant organizational and financial impacts, if any, that would result from this proposed change.

In discussing the motion of December 5, 2017, there was interest expressed in receiving information on the use of the phrase “all students” and whether the Mission statement might be broader and include “his, her and their” or other pronouns.

The body of this report focuses on the impact of the proposed changes to Results 1: Mission. Additional information about pronouns is included in Appendix I.

3 | Background

Calgary Board of Education Policy Background

The wording of the Mission statement was most recently approved by the Board of Trustees on January 24, 2012. A brief history of the policy and its wording is provided below. This history is based on a review of the historical records that were available. It is partial and attempts to show changes over time that seem most relevant to the Board’s current proposal particularly variations in the terms “each” and “every”. There may be some information missing or incomplete.

¹ In this instance “this report” refers, to the Board of Trustees’ report of December 5, 2017.

June 20, 2000

On June 20, 2000 the Board of Trustees gave first reading to the Educational Ends, which in part read:

- A. The mission of the Calgary Board of Education is to ensure individual student development through effective education towards the end of:
 - developing a foundation of learning that enables individuals to function effectively in life, work and further learning;
 - developing citizens who contribute to a democratic society; and
 - developing the potential and gifts of each individual student.

- B. Expectations for Student Outcomes
 - 1. Every student, in keeping with their abilities, age and grade level, will develop growing mastery of the knowledge, skill and attitude outcomes delineated in the Alberta Program of Studies.

February 6, 2001

On February 6, 2001 following significant stakeholder engagement, third reading was given to the Educational Ends Policy and the motion to accept was carried unanimously. The wording of the mission of the Board at that time read:

The mission of the Calgary Board of Education is to ensure individual student development through effective education. Each student, in keeping with his or her individual abilities, will:

- acquire a foundation of learning that enables him or her to function effectively in life, work and further learning;
- develop his or her individual potential and gifts;
- demonstrate growing mastery of the knowledge, skills and attitude outcomes delineated in the provincially approved curriculum;
- become a responsible citizen, a self-directed learner, an effective communicator, a collaborative team player, a critical and creative thinker;
- become an informed and involved member in his or her local and global communities; and
- develop character to do what is right, act morally, follow one's conscience and balance his or her individual concerns with the rights of other people. Each student will demonstrate decency, civility, integrity, courage, caring and respect for justice, freedom and the common good.

January 24, 2012

On January 24, 2012, the mission was amended from “Each student, in keeping with his or her individual abilities and gifts, will complete high school with a foundation of learning to function effectively in life, work and continued learning” to “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”.

September 17, 2013

On September 17, 2013 the Chief Superintendent provided a Reasonable Interpretation of Results 1: Mega Result.

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.

Significant discussion took place over time to arrive at the language of “each student”. The Chief Superintendent understands the Board’s conversations to have considered the word “every” to be about what was good for all while “each” was considered to be what is good for the individual. Paying attention to the uniqueness of each learner is a value statement about the importance of paying attention to each child’s needs, learning, sense of belonging, hopes and aspirations and definitions of success. It means asking how we serve each child who comes to public education. It underscores the responsibility of public education to ensure that each student is successful and to ask, who is *this* child?

The Chief Superintendent understands as well that success is about making sure that each child is able to thrive. Including “thrive” in the mission was intended to provide a broader view of each child’s success. Additionally, the Chief Superintendent recognizes that the more successful each child, the better for the entire community. In other words, each student thriving contributes to the strength of the community as a whole.

The uniqueness of each student has come to be part of the Calgary Board of Education Three Year Education Plan and district strategy of personalization of learning. Creating the conditions for each student to thrive is critical to fulfilling our collective purpose and is enacted every day by each employee.

Recent Legislative Background

In June 2015, amendments to the *School Act* broadened the responsibility of school jurisdictions to promote welcoming, caring, respectful and safe environments within school communities to foster a sense of belonging and respect for diversity for students, families and staff. In December 2015, amendments to the *Alberta Human Rights Act* provided explicit protection from discrimination on the basis of gender identity and gender expression.

Bill 24: *An Act to Support Gay- Straight Alliances* received Royal Assent on December 15, 2017 and provides further amendments to the *School Act*. These amendments clarify the roles and responsibilities of school authorities and principals around student organizations, including Gay Straight Alliances (GSAs) and Queer Straight Alliances (QSAs). Additionally, amendments clarify that principals have a legal responsibility to provide a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging. The amendments further emphasize the responsibility of school authorities to develop policies that address their responsibility to provide students and staff with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

These legislative changes reflect societal shifts that are taking place as the full range of gender identity/expression is becoming more widely understood. A number of documents mark these significant changes and understandings:

- School Act: preamble, Section 45.1
- Canadian Charter of Rights and Freedoms: Section 15(1)
- Alberta Human Rights Act: amended in 2015 to include gender identity and gender expression as protected grounds

- Guidelines for Best Practice: Creating Learning Environments that Respect Diverse Sexual Orientation, Gender Identities, and Gender Expression (Alberta Education)
- Creating Conditions to Thrive: Guidelines for Attending to Gender Identity, Gender Expression, and Sexual Orientation in Schools (Calgary Board of Education)
- Prism: Toolkit for Safe and Caring Discussions about Sexual and Gender Minorities (Alberta Teachers' Association)
- United Nations Educational, Scientific and Cultural Organization (UNESCO). (2008). *Inclusive education: The way of the future.*
- United Nations Educational, Scientific and Cultural Organization (UNESCO). (2013). *A Guideline on ensuring inclusion and equity within schools*

4 | Analysis

Overall Operational Impact

Personalization

An amendment of Results 1: Mission that substituted the phrase “all students” in place of “each student” could be interpreted as a return to the ideas previously expressed through the phrase “every student”, which has been understood to focus more on the overall group of students than on individual learners within the group.

This shift in the Board’s value statement could result in a questioning and shift in values being enacted in Calgary Board of Education business and instructional practices. The change would need to be considered in relation to each of the Board of Trustee Results policies to fully understand its operational impact as the focus on “each student” is understood to be a significant driver behind the overall success of the Calgary Board of Education.

Learning Environment Impact

Sense of safety, dignity and belonging

Gender neutral pronouns (see Appendix I) are used to create inclusive environments, increase comfort and a sense of belonging, and to express gender identity. Within the Calgary Board of Education, the proposed use of the gender neutral pronoun “their” in the Mission statement could be interpreted as an inclusive action and honour each student’s gender identity and gender expression.

The proposed amendment to the CBE mission statement could provide a visible commitment on the part of the Board of Trustees to creating welcoming, caring, respectful and safe learning environments and to recognizing the full range of uniqueness within humanity.

Students, staff and families may feel a greater sense of safety, dignity and belonging as a result of the proposed change. This could be a significant positive impact.

Questioning of decision

There is the potential for some to question the decision of the board and the reason for the proposed change. Some staff time may be spent building understanding about the change with community members. This could be a minor impact in terms of staff time.

Grammar

The Board of Trustees inquired about whether “their” would be considered grammatically correct in relation to the use of “each student”. It is important to note that there is movement within the larger culture to being intentional and inclusive about language related to gender. Within this movement for gender inclusivity, “their” is used as a singular pronoun. While it may be unfamiliar as a singular pronoun, it is important to not equate unfamiliar with incorrect or wrong. Language is ever evolving (see Appendix II).

Trustees asked about the possibility of using “his/her/their” in the Mission statement rather than only “their”. “Their” is considered all inclusive and includes his/her. Therefore, it would be redundant to indicate “his/her/their”. However, using “his/her/their” would still indicate a commitment to recognizing each student and the range of gender identities and expressions. The use of “their”, however, would be all encompassing and could convey a commitment to welcoming, caring, respectful and safe learning environments.

Financial impact

The financial and resource impact of the proposed change would be minimal. All schools and CBE workplaces display copies of the CBE mission statement. Changing the wording would require reprinting and replacing approximately 750 posters throughout the CBE. It would also require searching for and replacing references to the mission statement on internal and external websites.

The cost to reprint the posters and distribute them to all schools is estimated at \$2,500 plus applicable tax. Minimal staff time would be required to update the posters and make the changes online.

Resource impact

The proposed change in the Mission statement would require re-examination of other operational documents and points of reference in the CBE and how they may or may not already reflect the values of the Board as stated in an amended Results 1: Mission. This could be addressed by building a plan for action over the longer term that includes updating documents/points of reference at the time that they are undergoing regular review. The immediate impact of implementation on staff resources would be minimal.

5 | Implementation Consequences

Should the proposed change take place, the implementation consequences would be minimal in terms of cost and staff commitment of time but could be very significant in terms of student, family and staff sense of safety, dignity and belonging.

Further impacts could result from a change in wording from “each student” to “all students” that cannot fully be understood at this time.

As a public school district, the change from “every student” to “each student” marked a significant shift from the same for all to being intentional about the uniqueness of each individual. Diversity, understood within the CBE as *the full range of uniqueness within humanity*, underscores the significance of the shift from “every” to “each”. The shift to “their” in the Mission statement would further demonstrate acknowledgement of the full range of uniqueness within humanity. A shift to the idea of “all students” would need to be considered in relation to the overall position of public education and inclusivity.

The impacts of the proposed amendments to Results 1: Mission are understood by the Chief Superintendent to be minimal in terms of financial cost and staff commitment of time.

The proposed amendments could be considerable in terms of conveying a message to students, staff and families about the CBE as accepting of the full range of uniqueness within humanity and committed to creating welcoming, caring, safe and respectful learning environments.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

APPENDICIES

Appendix I: Gender Identities and Pronouns
Appendix II: The Grammar of “They”

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.

Appendix I: Gender Identities and Pronouns

In the CBE resource document, *Creating the Conditions to Thrive: Guidelines for Attending to Gender Identity, Gender Expression and Sexual Orientation in Our Schools*, the following definitions are provided:

- Gender Identity: a personal, deeply-felt sense of being male, female, both, neither or something else. Everyone has a gender identity.
- Gender Expression: how a person expresses their gender through outward presentation and behaviour (e.g., a person's name, clothing, hair style, body language, mannerisms, etc.).
- Binary and Non-Binary Identities: A cisgender and transgender individual whose gender identity is either male or female is binary. An individual who identifies as non-binary may identify as neither fully male or female and may identify as both, neither, a third gender, a fluid gender, or something else.

Gender binary pronouns (i.e., he/him/his, she/her/her) classify people into identities of male or female. Gender neutral or gender inclusive pronouns (e.g., they/them/their, ze/hir/hir) are pronouns that do not specify gender.

As gender non-binary identities evolve and are expressed by individuals, a parallel shift in the use of gender neutral pronouns is considered best practice (Alberta Education, 2015; CBE, 2015; New Brunswick Education, 2014). Conceptualizing gender as expansive, rather than restrictive or binary, aligns with gender inclusive guidelines put forth by the Alberta Government and CBE.

Various gender neutral pronouns are used currently (e.g., Ze/ Zir/ Zir/ Zirs/ Zirself; Xe/ Xem /Xyr/ Xyrself/ Xemself; Ze/ Hir/ Hir/ Hirs/ Hirself; Per/ Per/ Per/ Pers/ Perself). The list is constantly changing and evolving as a result of personal, cultural, political, and social factors. At this time, the use of the pronouns “they/their/them” is considered all-inclusive.

Language is ever evolving and, it is worth noting, on the CBE staff insite and corporate website, the use of LGBTQ is accompanied by the following footnote: The LGBTQ acronym is not all-encompassing but is used here to represent the full range of gender and sexual minorities. We recognize that language is ever evolving.

Appendix II: The Grammar of “They”

American Dialect Society 2015

Using “they” is grammatically correct

“The use of the singular *they* dates back to the 14th century and can be found in works by authors including Geoffrey Chaucer and Jane Austen. It was only in the 19th century when people began to question its use, opting for the clunky “him or her” to refer to a person whose gender is unknown. Though many people have been arguing its validity for years, recently the singular *they* has begun to gain widespread acceptance. In 2015, *The Washington Post* added the singular *they* to their style guide.

Furthermore, the American Dialect Society, founded in 1889, is dedicated to the study of the English language in North America, and of other languages, or dialects of other languages, influencing it or influenced by it. Members include academics and amateurs, professors and students, professionals and dilettantes, teachers and writers, undergraduates and graduates. The society consults with the major published American dictionaries on word induction. In its 26th annual words of the year vote, the American Dialect Society voted for *they* used as a gender-neutral singular pronoun as the Word of the Year for 2015. *They* was recognized by the society for its emerging use as a pronoun to refer to a known person, often as a conscious choice by a person rejecting the traditional gender binary of *he* and *she*.”

(retrieved January 22, 2018 from <https://www.americandialect.org/2015-word-of-the-year-is-singular-they>)

Gender-Neutral Writing: The Pronoun Problem

This is a [link](#) to an article from Public Works and Government Services Canada that focuses on the grammatical side of gender-neutral writing.

(retrieved January 25, 2018 from http://www.btb.termiumplus.gc.ca/tpv2guides/guides/pep/index-eng.html?lang=eng&page=usage_6_gender_neutral_writing_pronoun_problem)