public agenda

Regular Meeting of the Board of Trustees - Revised

**February 13, 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**		GC-3	
	4 |	**Results Focus**			
15 mins	4.1	School Presentation – Grant MacEwan School	D. Yee	R-2	
20 mins	4.2	Results 2: Academic Success – Annual Monitoring	Board	R-2	(Feb.6/18 Page 4-1)
60 mins	4.3	Board Development Session: Partnerships	D. Stevenson	GC-1, 3	
	5 |	**Operational Expectations**			
	6 |	**Public Comment [PDF]**		GC-3.2	
Max 20 mins		Requirements as outlined in Board Meeting Procedures			
	7 |	**Matters Reserved for Board Action**	Board	GC-3	
	8 |	**Consent Agenda**	Board	GC-2.6	

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Time	Topic			Who	Policy Ref	Attachment
	8.1	OE-10: Instructional Program – Annual Monitoring (*THAT the Board approves that the Chief Superintendent is in compliance with the provisions of OE-10: Instructional Program.*)			OE-1, 9	(Feb. 6/18 Page 5-1)
	8.2	Items Provided for Board Information			OE-8	
		8.2.1	Chief Superintendent's Update			Page 8-1
		8.2.2	Construction Projects Status Update		OE-7, 9	Page 8-7
		8.2.3	Impact of Proposed Amendments to Board Meeting Procedures		OE-9	Page 8-27
		8.2.4	Correspondence			Page 8-39
	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.

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Times included on this agenda are approximate and may vary during the course of the meeting.

Results 2: Academic Success

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Results 2: Academic Success, the Chief Superintendent certifies that the following information is accurate and complete, and that the organization is:

☒ making reasonable progress toward achieving the desired results.

☐ making reasonable progress with exception.

☐ not making reasonable progress.

Signed: _D. Stevenson_   Date: Jan. 30, 2018

David Stevenson, Chief Superintendent

BOARD OF TRUSTEES ACTION

With respect to Results 2: Academic Success, the Board of Trustees:

☐ finds the organization to be making reasonable progress.

☐ finds the organization to be making reasonable progress with exception.

☐ finds the organization not to be making reasonable progress.

Summary statement/motion of the Board of Trustees:

Signed: _____   Date: _____

Chair, Board of Trustee

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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 year[1]. 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.

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[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.

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- Additional High School data[2]

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.

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[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).

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- 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.

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.
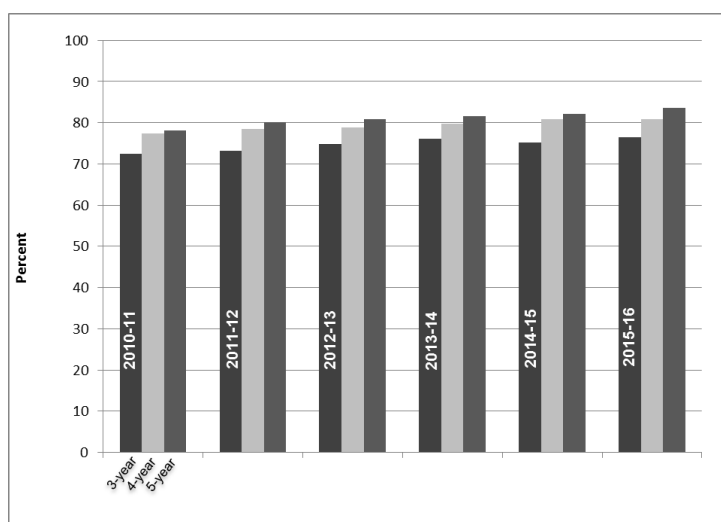
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1. Percentage of students completing high school.

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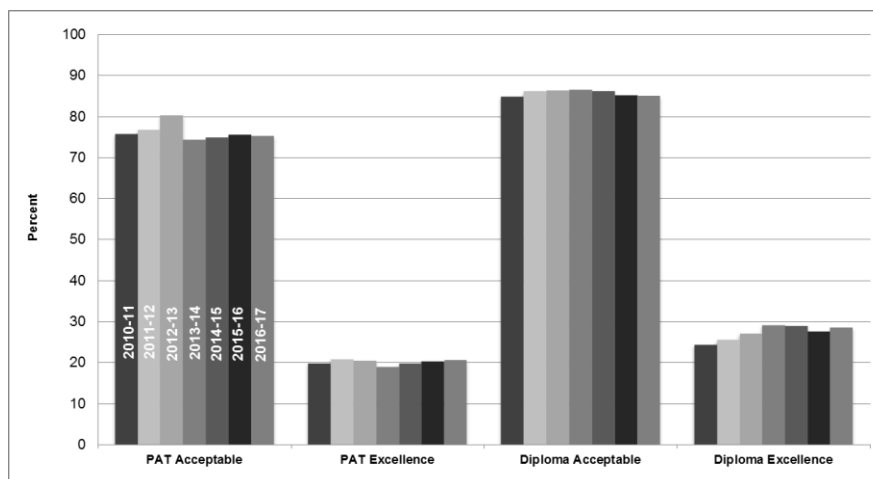
High School Completion Rate						
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
3-year	72.5	73.1	74.8	76.2	75.2	76.4
4-year	77.3	78.4	78.9	79.7	80.9	80.9
5-year	78.2	80.1	80.9	81.6	82.1	83.6

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[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.

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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.

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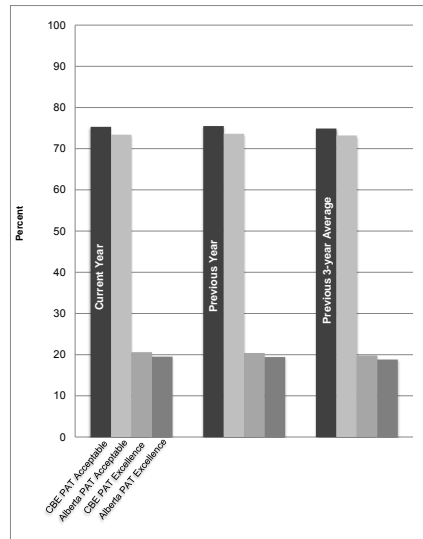
[5] Grade 3 Provincial Achievement Tests are no longer administered in Alberta. The calculation for PAT results from 2013-14 onward is not directly comparable to results from prior years.

[6] Students achieving the Standard of Excellence are included in the percentage of students achieving the Acceptable Standard.
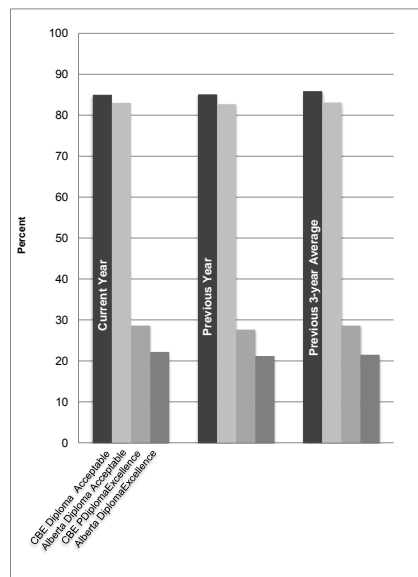
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The previous table and graph represents the combined measure of CBE results across the grades and subject areas in which students write PATs and Diploma Examinations.

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

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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	*Maintained*
PAT Excellence	above	*Improved*
Diploma Acceptable	above	*Declined Significantly*
Diploma Excellence	above	*Maintained*

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.

4-9

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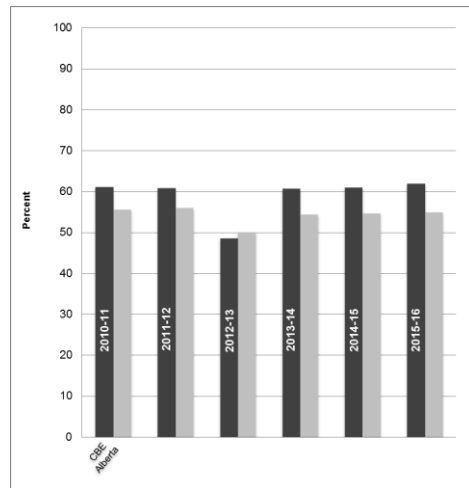
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4. Percentage of students participating in 4 or more Diploma Examinations within three years of starting high school.

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

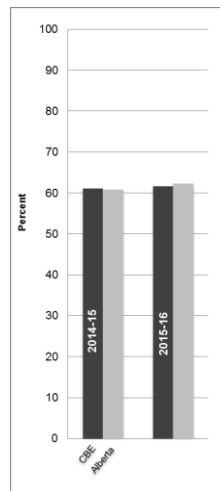5. Percentage of students eligible for the Rutherford Scholarship.

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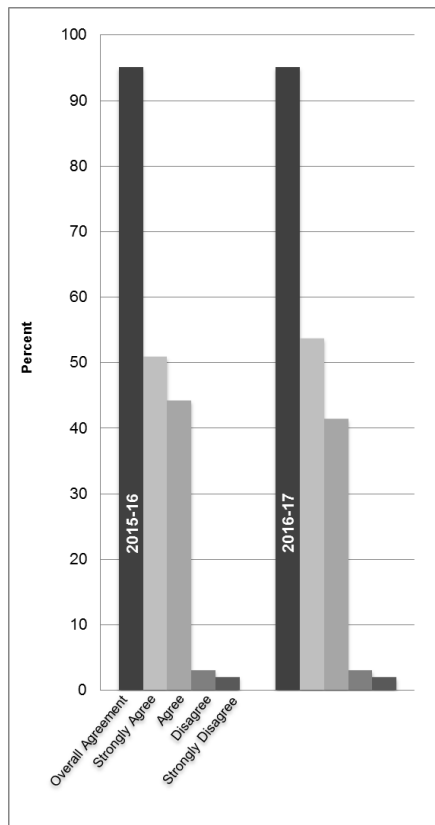
Historical Rutherford Scholarship Eligibility Rate					
	2009-10	2010-11	2011-12	2012-13	2013-14
CBE	58.6	60.4	59.0	59.5	61.0
Alberta	59.6	61.3	61.5	60.9	61.2

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

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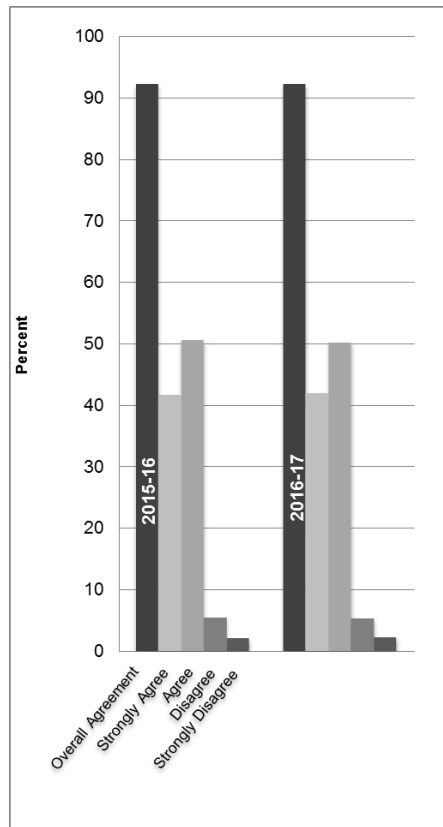
Able to use reading skills in a variety of contexts, both in and out of school (Grades 10 & 12 combined)		
	2015-16	2016-17
Strongly Agree	50.9	53.7
Agree	44.2	41.4
Disagree	3.0	3.0
Strongly Disagree	2.0	1.9
Overall agreement	95.1	95.1

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

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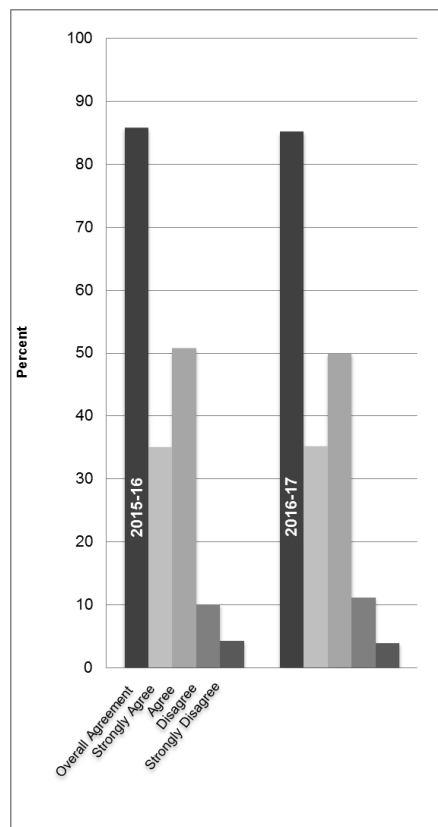
Able to use writing skills in a variety of contexts, both in and out of school (Grades 10 & 12 combined)		
	2015-16	2016-17
Strongly Agree	41.8	42.0
Agree	50.6	50.3
Disagree	5.5	5.4
Strongly Disagree	2.1	2.3
Overall agreement	92.4	92.3

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

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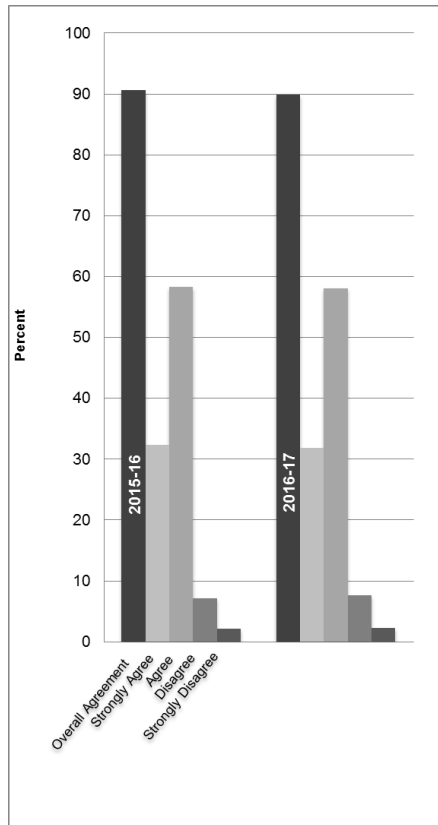
Able to use mathematics skills in a variety of contexts, both in and out of school (Grades 10 & 12 combined)		
	2015-16	2016-17
Strongly Agree	35.0	35.2
Agree	50.7	49.9
Disagree	10.1	11.1
Strongly Disagree	4.2	3.9
Overall agreement	85.7	85.1

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

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9. Percentage of students who report they can evaluate critically complex information and ideas; as measured by the Calgary Board of Education student survey.
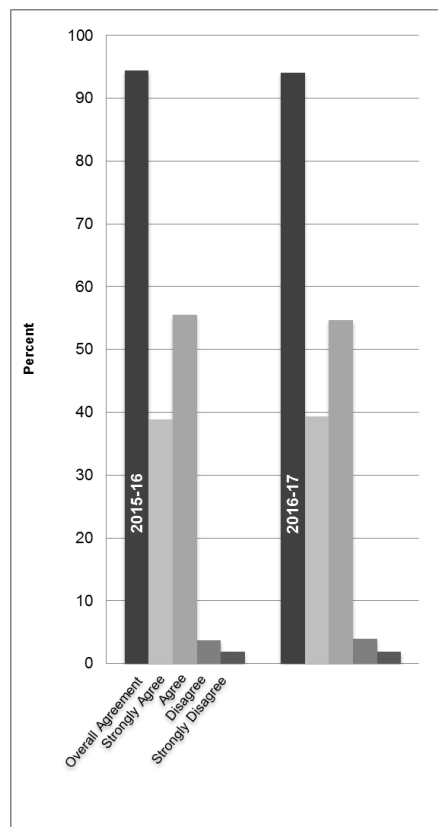
Able to evaluate critically complex information and ideas (Grades 10 & 12 combined)		
	2015-16	2016-17
Strongly Agree	32.3	31.8
Agree	58.3	58.1
Disagree	7.2	7.7
Strongly Disagree	2.2	2.3
Overall agreement	90.6	89.9

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

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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

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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 tests[9] 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 tests[9] 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.

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

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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.

attachment

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.

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- 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 lead 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.

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- 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 lead 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 though 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.

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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.

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<u>Results 2016-17</u>
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.

<u>Revised targets for 2017-18</u>

We have added report card data to include information related to all self-identified First Nations, Metis 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.

<u>Strategies</u>

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

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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

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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.

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- 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.

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<u>Strategies</u>

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

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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.

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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

Calgary Board of Education

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

Governance Culture: The Board defined its own work and how it will be carried out. These policies clearly state the expectations the Board has for individual and collective behaviour.

Board/Chief Superintendent Relationship: The Board defined in policy how authority is delegated to its only point of connection – the Chief Superintendent – and how the Chief Superintendent's performance will be evaluated.

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

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

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Partnerships |
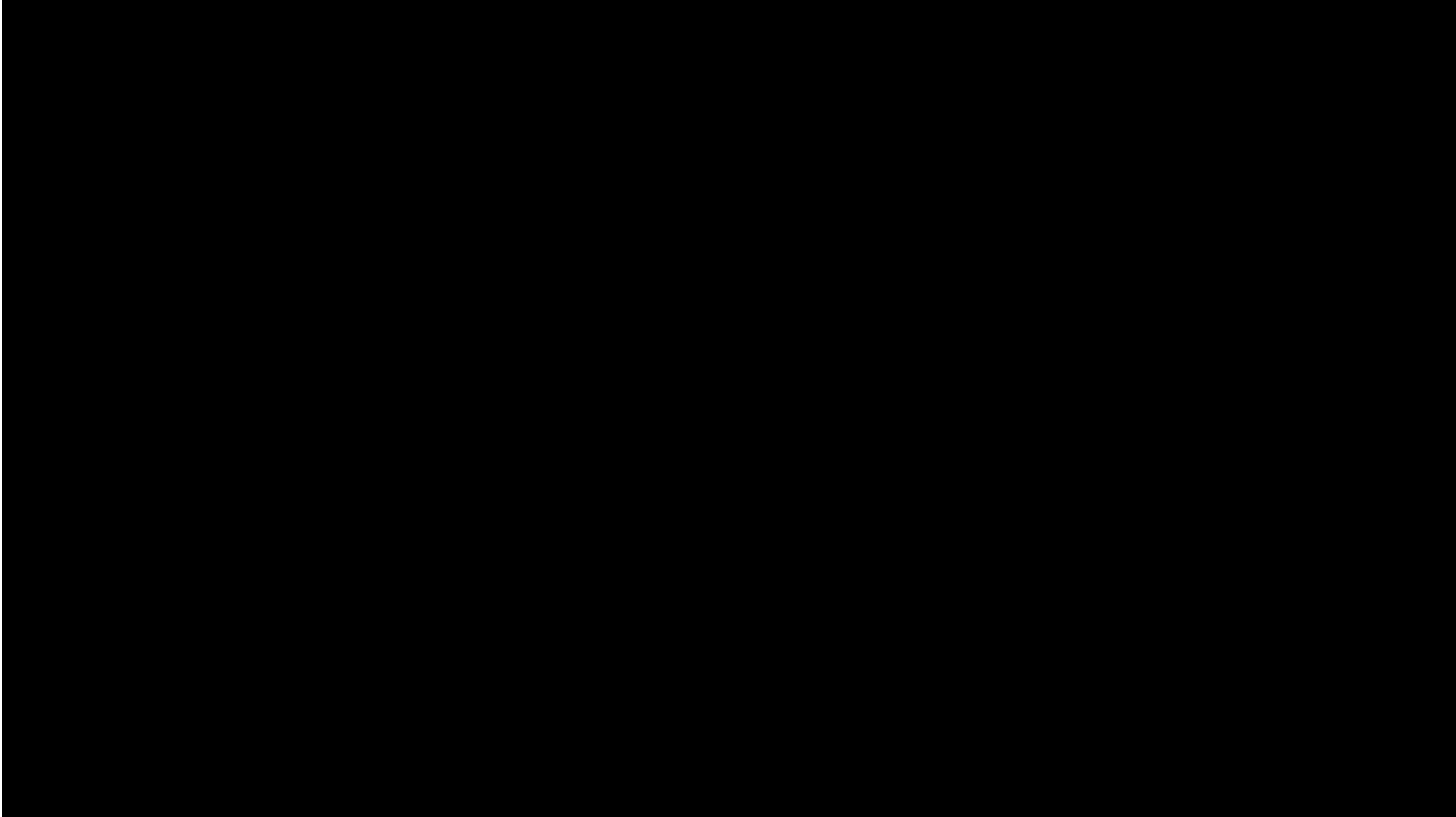## Better Together for Student Success

February 2018

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

**Calgary Board
of Education**

Better together | a snapshot

We are better together

Partner reading at a literacy event

Every day in every school our partners are helping to create conditions for student success.

The role of corporate partnerships

Students volunteering at the Hitmen Teddy Bear Toss

Creating, sustaining and enhancing corporate and community relationships to better support student learning.

Who are our partners?

Alex bus providing health services to youth

- community agencies

- business organizations

- service groups

- not-for-profit organizations

- government agencies

- post-secondary institutions

- individuals

Support comes in many forms

Ironworkers Exploratory Program

- materials and resources

- learning environments and facilities

- financial

- dual credit & post-secondary connections

- mentorship for students and educators

- equipment and tools

Support comes in many forms

Programs supporting new Canadians

- services

- sponsorships

- support in educational resource development

- access to expertise and knowledge

We are better together

TELUS Spark Learning Connections Program

- Types of partnerships:
    - partner → system initiatives
    - partner → specific programs
    - partner → school
    - formal & informal
- Over $810,000 dollars donated last year.
- Over $4,500,000 of In-Kind donations gifted last year.

Supporting school based partnerships

Mayors Food Drive

- Administration regulation support and guidance:
  - recognition vs advertisement
  - guest speakers and outside services
  - community initiatives & campaigns
- Navigating & stewarding relationships
- Supporting connections to school development plans

Team Giordano project

Students sing a song of thanks

- Goal setting

- Citizenship and personal development

- School pride

- Opportunities for authentic learning

Team Giordano project

Connecting to our Results

academic success

citizenship

personal development

character

Campus Calgary / Open Minds

Student Volunteers

Elev8 Lacrosse

WE Day

Connecting to our Three-Year Plan

personalizing learning

building professional capacity

Seismic In Motion

TELUS Spark Shift Lab

Connecting to our Three-Year Plan

stewarding resources

engage stakeholders

Shania Twain Kids Can

Community Sport Hub

Priorities process with EducationMatters

- Library to Learning Commons

- Transportation and material support for dual credit opportunities

- Access to field trips

- Supports for Indigenous programming

- Maker spaces

- Self-regulation materials and spaces

- Food security supports

We are better together | EducationMatters and CBE

SAIT Culinary Program

Over the last 3 years (2014 - 2016):

- $ 4.1 Million in EducationMatters grant and award funding was distributed

- 497 students received EducationMatters scholarships and bursaries

CBE partnership framework

Olympic Champions Tour

- supporting the whole child

- equipping students with the tools for learning

- providing opportunities for students to experience learning beyond the classroom

- enhancing learning experiences for student success

Learning beyond the classroom

"*I am amazed by the ways in which my students express empathy and show they are challenging their preconceived ideas about individuals at the Mustard Seed.*"

~ Teacher

- Hands-on learning about poverty, homelessness, and social issues
- Student roles in engaging in the larger community
- Development of capacity building for critical understanding

Enhancing learning experiences

Calgary Public Library

- Student voice

- Dialogue

- Access

- Personalized learning

Student success and whole child

Integrated School Support Program family breakfast at Patrick Airlie School

Partnership example |
The Calgary Police Service

Conditions for success

whole child

Oral Health Initiative

learning experiences

CSHSAA Support for Athletes

tools for learning

Backpacks for Kids

beyond the classroom

Community Experiences

Conditions for success | nutrition

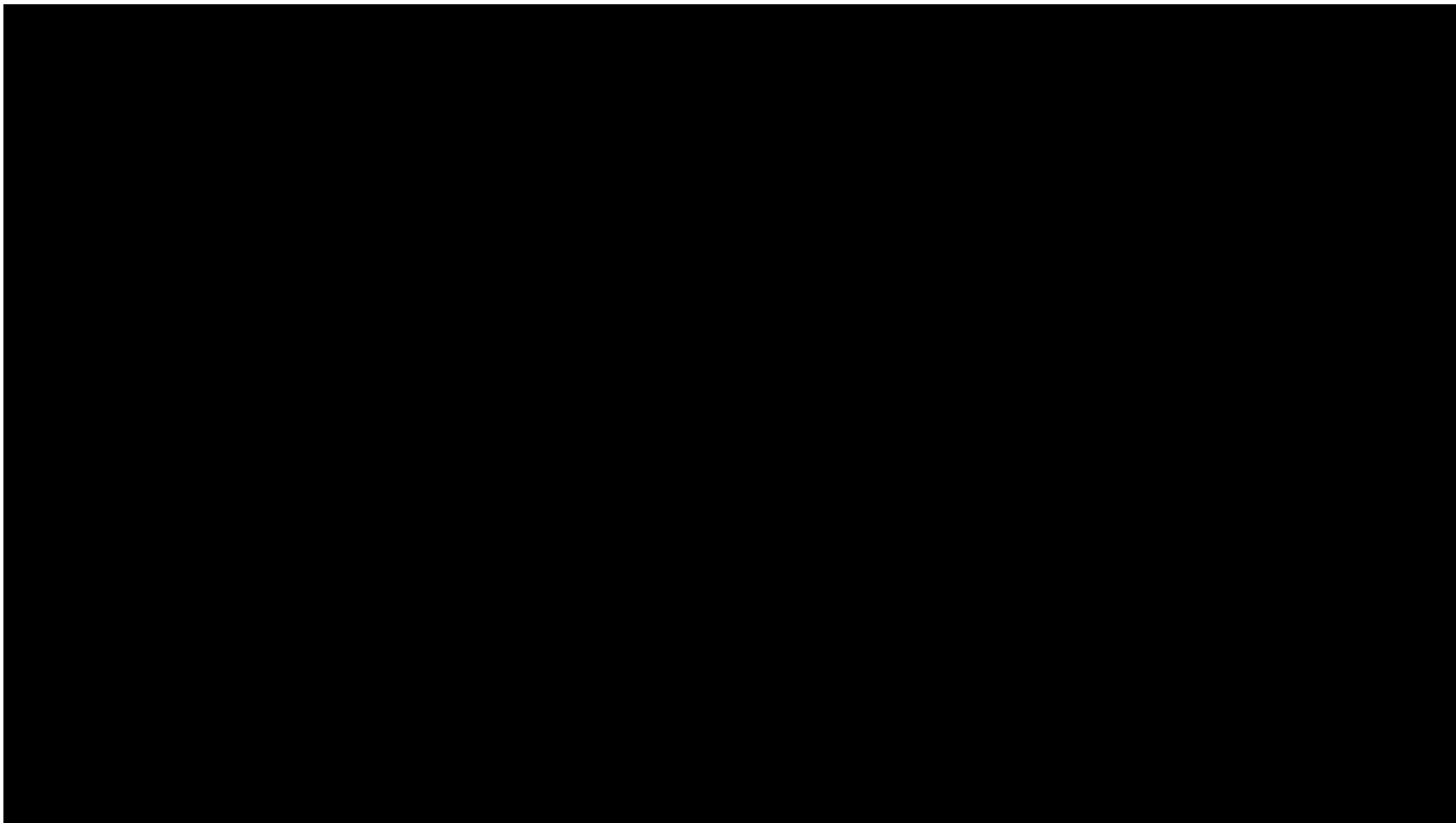

Breakfast programs and other nutrition support

Our Nutrition Partners:

- Calgary Food Bank
- Calgary Meals on Wheels
- Brown Bagging for Calgary's Kids
- Breakfast Clubs of Canada
- Breakfast for Learning
- Boys and Girls Clubs of Calgary
- Alberta Health Services

Better together | Fuel for School

Recognition opportunities

Sheldon Kennedy accepting Lighthouse Award

- monthly Lighthouse awards

- annual Better Together Breakfast

- written thank you letters, tax receipts and student impact stories or artifacts

- recognition materials
  - banners, sponsorship boards, posters

- website recognition
  - spotlight stories, logos

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Measures of success | impact

Staples backpack packing day

- Increased number of students impacted
    - Backpacks 165 to 3600+
    - Fuel for School Breakfasts up 25,000 in two years
    - Five new CCOM pilot sites

- Evaluation processes imbedded in partnerships
    - data based (as in ISSP)
    - grant/funding deliverables
    - reporting to funders

Measures of success | impact

Government funded School Nutrition Program

- Informal anecdotal measures:
  - impact statements
  - recorded cultural shifts/changes in school climate
  - increased or improved student opportunities

School nutrition program impact

principal impact statement

Aubrey Fletcher

Principal, Marlborough School

Measures of success | quality partnerships

Learning Through The Arts

Quality partners

- embrace the mission and vision of the CBE

- work closely with educators

- understand student needs

We are better together

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expectations
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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_   Date: __Jan. 23, 2018__

David Stevenson, Chief Superintendent

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: _____   Date: _____

Chair, Board of Trustees

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

- Indicator 1: Compliant
- Indicator 2: Not Applicable

10.2 Is competency-based.	Compliant

- Indicator 1: Compliant
- Indicator 2: Compliant

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OE-10: Instructional Program

10.3 Supports children as individuals emotionally, intellectually, physically, socially and spiritually.	Compliant

- 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

- 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

- 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

- Indicator 1: Compliant
- Indicator 2: Compliant
- Indicator 3: Compliant
- Indicator 4: Compliant
- Indicator 5: Compliant

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OE-10: Instructional Program

10.7 Is regularly evaluated and modified as necessary to assure its continuing effectiveness.	Compliant

- 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

- 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

- Indicator 1: Compliant
- Indicator 2: Compliant
- Indicator 3: Compliant
- Indicator 4: Compliant
- Indicator 5: Compliant

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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.

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

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of Education

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

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 (AISI) 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 (AISI) was no longer funded as of March 2013.

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

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10.2	Is competency-based.	Compliant

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.

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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

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."*

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Calgary Board of Education

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

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.

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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

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."*

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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

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

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- *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.

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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

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.

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

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

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."*

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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.

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| attachment |

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 (AISI) 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.

Calgary Board of Education

| report to Board of Trustees | **Chief Superintendent's Update** |

Date	February 13, 2018
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board

1 | Recommendation

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

2 | Issue

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

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

Personalize Learning

Kindergarten Registration

Kindergarten registration began on Jan. 22 2018 at all CBE schools. Children must be at least four years old on or before March 1 2018 to start kindergarten in the fall of the 2018-19 school year. As of Sept. 30 2017, 9,054 children were enrolled in kindergarten.

Every child in Calgary has a designated CBE school that offers regular programming for kindergarten. In addition to regular programs the CBE offers several alternative programs. Most of the kindergarten programs are half-day, with hours of operation varying from school to school.

Registration at CBE schools is not determined on a first come, first served basis, so it is not necessary for parents to register on the first day registration opens. Early registrations do help principals plan and prepare accordingly for the new school year.

There is demand for student spaces in some of our schools. The lottery process was established to ensure fair and equitable access to schools experiencing a student population that is either at capacity or over capacity. Schools operating a lottery system will make their draws on Wednesday Feb. 14. To be considered for the lottery, registrations must be in place by noon of Tuesday Feb. 13.

Build Professional Capital

Harnessing Partnerships for Career and Technology Foundations

Career and Technology Foundations (CTF) provides opportunities for middle/junior high students to explore their interests and passions as they learn about career possibilities through hands-on experiences and learning challenges. We continue to build CTF teacher capacity by accessing valuable community expertise/resources to create these learning opportunities related to Science, Technology, Engineering, Art, and Math (STEAM), design thinking, and Indigenous ways of knowing.

This year, over 500 educators have participated in the following professional learning opportunities:

- STEM (Science, Technology, engineering and Math) Learning Lab Prototype: A partnership with STEM Learning Lab and various arts/community organizations to explore STEAM.
- ConocoPhillips Innovation Incubator: A partnership with ConocoPhillips to help develop teacher leaders in CBE schools who will mentor their colleagues in STEM and design thinking.

- Computation Thinking: A Day of Play and Exploration: Using block-coding with resources such as Lego Mindstorms, Sphero, Makey-Makey, and Scratch to create tasks that can be used across subject areas.
- Set Design Multi-Disciplinary Collaboration Community of Practice: Combining construction, drama, and art in partnership with Calgary Economic Development, Health Research Innovation Centre at the University of Calgary, and F&D Scene Changes Ltd.
- Design the Shift: A summer intensive workshop and year-long community of practice bringing together design thinking approaches and community resources.
- CTF Accelerator Prototype: Developing solutions to real world challenges in collaboration with MindFuel and Mount Royal University's Entrepreneurship & Innovation students.
- SAIT City: Participating in hands-on career exploration experiences at SAIT's Career Exploration Centre.
- Iron Chef Design Challenge: Designing food-related challenges and promoting comprehensive school health in partnership with Alberta Health Services.
- Learning on the Land: Dressing a Rabbit Professional Learning Series: Using traditional food preparation to bring together Indigenous ways of knowing, environmental studies, and CTF.

Indigenous Language Learning Opportunities

Niitsitapi Learning Centre is offering Blackfoot and Michif language learning opportunities to all CBE educators. This experiential learning will enable school staff to build professional capacity by increasing understanding of Indigenous history, language and culture. Courses are being offered on a first come, first served basis.

Engage Our Stakeholders

Open Houses

The CBE has a rich variety of programs to personalize learning for students. A great way for families to learn more about our schools and programs is to attend open houses. Open houses take place throughout the year with more happening in late fall and winter to help families make decisions in time for registration and course selection.

Links to information about open houses can be found on the CBE website and school websites.

Steward Our Resources

Meritorious Budget Award

In January 2018 the Calgary Board of Education was once again recognized as recipients of the Meritorious Budget Award.(MBA) The award, presented by the Association of School Business Officials International (ASBO), promotes and recognizes excellence in school budget presentation and enhances school business officials' skills in developing, analyzing, and presenting a school system budget.

The CBE qualified for the award for the second year in a row after the submission of its 2017-18 Working Together for Student Success budget. After a rigorous review by professional auditors, the award is conferred only on school districts that have met or exceeded the program's stringent criteria. The CBE is one of only a few school districts in Canada to achieve the MBA this year.The MBA stated in its award summary:
"The 2017-18 budget report is an excellent document, which includes a wealth of information in graphic and narrative form. The document is user-friendly for the average taxpayer with lots of data presented in different forms to meet the needs of varied users. Many components are suitable, stand-alone documents. The District is to be congratulated for their budget submission to the Meritorious Budget Award."
The MBA was awarded from ASBO, a professional organization that provides programs and services to promote the highest standards of school business management practices, professional growth, and the effective use of education resources.

Online Transportation Registrations System

The Online Transportation Registrations System (OTR) was developed and released in the spring of 2015 for pre-registrations for the 2015-2016 school year. Since that time, the CBE transportation department has continued to see increased online pre-registrations year over year. In the 2015-2016 school year, just over 14,000 out of 28,000 (51%) riders' pre-registrations were received by the deadline. For the 2017-2018 school year, over 20,500 out of 22,500 (91%) riders' pre-registrations were received by the deadline.

Receiving high participation with online registration reduces the number of paper forms that have to be manually processed. As well, it reduces the number of late registrations. The move to online registration is making life easier for families as well as streamlining the work processes within Transportation Services. Further updates to the OTR system are planned to enhance the process for parents and Transportation Services staff.

Current ridership levels for yellow school bus transportation are 22,602 riders for the 2017-2018 school year. This is a small decrease of approximately 6% from anticipated ridership (24,000). The most common reason cited by parents for cancelling bus service was the distance to the bus stop due to the congregated stop model.

<u>My Bus Stop App</u>

Parents of students accessing yellow school bus service have for many years relied on MySchoolBus Monitor to inform them of delays. Based on feedback from the Transportation Engagement and Advisory Committee (TEAC), CBE transportation worked with our service provider towards finding a more reliable source of information. The MyBusStop App is a user friendly application designed by Southland Transportation. A pilot has been running since the beginning of December at four schools that represent a variety of programs and grade configurations. These pilot schools are:

- William D. Pratt – grades 4-9
- Fairview – grades 4-9, alternative program
- Central Memorial – grades 10-12
- Dr. Oakley – grades 3-9, unique setting

Feedback to date indicates parents appreciate the 'ease of mind' the app provides and the fact that students can access information. There has been a noted reduction in the number of phone calls being made to the service provider regarding late or missing busses. A survey was sent on January 26 2018 from Southland to collect feedback before the app is rolled out system wide. Further updates will be provided once the feedback is received, analyzed, and an implementation plan is finalized.

<u>CTS Rebates</u>

For the 2017-2018 school year, it is estimated that more than 18,000 students are accessing the services of Calgary Transit to attend CBE schools. As per the provincial eligibility regulations under Bill 1: An Act to Reduce School Fees, we anticipated approximately 12,000 students would be eligible for the Calgary Transit Pass Rebate. Current data shows just over 3,000 registrations for the rebate.

Reminder notifications will be sent in February 2018 and May 2018 to ensure parents are aware of their students' eligibility and have time to submit monthly passes for rebate. Monthly pass submissions for the 2017-18 school year will be accepted until July 31, 2018.

<u>People Soft Strategic Initiative</u>

CBE Human Resources continues to make good progress on the PeopleSoft Strategic Initiative which includes the integration of a new next generation of the program. The transition of the Employee Contact Centre from Telus Sourcing Solutions Inc. (TSSi) is complete. The process to transition Payroll Services from TSSi back to CBE is expected to be completed by May 2018. After a comprehensive negotiation an agreement has been signed with Oracle Canada for Hosting and Application Management Services with a contractual start date of February 28, 2018.

When completed, this transition of the Human Resources Management System will generate annual savings of over $1 million from our current situation and should result in improved service delivery for employees.

D. Stevenson

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

report to Board of Trustees

Construction Projects Status Report

Date	February 13, 2018
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson Chief Superintendent of Schools
Purpose	Information
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board OE-9: Facilities
Resource Person(s)	Eugene Heeger, Director, Design & Property Development Leah Hartley, Senior Project Manager, Capital Projects

1 | Recommendation

It is recommended:

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

2 | Issue

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

Calgary Board of Education

3 | Background

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

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

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

On January 23, 2018 the Board of Trustees announced that the Griffith Woods School would open on April 3, 2018.

4 | Analysis

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

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

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

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

5 | Conclusion

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

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

D. Stevenson

DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

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

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Calgary Board
of Education

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

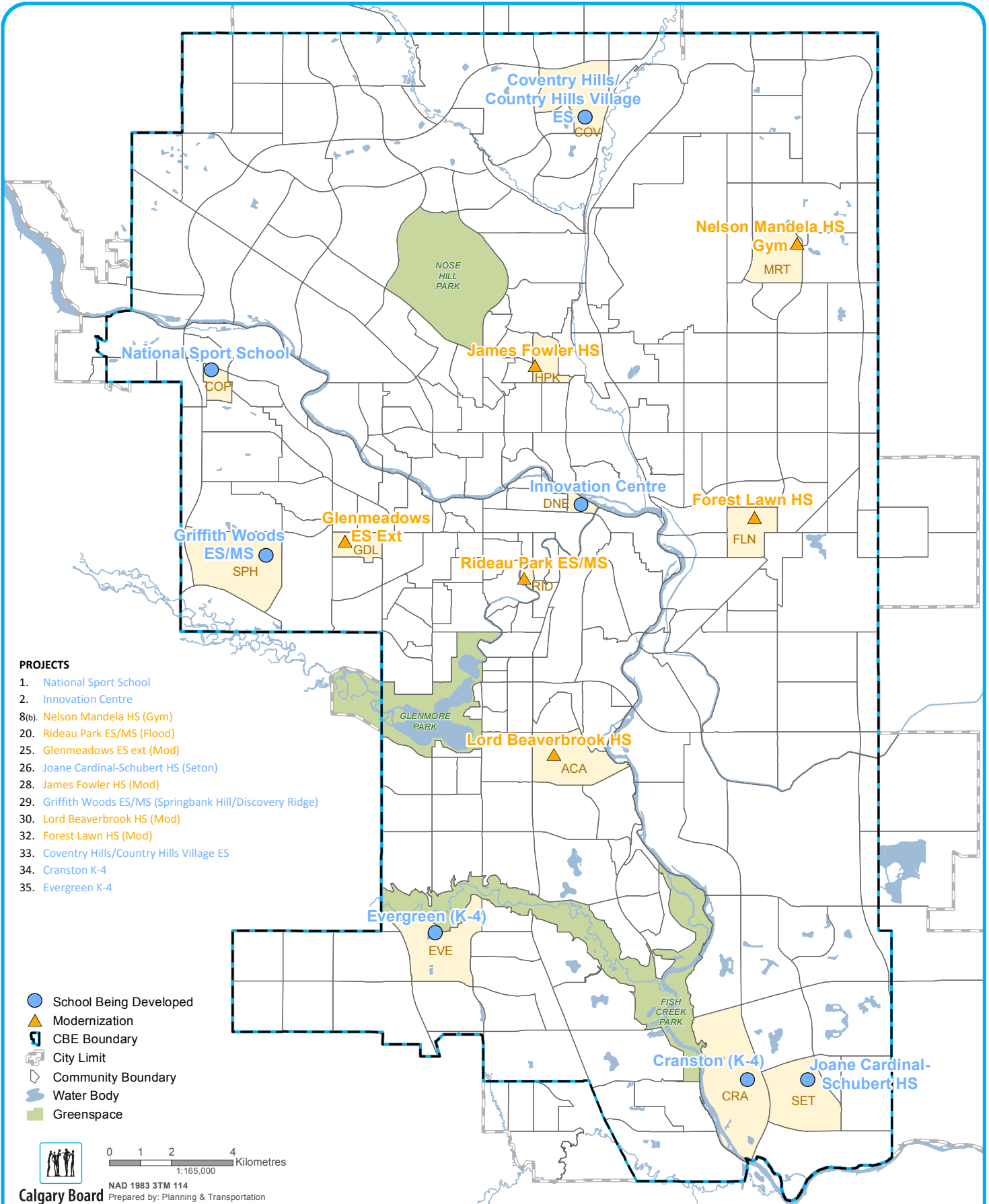| Building	Opening Date	Notes/Comments	
2. Innovation Centre / Academy (Booth Centre) (Chinook Learning Services) Capacity 675 students	On Hold	Land Use Amendment	100%
		Expression of Interest Document	100%
		Concept Design	20%
		Design and Specifications	0%
		City Permits	0%
		Note: Currently on hold at the request of Alberta Education	
8. (b) Nelson Mandela High School (Northeast High School) Gymnasium	Feb-18	City Permits	100%
		Construction Award	100%
		Foundations	100%
		Steel Fabrication and Erection (Manufacture)	50%
		Roofing and Membranes	100%
		Building Envelope (Precast Panels)	100%
		Interior Finishes	90%
		Note: Construction is expected to be completed at the end of February 2018	
20. Rideau Park School (Flood mitigation)	Dec. 17	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Phase 1	100%
		Phase 2 (Fire Damage)	85%
		Note: The gymnasium re-opened for use on January 15, 2018. Landscaping deficiencies will be attended to in the spring of 2018.	
26. Joane Cardinal-Schubert High School (Southeast High School) Grades 10 -12 Capacity 1800 students	Fall-18	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Foundations	100%
		Steel Fabrication and Erection	100%
		Roofing and Membranes	98%
		Building Envelope	85%
		Interior Finishes	20%
		Note: Work is proceeding without incident.	

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

Building	Opening Date	Notes/Comments	
28. James Fowler High School Modernization	Fall-18	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Tender to subtrades	100%
		Award to subtrades	100%
		Construction Progress	70%
		Note: Phased construction proceeding as planned.	
29. Griffith Woods School (Springbank Hill/ Discovery Ridge School) Grades K-9 Capacity 900 students	Apr -18	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Foundations	100%
		Steel Fabrication and Erection	100%
		Roofing and Membranes	100%
		Building Envelope	99%
		Interior Finishes	90%
		Note: A revised opening date has been announced for April 3, 2018	
30. Lord Beaverbrook High School Modernization	Fall-18	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Tender to subtrades	100%
		Award to subtrades	100%
		Construction Progress	80%
		Note: Phased construction proceeding as planned.	
32. Forest Lawn High School Modernization	Fall-19	Phases have been identified. Project Scope of work has been identified.	
		Project Managed by CBE. Consultants have been appointed and Steering Committee Meetings have commenced. Design concept has been submitted to Alberta Infrastructure for approval.	
33. Coventry Hills/Country Hills Village School Grades K-4 Capacity 600 students	TBC	Note: Project Managed by Alberta Infrastructure. Consultants have been appointed and the design development process has commenced. The opening date will be determined in the spring of 2018. An open house was held on Feb 1, 2018 at Nosecreek School.	
34. Cranston School Grades K-4 Capacity 600 students	TBC	Note: Project Managed by Alberta Infrastructure. Consultants have been appointed and the design development process has commenced. The opening date	

Prepared by FES

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

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

New and Modernized Schools
As of January 2018

**Coventry Hills/
Country Hills Village
ES**
COV

**Nelson Mandela HS
Gym**
MRT

National Sport School
COP

James Fowler HS
HPK

Innovation Centre
DNE

Forest Lawn HS
FLN

**Glenmeadows
ES Ext**
GDL

**Griffith Woods
ES/MS**
SPH

Rideau Park ES/MS
RID

NOSE
HILL
PARK

GLENMORE
PARK

Lord Beaverbrook HS
ACA

Evergreen (K-4)
EVE

FISH
CREEK
PARK

Cranston (K-4)
CRA

**Joane Cardinal-
Schubert HS**
SET

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

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

0 1 2 4 Kilometres
1:165,000

**Calgary Board
of Education**

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

Rideau Park School

Rideau Park School

Joane Cardinal-Schubert High School
(Southeast High School)

Joane Cardinal-Schubert High School
(Southeast High School)
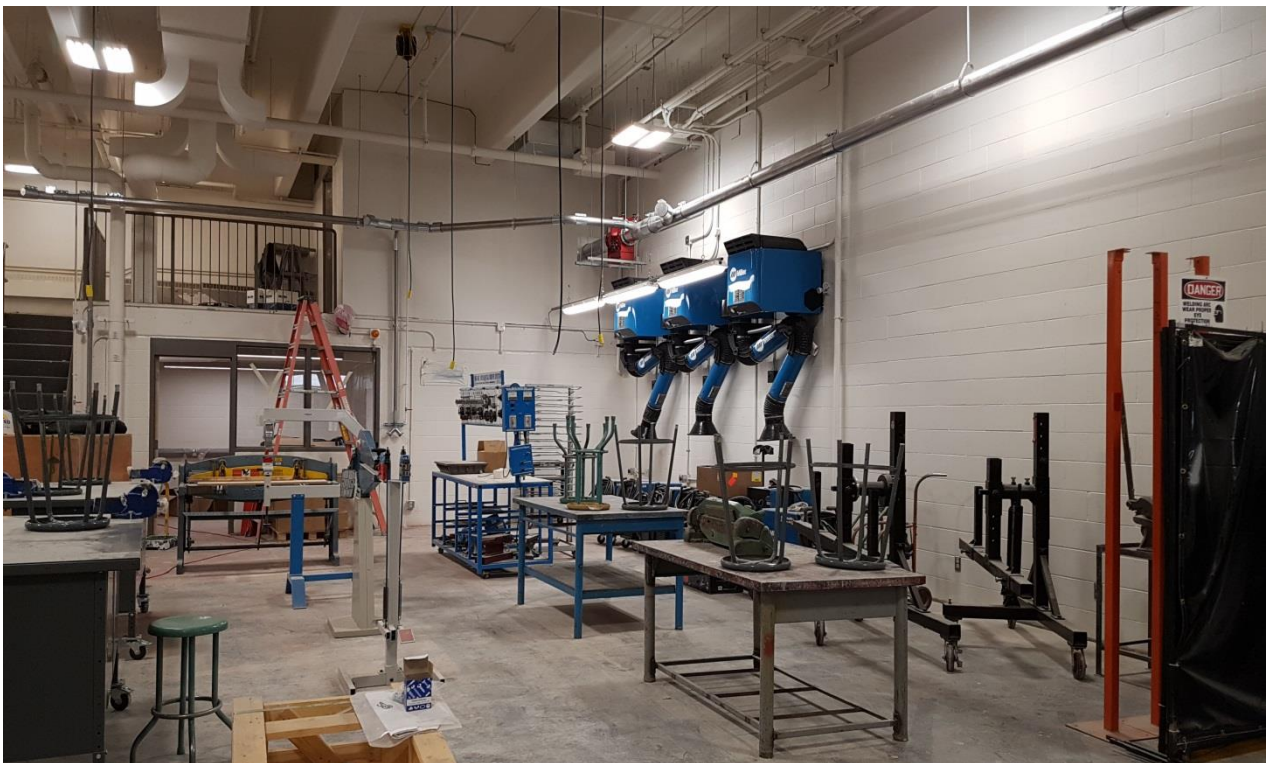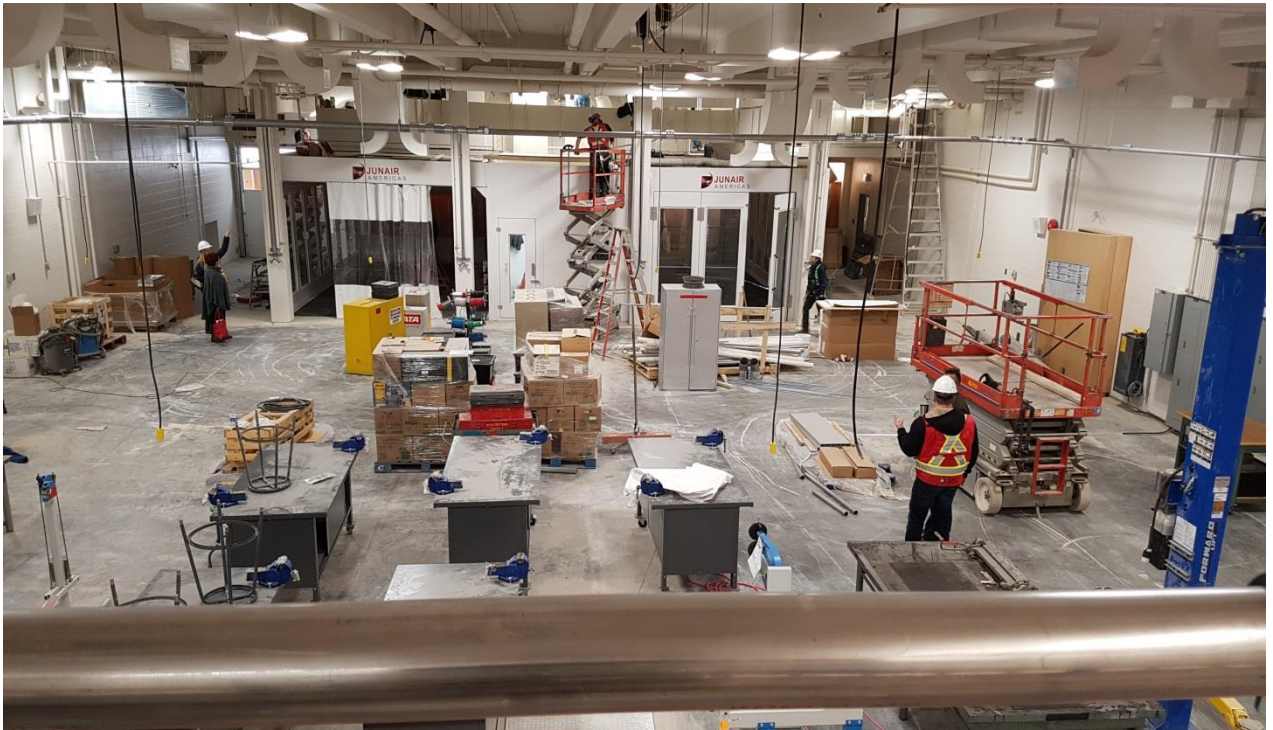
**Joane Cardinal-Schubert High School
(Southeast High School)**

James Fowler High School

James Fowler High School

Griffith Woods School
(Springbank Hill/Discover Ridge School)

Griffith Woods School
(Springbank Hill/Discover Ridge School)

Lord Beaverbrook High School

Lord Beaverbrook High School

Nelson Mandela High School

8-25

Nelson Mandela High School

report to Board of Trustees

Impact of Amendments to Board Meeting Procedures

Date	February 13, 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	Board/Chief Superintendent Relationship B/CSR-1: Single Point of Connection
	Operational Expectations OE-1: Global Operational Expectations OE-7: Communication With and Support for the Board OE-8: Communicating and Engaging With the Public Board Meeting Procedures
Resource Person(s)	Susan Church, Deputy Chief Superintendent Jeannie Everett, Acting Deputy Chief Superintendent Dany Breton, Superintendent, Facilities Marla Martin-Esposito, Chief Communications Officer Ed Sutlic, Director, Corporate Financial Services Ronna Mosher, Acting Superintendent, Learning Dianne Roulson, Director, Learning Carol Murray, Coordinator, Policy Cathy Betz, Senior Manager, Communications and Community Engagement Trish Minor, Associate Corporate Secretary

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 reviewed the timelines pertaining to distribution of reports and has proposed changes. Prior to approving the amendments, the Board of Trustees requires an understanding of the impact of these changes to the operation of the organization. Subsequently, on December 5, 2017, the Board of Trustees passed the following motions:

1.   THAT the Board of Trustees gives first reading to the following amendments to its Board Meeting Procedures, under *G. Distribution of Agenda – Regular Meetings* be amended as follows:
     a.   "1. All regular meeting Agenda information will be circulated by the Corporate Secretary to Trustees and members of Administration, as appropriate, 14 days prior to the applicable meeting. In order to meet this schedule, signed reports and all information required to prepare the Agenda must be received in the Corporate Secretary's Office by noon, 15 days prior to the meeting."
     b.   "4. Agenda information for public meetings, including reports attached to the Agenda, shall be made available in an electronic format by the Corporate Secretary to the media and public 7 days prior to the respective meeting."
2.   THAT the Board of Trustees directs the Chief Superintendent to provide an impact statement of significant organizational impacts, if any, that would result from the proposed amendments. Such impact statement to be provided by February 13, 2018.

3 | Background

The Board's reporting cycle is outlined in the Board's Annual Workplan, which is adopted each year. The workplan and reporting cycle is informed by multiple factors including the Board's annual monitoring cycle on its Results and Operational Expectations policies, statutory and regulatory requirements, and any emerging issues. Preparation of materials before Board meetings and processing of post-meeting Board work is tied to the Board's workplan and is designed to facilitate timely and consistent information flowing to Board members.

Work within the Office of the Corporate Secretary is organized around each Board meeting with staff being assigned to manage the pre-meeting processing of materials and preparation of the Board room, assisting in all Board meetings and completing all post-meeting processing (e.g. minutes, corporate records, etc.) Reports being presented to the Board of Trustees at public meetings are required to be received in the Corporate Secretary's office by noon on the Tuesday, seven calendar days prior to the Board meeting and circulated to Trustees on the Wednesday (six calendar days prior to the applicable meeting). The Corporate Secretary's Office manages a strict process to ensure that information is available at the right time for current meetings, and is not confused with reports or information for future meetings. Reports are made public on the CBE website by Friday, or four calendar days prior to the Board meeting.

Distribution of reports to the Board and to the public is comparable to most public or corporate organizations, including all metro school boards in Alberta. For example, Edmonton Public makes its Board reports available to Board members on their electronic portal on the Thursday before their Tuesday meetings. Other meetings materials are made public three calendar days before the meeting. The Calgary Catholic School District provides the Board agenda and reports to Board members five calendar days prior to Board meetings.

The CBE's public reports are prepared in advance by administration and vetted through internal processes. These processes include collection of data, review and analysis of data, writing of the report, review by the sponsoring superintendent, Superintendents' Team approval and Chief Superintendent's signature. These processes occur in advance of submission to the Corporate Secretary's office. In addition certain reports require data from external sources; availability of that data is controlled by agencies and organizations outside of the CBE.

Annually, Administration provides an average of 72 written reports to the Board of Trustees over 20-22 public meetings. These do not include materials prepared for private Board meetings.

4 | Analysis

Current work processes and workflows were reviewed to determine the impact should timelines be amended as proposed. The majority of the organization's work processes and work flows can be adjusted as proposed to allow for earlier availability of reports; however the adjustments will be significant and require time for implementation. Work processes would have to be redesigned to allow for work to be completed three weeks earlier to meet the proposed deadlines.

Modifying the workflow and business processes of the organization will also result in the creation of two separate material preparation and distribution processes because many of the work processes for the CBE's most substantive reports cannot be adjusted to meet earlier timelines. This is due to the timing and availability of external data. If external data is not available within the proposed timelines, resulting reports may contain inaccurate or outdated information. In addition, while some report timelines can be adjusted to meet earlier deadlines, the cost in both human resources and hard costs to the organization could be significant. A list of all 2017-18 Board reports, including those from EducationMatters, is attached as Appendix I. An "X" next to each report indicates whether the proposed timeline would result in changes to work processes for that report, or whether the report can or cannot be delivered within proposed timelines.

The full impact to the operation of the organization including resource and financial impacts cannot be fully appreciated until implementation, and could change as processes are evaluated. The impacts of the proposed timelines identified in this report will be magnified when considered in relation to reports provided in-camera. While we are not providing an exhaustive list below, the following examples are illustrative of impacts to current work processes that cannot be changed, and those that will require substantial change to meet proposed timelines.

Workflows/Processes that Cannot be Changed to Allow for Proposed Timelines

Annual Education Results Report

The Annual Education Results Report (AERR) is a yearly report aligned with legislative requirements for financial reporting deadlines and requirements for the reporting of organizational results from Alberta Education's Accountability Pillar and overall Accountability Framework. Its creation is dependent on information provided by Alberta Education. The report must be submitted to Alberta Education by November 30 each year and meeting this legislative obligation has, at times, required the convening of an additional Board meeting late in November.

The student results portion of this report arrives in conjunction with the public release of results from the Provincial Achievement Tests and Diploma Examinations. Staff preparing the Board

report on the results of Provincial Achievement Tests and Diploma Examinations also prepare the majority of the AERR.

Student learning results are coordinated with required information related to Facilities, Finance and Legal Services, some of which would not be available given amended timelines. Specifically, a summary of the audited year-end financial statements, which is a required element of the AERR, would not be available if proposed timelines were implemented.

Implementation Consequences

- Alberta Education accountability requirements and year-end financial reporting requirements would not be met

Year-End Financial Results (Audited Financial Statements)

The School Act requires that Year-end financial results be submitted to Alberta Education by November 30 of each year. The fiscal year end is August 31. The fiscal year end is followed by a post year-end closing process. The external auditors commence preliminary work at fiscal year-end; however the official audit does not start until the post-year end period is complete, which means audit work cannot begin until mid-September. The audit work and a draft report must be prepared by early November to allow for review by the Board Audit Committee prior to the report going to the Board as a whole, and to the province.

Responsibility for review and oversight of the audited financial statements is delegated to the Board's Audit Committee. To facilitate its work the draft Audited Financial Statements are received by the Audit Committee prior to review by the whole Board. The Audit Committee meeting occurs in mid-November. The Audit Committee has an opportunity to review and ask detailed questions on the financial statements, address any adjustments that may need to be made and for the Committee to formulate and adopt any recommendations it may make to the Board as a whole. The Board receives a briefing on the financial statements from the Audit Committee Chair and the Auditors prior to the reports being added to the public agenda and submitted to the province. Moving this process back by an additional seven calendar days will reduce the amount of time available for the external auditors by a minimum of two weeks, shortening the timelines between review by the Audit Committee and the Board, resulting in less time for adjustments requested by the Audit Committee. With little time for adjustments, this places the Board at risk of not meeting the November 30 timelines for submission.

Under the proposed timelines this report would need to be submitted to the Corporate Secretary's office before the audit review is completed.

Implementation Consequences
- Reduced time and/or increased cost for external auditors to complete work
- Increased risk of errors or late adjustments to reported results
- Alberta Education Accountability requirements may not be met

Modular Classroom Plan

The Alberta Education submission deadline for the Modular Classroom Plan is November 1 of every year. The modular classroom report needs to be tabled no later than the last public Board meeting in October (typically mid-October). School enrolment is an essential component required by Alberta Education; however, it is not finalized until early in the second week of October. This is consistent for all school boards. Under the proposed timelines, this means that the CBE Modular Classroom Report would be based upon prior-school year enrolment, thereby reducing the accuracy of the request as it will not account for September enrolment data.

This discrepancy may influence the government's decision about modular classrooms.

When the government reviews the modular classroom submission they will have access to the September enrolment data which will differ from the CBE submission.

Implementation Consequences
- Currency of information is jeopardized
- Modular Classroom Plan may not meet future CBE needs
- Organizational credibility is at risk

Three-Year School Capital Plan

The Board of Trustees has traditionally required that the Three-Year School Capital Plan be brought first to a private Board meeting followed by two public Board meetings. The Alberta Education submission deadline is April 1 of every year, meaning that the plan must be tabled at one private Board meeting and at two public Board meetings prior to submission to Alberta Education. One component that informs the plan is the City of Calgary's "projected growth by planning sector" data. This data is only made available to the CBE in mid-January. The City's current practice leaves only one week for analysis and incorporation within the Three-Year Capital plan prior to submission. Advancing the submission by one week will mean that the plan will be based upon the previous calendar year's data, thereby reducing the accuracy of the projections for new schools in rapidly growing communities. Accurate and current data is critical in the development of the Three-Year Capital Plan as it impacts prioritization and inclusion of schools on the priority list. There would also be an impact on Administration's ability to be compliant with OE-7: Communication With and Support for the Board regarding timely information and OE-9: Facilities regarding the effective and efficient use of capital funding.

Implementation Consequences
- Planning does not reflect the most current and accurate data
- Organizational credibility is at risk
- Support to the Board is reduced

Locally Developed Courses

If the new timelines were adopted, the report due to the Office of the Chief Superintendent would conflict with the review/approval process with Alberta Education for Locally Developed Courses (LDCs).

In short, a report would be due to trustees while the approval process would still be underway or not complete with Alberta Education. The consequence is that high school course offerings would not be current or complete in a timeline that would allow students full access to the proposed courses. Many students would be making course selections prior to the Board approved LDCs being made available.

Implementation consequences
- Course availability would be delayed or incomplete for students

Workflows Requiring Substantial Change

Board Development Sessions

The Board of Trustees often requests a Board Development Session in September and/or early October. In 2017-18, no sessions were presented due to the municipal election.

Using the current Board report timelines, staff are able to prepare these presentations for the Board in early August when they return to work from their designated or contractual summer break. This work occurs before the first round of Provincial Achievement Test and Diploma Exam data is released by Alberta Education and while only modified schools are open and require support for learning, planning and data work. The summer break for these employees is established in accordance with Article 9.6.5 of the Agreement of the Calgary Board of Trustees and the Alberta Teachers' Association.

Using the proposed timelines, staff would need to prepare these presentations in June, at the same time that they are supporting the full complement of schools, coordinating the administration of Provincial Achievement Tests and Diploma Examinations, and working with data from the spring Accountability Pillar report and the CBE student survey. This would result in a reduction of support and services to schools and create risk for the administration of the Provincial Achievement Tests and Diploma Examinations.

Implementation Consequences
- Risk to organizational credibility
- Reduction of support for schools during late spring
- Risk to CBE compliance with Alberta Education provincial testing processes

Corporate Secretary's Office Work Processes and Resources

Currently recording secretaries manage the preparation requirement one meeting at a time, ensuring that the relevant Board meeting materials are accessible to the Board and to the public at the appropriate time. This process ensures that the Board has a dedicated staff member working on each meeting to vet, prepare and modify agendas, process reports, distribute materials, generate minutes for each meeting, and ensure all reports and minutes are finalized and placed on the corporate record. This is in addition to the support recording secretaries provide to Board Committees and other Board activities. Modifying the current process from seven to 14 calendar days in advance would result in recording secretaries needing to manage meeting materials for multiple meetings at one time, increasing the likelihood of error and the workload for each recording secretary. The probability of information inadvertently being made public prior to publication is also increased.

Creating new timelines will require a revision to the internal business practices and internal workflow of the Office of the Corporate Secretary. This includes process mapping, revision to standard practices, and reassignment of work amongst staff members. For example, some work may have to be moved to the administrative secretary to the Board to allow recording secretaries to manage multiple meetings. This will reduce the amount of time that the administrative secretary can devote to supporting trustees and the Chair. This is further complicated by the fact that many reports cannot be produced 14 calendar days in advance, meaning that Corporate Secretary staff will have to create dual processes to manage materials that come in on the 14 calendar day deadline and those that come in on a seven calendar day deadline. The impact of a "dual process" is that agendas will have to be updated and republished, materials reorganized and redistributed, and multiple postings made on the public website. This means the Board's practices will necessarily have to vary from month to month.

If the Board moves to having public materials published seven calendar days in advance, this will result in two publications of public materials to allow staff to update dates and add to any materials previously distributed. This may create confusion in the public, as they may need to check the website multiple times when the dual process is in effect.

If the current practice of assigning work on a per-meeting basis continues, the Office of the Corporate Secretary would require an additional recording secretary to maintain the high level of processing that is required to ensure effective Board meetings. If additional Corporate Secretary staff is required, the cost is estimated at $70,000 per year plus benefits. Given the

financial constraints of the CBE this is unlikely to be an option. Therefore the most significant impact will be on amending current work assignments, workflow and business practices to meet the proposed 14 calendar day timeline.

Moving to new timelines will require the expanded use of the electronic portal for distribution of all Board materials. The current portal, while sufficient, does not provide the breadth and depth of functionality available in other board portals. It is recommended that should the Board revise the timelines it consider investing in a better portal tool at a cost of $15,000-25,000 per year. The current portal costs approximately $6,000 per year but offers fewer features and lower readability then other portals on the market.

Implementation Consequences

- Redesign of workflow to ensure alignment with the new reporting schedule, including the reassignment of staff responsible
- Increased staff costs
- Requires two different report distribution processes to be created resulting in different practices throughout the year
- Reduced flexibility and ability for staff to support Board level committees or other Board work, particularly during heavy reporting months like November and May
- Increased portal costs
- Time would be required to develop this new process. The earliest the processes and structures could be modified would be September, 2018

Financial Reports

Finance is responsible for delivering multiple reports to the Board, particularly during the September to November and January to May timeframes. Amending the timelines would compress the time available during these terms to complete the reports, requiring adjustments to current staff assignments, work processes and resource allocations. For example, the workload would increase for a small team that already works over several weekends to deliver to existing schedules. In particular, the timeline between when the CBE receives the annual provincial budget and when the Budget Assumptions Report must be delivered to the Board would be compressed given the amended timelines. A similar constraint is experienced in the fall with September 30 enrolments finalized the second week in October and the Fall Budget Update report due to Alberta Education for a November 30 deadline.

In addition, there is little to no contingent time in the schedule to accommodate unexpected changes (e.g. Bill 1). To accommodate the proposed timelines, school supports would necessarily decrease during these timeframes, which are typically busy times for schools.

Implementation Consequences

- Reduced support to schools during the fall and spring timeframes
- Increased cost of additional staff
- Increased workload for existing staff

Risk of error in budgeted figures presented

- No contingency for unexpected changes
- Increased cost to modify processes and tools
- Increased training costs

5 | Financial Impact

The proposed changes to the report timelines will have a financial impact to the operation of the organization.

If preparation time is shortened, additional staff may be required to meet the proposed timelines. In addition, overtime expenses could be incurred at certain times to complete reports within the proposed timeline. Certain reports require specific skills sets of staff. There may be costs to train additional personnel if the proposed timelines are approved. If no additional staff can be hired, we may need to build or acquire new processes or tools such as new software systems or electronic portals. Updating the portal tool costs $15,000-25,000 per year and the impact to the organization for the Finance service unit alone is estimated to be between 300,000 to $500,000. It is anticipated that there would be similar financial implications to other service units.

6 | Implementation Consequences

Moving to new timelines will require a reorganization of workflow and assignment of work in the organization, and specifically in Learning Services, Facilities and Environmental Services, Finance and the Office of the Corporate Secretary. It will also require that regardless of the reorganization of the workflow, some reports will not be provided within the 14 calendar day timelines. Certain reports would require work or submission to the Board of Trustees prior to internal or external data becoming available. Some of these reports require approval from Alberta Education and depend on data that is provided by Alberta Education according to their own timelines.

There may also be benefits to adopting proposed timelines. Compressing certain timelines may require a re-examination of current processes and technological tools to enhance efficiency. It may also result in more team members being necessarily involved in the work, broadening the scope of their skills and accountabilities. Should the Board adopt new timelines, Administration will require six months to develop new processes and workflows and reassign duties, particularly within the Office of the Corporate Secretary. It is recommended that the Board consider an implementation of September 2018 to allow sufficient time to develop a clear implementation plan, adjust workflow, and update technology.

Implementation Consequences of Publication of Reports Seven Calendar Days Prior to the Board Meeting

Currently administrative reports are made public two working days before regular meetings of the Board of Trustees. Publishing reports earlier may have a positive impact on the public's perception of transparency of the organization. Other impacts must also be considered. When Communications and Community Engagement receives news media requests about public reports, the process is to encourage reporters to attend or listen to the presentation and discussion at the regular board meeting. Two business days is usually a reasonable length of time to ask a reporter or news outlet to wait for a discussion. It is unreasonable to ask media to hold requests for seven calendar days.

While Board reports are posted in advance of Board meetings, they are not accompanied by contextual supporting materials such as presentations, videos and speaking notes that may provide additional information and clarity.

Seven calendar days between public posting of reports and the public Board meeting means there is considerable time for issues and decisions to be debated by outside groups in the court of public opinion. There is also opportunity for third parties and outside individuals and groups to lead the discussion, particularly on social media and through traditional news media. This may impact public opinion before CBE Administration and the Board of Trustees have an opportunity to discuss the reports.

If a report becomes public before the Board of Trustees has an opportunity to review it, Administration's ability to support the Board of Trustees in their fiduciary responsibility regarding certain land, labour and legal issues may be compromised.

The proposed timeline will increase pressure on administrative staff as they may be asked to provide information or speak to details within reports in the days prior to the Board meeting.

This change will impact the Chief Superintendent's responsibility as stated in OE-1: Global Operational Expectations, as it may endanger the organization's credibility and lead to a loss of public confidence in the CBE.

Implementation Consequences
- Increased workload for administrative staff
- Risk to organizational credibility
- Support to the Board

7 | Conclusion

This report provides an overview of the anticipated impact of the proposed changes to report submission and publication timelines. Implementation of the proposed timelines will require modification to workflows and processes including the creation of a dual report management and distribution process to allow for earlier availability of materials. The operational impacts of the proposed changes include additional costs, redesign of workflow and business practices, increased pressure on staff and impacts to the reputation of the CBE. The impacts of the proposed timelines identified in this report will be magnified when considered in relation to reports provided in-camera. Administration will require time to develop those new workflows and reassign duties to facilitate transition to new timelines. Further unanticipated impacts and implications to the operation of the organization may be identified through the operationalization of these changes should they be approved.

D. Stevenson

DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: Work Process Implications

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.

	Reports to the Board of Trustees	Work Process Consequences	Significant Work Process and Resource Consequences	Work Processes Cannot be Modified Due to External Timelines
	WORK PROCESS IMPLICATIONS			
1	OE-2	X		
2	OE-3	X		
3	Student Survey Project Plan			X
4	Chief Superintendent Update	X		
5	Board of Trustees' Annual Self-Evaluation	X		
6	Construction Projects Status Update	X		
7	Classroom Learning Coaches for Mathematics	Not an annual report		
8	Operational Expectations: Reasonable Interpretations and Indicators	Not an annual report		
9	Modular Classroom Plan			X
10	Financial Status of Reserves and Designated Funds	X		
11	September 30 Enrolment Summary Report	X		
12	Construction Projects Status Update	X		
13	Chief Superintendent Update	X		
14	OE-4 (presentation)	X		
15	Board Information on Mathematics Strategy	Not an annual report		
16	Exam Report (public)			X
17	Roster for Second Vice-Chair	X		
18	EducationMatters Financial Statements as at July 31/17	X		
19	Chief Superintendent Update (Records Management)	X		
20	Results 2 Follow-up Report (presentation)	Not an annual report		
21	Chief Superintendent Update	X		
22	Audited Financial Statements (public)			X
23	Annual Education Results Report & Three-Year Education Plan		X	
24	4th Quarter Budget Variance Report	X		
25	Fall Budget Update & 1st Quarter Budget Variance Report			X
26	Construction Projects Status Update	X		
27	Results 2 Report Card Information - part 1		X	

	Reports to the Board of Trustees	Work Process Consequences	Significant Work Process and Resource Consequences	Work Processes Cannot be Modified Due to External Timelines
	WORK PROCESS IMPLICATIONS			
28	OE-5 (presentation)	X		
29	OE11 (presentation)	X		
30	Proposed Amendments to CBE Mission Statement	Not an annual report		
31	Proposed Amendments to Board Meeting Procedures	Not an annual report		
32	Proposed Third Party Mathematics Monitoring	This was a Board motion not from Administration		
33	EducationMatters Financial Statements as at Oct 31/17	X		
34	Chief Superintendent Update	X		
35	Results 2 Report Card Information Report: Part 2	X		
36	OE-6 (presentation)	X		
37	OE-7 (presentation)	X		
38	Chief Superintendent Update (Records Management)	X		
39	Chief Superintendent Update	X		
40	Construction Projects Status Update	X		
41	Results 2 Monitoring Report (presentation)	X		
42	OE-10 (presentation)	X		
43	Chief Superintendent's Annual Summative Evaluation			X
44	Construction Projects Status Update	X		
45	Chief Superintendent Update	X		
46	Three-Year School Capital Plan (Public)			X
47	Results Policies Reasonable Interpretations (presentation)	Not an annual report		
48	OE-8 (presentation)	X		
49	Results 3 Monitoring Report (presentation)	X		
50	2nd Quarter Budget Variance Report	X		
51	Construction Projects Status Update	X		
52	Chief Superintendent Update	X		

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	WORK PROCESS IMPLICATIONS			
	Reports to the Board of Trustees	Work Process Consequences	Significant Work Process and Resource Consequences	Work Processes Cannot be Modified Due to External Timelines
53	OE-9 (presentation)	X		
54	Results 4 Monitoring Report (presentation)	X		
55	Trustee Remuneration Committee Report			X
56	Chief Superintendent Update (Records Management)	X		
57	Office of the Board of Trustees' 2018-19 Operating Budget			X
58	Chief Superintendent Update	X		
59	2018-19 Budget Assumption Report		X	
60	Construction Projects Status Update	X		
61	Locally Developed Courses			X
62	OE-12 (presentation)	X		
63	Construction Projects Status Update	X		
64	Results 5 Monitoring Report (presentation)	X		
65	EducationMatters Financial Statements as at Dec 31/17	X		
66	2018-19 Budget			X
67	Chief Superintendent Update	X		
68	OE-1 (presentation)	X		
69	Chief Superintendent Update (Records Management)	X		
70	Construction Projects Status Update	X		
71	3 Year System Student Accommodation Plan	X		
72	10 Year System Student Accommodation and Facilities Strategy	X		
73	EducationMatters Financial Statements as at Apr 30/18	X		
74	3rd Quarter Budget Variance Report	X		
75	Chief Superintendent Update	X		

Calgary Board of Education

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report to
Board of Trustees

Correspondence

Date	February 13, 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 February 9, 2018 from Alberta Education Minister D. Eggen responding to the Board of Trustees' concerns for sustainable funding to support students.

Attachments: Relevant Correspondence

Calgary Board
of Education

AR101188

FEB 0 9 2018

Ms. Trina Hurdman
Board Chair
Calgary Board of Education
1221 - 8 Street SW
Calgary AB T2R 0L4

Dear Ms. Hurdman:

Thank you for your December 13, 2017 letter on behalf of the Calgary Board of Education (CBE) Board of Trustees regarding your concerns for sustainable funding to support students in Calgary.

While Alberta's economic recovery is well underway, the government's fiscal situation remains challenging. Therefore, I have encouraged all school boards to take specific actions aimed at maintaining a path to a balanced budget while also prioritizing the stability of core educational services.

The Department of Education has been carefully considering strategies to address the fiscal realities of the government while continuing to provide effective supports for the education system. Ministry staff have been evaluating cost-containing measures within the department, including restraint in discretionary spending, curtailing staff travel expenses and ensuring that all financial commitments align with government priorities.

As stewards of our education system, I trust you are continuing to explore strategies to constrain administrative spending and direct supports to the classroom. I commend you on the strategies you have already implemented as you support your students and families in these challenging times.

Education remains a top priority of this government. Despite the current fiscal reality, the department continues to maintain its funding commitments to the education system.

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Funding from Alberta Education is not a cost-of-delivery-recovery model. Rather, the funding framework is an allocation funding model based on the demographic, geographic and economic environment within which services are delivered to students. Service level decisions are the responsibility of school boards.

As you know, the Ministry of Education provides funding to school boards, which then allocate resources to their respective schools based on local priorities and student needs. School boards have the responsibility to make decisions about staffing, resources and allocation of funding, as they are in the best position to address local priorities. Allowing this flexibility provides jurisdictions with the opportunity to implement programs that best meet the needs of their students.

For example, the Inclusive Education grant is one of many grants designed to support students with complex learning needs. In addition to inclusive education funding, school jurisdictions also receive funding for base instruction; English as a second language; and First Nations, Métis and Inuit grants. All these funding allocations are flexible and can be used to create a supportive learning environment within Alberta's classrooms.

Regarding student transportation, our government continues to support a safe transportation system for approximately 300,000 Kindergarten to Grade 12 students across the province, as it is an integral part of the education system. School board funding for transportation services continues to increase every year, including an increase of $5 million for the 2017/18 school year, bringing total transportation funding for the year up to $305 million. Our government understands the challenges school boards across the province face when trying to provide efficient student transportation service with reasonable ride times.

The regulation changes that were made after the introduction of *An Act to Reduce School Fees* (formerly Bill 1) last spring sparked renewed discussion about our current transportation eligibility criteria, including the 2.4 kilometre eligibility distance and eligibility for students who attend a school of choice, such as French immersion. I have discussed the impact of this fee legislation, and student transportation legislation in general, with many school board officials and parents. Alberta Education also consulted with education stakeholders throughout Alberta in September 2017 regarding several sections of the *School Act*, including student transportation legislation.

With the introduction of the *School Amendment Act* (formerly Bill 28), we are continuing government's commitment to making sure our education legislation is meeting the needs of students. Now that this bill has passed, we will be reviewing the regulations that support the *School Act* to ensure they are in alignment with these legislative changes. I recognize school boards are already planning their transportation operations for the upcoming school year, and that it would be challenging to implement significant changes to our current student transportation eligibility criteria for the 2018/19 school year without adequate notification to parents and school boards. Government will take this into consideration as we proceed through this review process over the next few months.
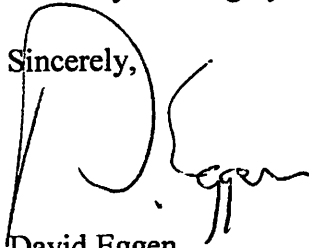
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With regard to the operational review of CBE completed by department staff, I would like to thank the staff of CBE for their help and co-operation. The report focuses on CBE financial operations and has provided some benchmarks for CBE by providing comparisons to the other three metro school boards. We plan to release this report to the public before the end of February 2018.

More information regarding funding supports to school boards will be provided with the Budget 2018 announcement this spring. I assure you that all the decisions made will be balanced and thoughtful, and takes into account the feedback we have received from school boards, teachers, parents, and Albertans.

I appreciate you taking the time to write, and I commend you and your board on your strong advocacy for Calgary students and families.

Sincerely,

David Eggen
Minister