

public agenda

Regular Meeting of the Board of Trustees

April 9, 2019
12:00 p.m.

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

R-1: Mission |

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

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

Time	Topic	Who	Policy Ref	Attachment
12:00 p.m.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		GC-2	
	3 Awards and Recognitions			
15 mins	3.1 Lighthouse Award	S. Smith	GC-3	
	4 Results Focus			
20 mins	4.1 Results Policies: Reasonable Interpretations	C. Usih	R-4,5	Page 4-1
60 mins	4.2 Results 4: Personal Development – Annual Monitoring	C. Usih	R-4	Page 4-24
	5 Operational Expectations			
60 mins	5.1 OE-2: Learning Environment/Treatment of Students – Annual Monitoring	C. Usih	OE-2	Page 5-1
15 mins	5.2 High School Utilization by 2023	D. Breton	OE-9	Page 5-10
	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	
60 mins	7.1 Consideration of Closure of Rosscarrock School	Board	GC-3	Page 7-1



Time	Topic	Who	Policy Ref	Attachment	
	8 Consent Agenda	Board	GC-2.6		
	8.1 Approval of Minutes				
	<ul style="list-style-type: none"> ▪ Regular Meeting held January 8, 2019 ▪ Regular Meeting held January 15, 2019 ▪ Regular Meeting held January 29, 2019 ▪ Regular Meeting held February 5, 2019 ▪ Regular Meeting held February 12, 2019 ▪ Regular Meeting held February 26, 2019 ▪ Regular Meeting held March 5, 2019 <p><i>(THAT the Board approves the minutes of the Regular Meetings as noted above, as submitted.)</i></p>			Page 8-1 Page 8-9 Page 8-20 Page 8-22 Page 8-30 Page 8-43 Page 8-46	
	8.2 Items Provided for Board Information			OE-7	
	8.2.1 Correspondence				Page 8-51
	8.2.2 Annual Summative Evaluation of the Chief Superintendent			GC-3,4 B/CSR-5	Page 8-54
	9 In-Camera Session				
3:00 p.m.	10 Adjournment Debrief				

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.

report to
Board of Trustees

Results Policies: Reasonable Interpretations

Date	April 9, 2019
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Decision
Originator	Sydney Smith, Acting Superintendent, Learning
Governance Policy Reference	Results 2: Academic Success Results 3: Citizenship Results 4: Personal Development Results 5: Character
Resource Person(s)	Elizabeth Wood, Director, Learning Lea Sherwood, System Principal, Research & Strategy

1 | Recommendation

As part of the Chief Superintendent's Reasonable Interpretations of the Results Policies, it is recommended:

- THAT the Board of Trustees approves the student survey indicators for Results 4: Personal Development.
- THAT the Board of Trustees approves the student survey indicators for Results 5: Character.

2 | Issue

A redesign of the Calgary Board of Education's (CBE) student survey was undertaken in 2017-18 to widen the scope of information available to the Board for monitoring of the Results policies. The first administration of this updated survey took place in spring 2018.

The Board's approval of new survey summary measures as part of the Chief Superintendent's Reasonable Interpretation for each of Results 2, 3, 4 and 5 is required to support the Board's continued annual monitoring of these policies.

3 | Background

The original CBE Student Survey recorded data from students in grades 4, 7, 10 and 12. The redesigned survey collects data from students in grades 5, 6, 8, 9, 11, and 12. This information is gathered annually, in keeping with the Board's annual monitoring cycle for the Results. Students in grades 4, 7 and 10 will continue to participate in Alberta Education's Accountability Pillar Survey.

A redesign of the CBE student survey emerged from needs identified by students, school personnel, administration, and Trustees. In the *Modified Monitoring of Results Survey Measures Report* on June 20, 2017 and the *Student Survey Project Plan Report* on September 19, 2017 to the Board of Trustees, information was provided regarding the reasons for the development of a new CBE student survey.

Information was also provided about changes in the survey's administration. It is included again here for the Board's convenience.

The administration for Results questions within the designed CBE Student Survey sees questions related to Results 2: Academic Success administered each year and questions related to Results 3: Citizenship, Results 4: Personal Development and Results 5: Character administered in full once every three years, and to a more minor extent during the other year of the cycle.

This rotating, three-year cycle began with the 2017-18 school year, as represented in the table below. The administration cycle is modeled on the way that the Organization for Economic Co-operation and Development (OECD) administers The Programme for International Student Assessment (PISA), with a major and minor focus rotated through each testing cycle.

	2017-18	2018-19	2019-20
Results 2	all survey questions administered each year		
Results 3	major focus	minor focus	minor focus
Results 4	minor focus	major focus	minor focus
Results 5	minor focus	minor focus	major focus

A Glossary of Terms is appended to this report if clarification is required for specific terms (Appendix I).

The CBE Student Survey serves more than one purpose. It provides a means of gathering data from students on key CBE strategies within the Three-Year Education Plan, on topics of concern in individual schools and as part of Results monitoring. Information in this report will focus on the survey from the perspective of Results monitoring.

For a more detailed description of the process of creating the redesigned CBE Student Survey please see the report *Results Policies: Reasonable Interpretations*, dated March 6, 2018. The creation of the redesigned CBE Student Survey went through a number of steps to ensure the survey would be valid, and provide the data required.

Phase 1: Pre-Pilot

- Literature Review
- Consultation with Staff
- Consultation with Students
- Consultation with External Methodological Advisor

Phase 2: Pilot – October/November 2017

- Pilot Study
- Data Analysis
- Validity

Phase 3: Survey administration – April 2018

This first administration of the survey had a major focus on Results 3 and a minor focus on Results 4 and 5. Results 2 survey questions are administered each year.

Phase 4: Pilot October – December 2018

Results 4 and 5 possible questions were piloted in the fall of 2018. Consultations were undertaken again with CBE directors, specialists and strategy teams to determine validity of new and existing questions moving forward. The validity model described in the March 6, 2018 Reasonable Interpretations Report was followed for prospective Results 4 and 5 questions.

Again there were two phases to the pilot with time for analysis and refreshing of the survey between administrations. A total of 1135 students participated in Round 1 of the pilot survey and 938 participated in Round 2.

5 | Implementation Consequences

In keeping with feedback gathered during consultations with staff and students regarding the need to reduce survey fatigue, the CBE student survey will continue to be administered to students not participating in Alberta Education's Accountability Pillar Survey. Students will be surveyed once per year to further minimize survey fatigue and in turn contribute to valid student responses.

With the Board's approval of the proposed student survey indicators as part of the Chief Superintendent's Reasonable Interpretation for Results 2, 3, 4 and 5 the CBE Student Survey will again be administered in the spring of 2019, ensuring data is available to support school decisions and the Board's monitoring of its Results policies.

The updated survey questions and administration practices will be reflected in the Results Monitoring reports that include data for 2018-19 and presented to the Board in 2019-20.

By using a valid and reliable tool to collect students' assessment of the organization's impact on their skills and successes, the Board of Trustees can be confident in the reported data on which their determination of reasonable progress is made.

6 | Conclusion

The CBE Student Survey strengthens the quality and usefulness of the data gathered from students and presented to the Board of Trustees as evidence of student and organizational success.

Approval of the indicators (Attachments I and II) for the new CBE Student Survey will ensure that survey administration proceeds again in April 2019 and that data will be available for monitoring the 2018-19 school year as per the implementation schedule.

Note | Each new indicator refers to a summary measure. A group of 2 to 9 questions from the CBE Student Survey roll up into individual indicator summary measures.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

- Attachment I: Results 4: Personal Development – Indicators
- Attachment II: Results 5: Character – Indicators
- Attachment III: Sample Data Presentation for the indicators for Results Policy 4.5

APPENDICES

- Appendix I: Glossary of Terms
- Appendix II: Results 4 & 5 Policies Summary Measures and Corresponding CBE Student Survey Questions

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.

| attachment |

Results 4: Personal Development Indicators

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

Existing Board-Approved Indicator

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

New CBE Student Survey Indicators

2. Percentage of students who report they work through setbacks and challenges in their learning; as measured by Overall Agreement of the **Resiliency and Perseverance Summary Measure** from the CBE student survey.
3. Percentage of students who report they can adapt to new learning situations; as measured by Overall Agreement on the **Adaptability Summary Measure** from the CBE Student Survey.

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

Existing Board-Approved Indicator

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

New CBE Student Survey Indicators

2. Percentage of high school students who report they are able to set goals for themselves and work towards them; as measured by Overall Agreement on the **Self-Improvement Summary Measure** on the CBE Student Survey.
3. Percentage of high school students who report they raise questions and bring their own ideas to learning tasks; as measured by Overall Agreement on the **Self-Advocacy Summary Measure** on the CBE Student Survey.
4. Percentage of high school students who report they use feedback and past experiences to improve their learning; as measured by Overall Agreement on the **Self-Reflection Summary Measure** on the CBE Student Survey.

4.3 Have the confidence to embrace ambiguity and complexity.

Existing Board-Approved Indicator

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

New CBE Student Survey Indicator

2. Percentage of high school students who report they are comfortable learning about things that don't have a single right answer; as measured by the **Ambiguity and Complexity Summary Measure** from the CBE Student Survey.

4.4 Take risks appropriately

New CBE Student Survey Indicator

1. Percentage of students who report they try new things in their learning even when they are not guaranteed success; as measured by Overall Agreement on the **Risk-taking Summary Measure** from the CBE Student Survey.

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

Existing Board-Approved Indicators

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

Existing Board-Approved CBE Student Survey Indicators

2. Percentage of students who report they make decisions that keep them physically healthy; as indicated by the Overall Agreement of the **Physical Health Summary Measure** from the CBE Student Survey.
3. Percentage of students who report they make decisions that keep them socially healthy; as indicated by the Overall Agreement of the **Social Health Summary Measure** from the CBE Student Survey.
4. Percentage of students who report they make decisions that keep them emotionally healthy; as indicated by the Overall Agreement of the **Emotional Health Summary Measure** from the CBE Student Survey.

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

New CBE Student Survey Indicators

1. Percentage of students who report they can use technology to help them learn; as measured by Overall Agreement of the **Learning Technology Summary Measure** from the CBE Student Survey.
2. Percentage of students who report they use technology to explore personal interests and ideas; as measured by Overall Agreement of the **Technological Fluency Summary Measure** from the CBE Student Survey.
3. Percentage of students who report they use technology to communicate effectively with others; as indicated by Overall Agreement of the **Technological Communication Summary Measure** from the CBE Student Survey.
4. Percentage of students who report they can assess critically information presented in online environments; as measured by Overall Agreement of the **Technological Critical Thinking Summary Measure** from the CBE Student Survey.

| attachment |

Results 5: Character Indicators

5.1 Possess the strength of character to do what is right.

Existing Board-Approved CBE Student Survey Indicators

1. Percentage of students who report they do what they believe is right even when it is difficult or unpopular to do so; as indicated by the Overall Agreement of the **Doing What is Right Summary Measure** from the CBE Student Survey.
2. Percentage of students who report they respectfully challenge policies or decisions with which they may not agree; as indicated by the Overall Agreement of the **Respectfully Challenging Policies or Decisions Summary Measure** from the CBE Student Survey.
3. Percentage of students who report they use technology responsibly and with integrity; as indicated by the Overall Agreement of the **Technological Responsibility Summary Measure** from the CBE Student Survey.

5.2 Act morally with wisdom.

Existing Board-Approved Indicator

1. Percentage of students in kindergarten to grade 9 reported to make responsible decisions; as measured by student report cards.

Existing Board-Approved CBE Student Survey Indicator

2. Percentage of high school students who report they think about the impact of their decisions and actions before they proceed; as measured by Overall Agreement on the **Critical Reflection Summary Measure** from the CBE Student Survey.

New CBE Student Survey Indicator

3. Percentage of high school students who report they follow community expectations and their own convictions as they participate in and represent their learning; as measured by Overall Agreement on the **Expectations and Convictions Summary Measure** from the CBE Student Survey.

5.3 Balance individual concerns with the rights and needs of others.

Existing Board-Approved Indicator

1. Percentage of students in kindergarten to grade 9 reported to treat others with respect and compassion; as measured by student report cards.

New CBE Student Survey Indicators

2. Percentage of high school students who report they think about their own needs and the needs of others when making decisions; as measured by Overall Agreement on the **Thoughtful Decision-Making Summary Measure** on the CBE Student Surveys.
3. Percentage of high school students who report they listen to and respond to the needs of others; as measured by Overall Agreement on the **Compassion and Empathy Summary Measure** from the CBE Student Survey.

attachment

Sample Data Presentation for Indicator 2 for Results Policy 4.5

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

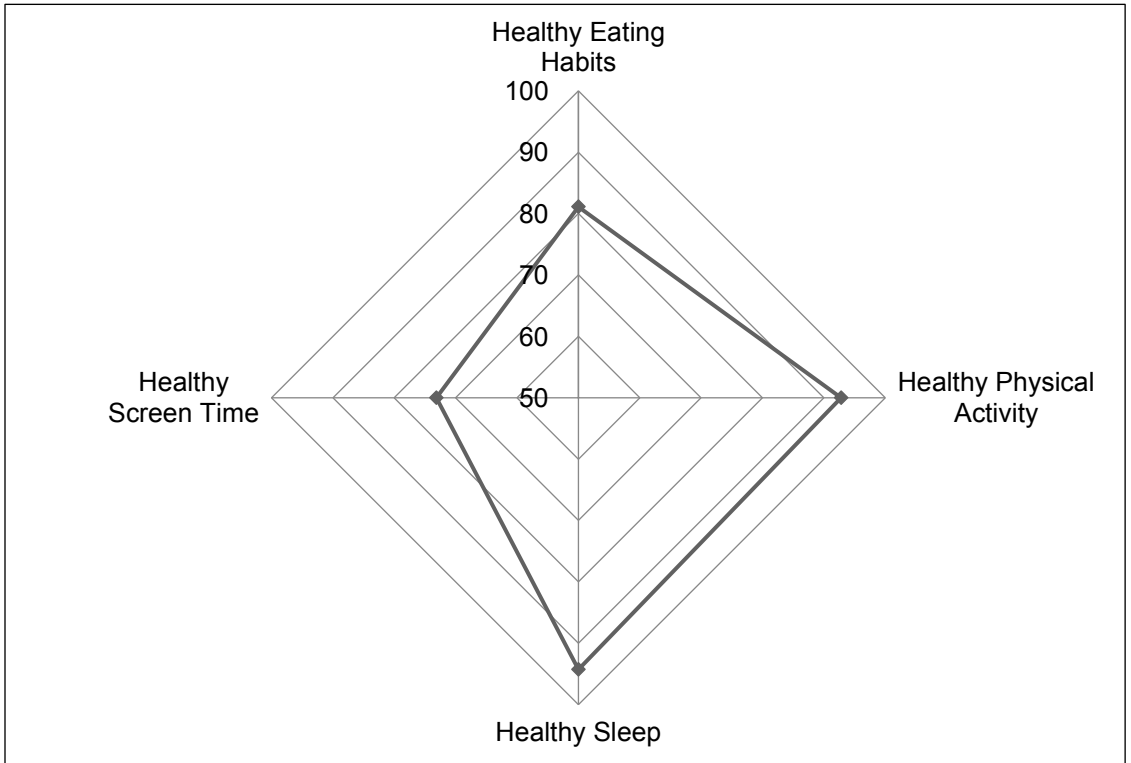
Indicator 2: Percentage of students who report they make decisions that keep them physically healthy; as indicated by the Overall Agreement of the Physical Health Summary Measure from the CBE Student Survey.

Physical Health Summary Measure

Physical Health Summary Measure	
	2018-19
Overall Sample Size	XXXX
Overall Agreement (%)	XX.X

Physical Health Summary Measure by Grade	
Overall Agreement (%)	2018-19
Grade 5	XX.X
Grade 6	XX.X
Grade 8	XX.X
Grade 9	XX.X
Grade 11	XX.X
Grade 12	XX.X

Question Theme	Overall Agreement (%)
Healthy Eating Habits	XX.X
Healthy Physical Activity	XX.X
Healthy Sleep	XX.X
Healthy Screen Time	XX.X



| appendix |

Glossary of Terms

Confirmatory Factor Analysis (CFA) focuses on modelling the relationship between observed indicators (e.g., responses to survey questions) and underlying latent variables (unobserved variables, e.g., Results Policies Indicators that the survey questions represent) (Gallagher & Brown, 2013)¹. CFA typically follows Exploratory Factor Analysis (EFA).

Exploratory Factor Analysis (EFA) is a statistical method used to identify unknown underlying factors within a set of data (Peacock & Peacock, 2011)². It presumes that there are hidden factors (e.g., Results Policies Indicators) among the observed data (e.g., responses to survey questions) and attempts to uncover them by understanding how responses to survey questions cluster together.

Pilot Study is a small-scale study conducted prior to the main study to check feasibility and/or make estimates of key parameters that are needed to design the main study (Peacock & Peacock, 2011)¹⁵.

Power is related to the sample size of a data set. In order for statistical tests to provide robust results, the sample size of a dataset must be sufficiently large. The larger a sample size is, the more power a statistical test will have.

Reliable (reliability) refers to whether an assessment instrument gives the same results each time it is used in the same setting with the same type of subjects. Reliability essentially means *consistent* or *dependable* results. Reliability is a part of the assessment of validity (Sullivan, 2011)³.

Survey Fatigue occurs when survey respondents become bored, tired or uninterested in a survey and begin to respond substandard level or without authenticity.

Structural Equation Modelling is a statistical method used to conduct CFA (see above).

Valid (validity) refers to how well the assessment tool actually measures the underlying outcome of interest. Validity is not a property of the tool itself, but rather the interpretation or specific purpose of the assessment tool with particular settings or learners (Sullivan, 2011).

¹ Gallagher, M.W., Brown, T.A. (2013). Introduction to Confirmatory Factor Analysis and Structural Equation Modelling. *Handbook of Quantitative Methods of Educational Research*, p. 289-314.

² Peacock, J.L., Peacock, P.J. (2011) Oxford Handbook of Medical Statistics. Oxford University Press, Oxford, United Kingdom.

³ Sullivan, G.M. (2011) A primer on the validity of assessment instruments. *Journal of Graduate Medical Education*, 3(2): 119-120.



appendix

Results 4 & 5 Policies Summary Measures and Corresponding CBE Student Survey Questions

Unless otherwise stated, questions are for grades 5, 6, 8, 9, 11, 12

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

Resiliency and Perseverance Summary Measure	
Contributing Survey Questions	Responses
I feel confident I can overcome challenges in my learning.	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know
When I struggle with my school work, I can get through it and fix it.	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know
I try hard at school even when I find it challenging to succeed in my learning.	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know
I want to keep learning even when I've experienced a setback.	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know

Adaptability Summary Measure	
Contributing Survey Questions	Responses
I like learning new things at school even if I sometimes find it challenging.	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know
I can adapt to new situations even when under stress or pressure (e.g., Provincial Achievement Test, Diploma Exam, pop quiz).	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know
I can change to meet the needs of new situations at school.	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know



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

Self-Improvement Summary Measure	
Contributing Survey Questions	Responses
[11,12] I want to set and achieve learning goals.	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know
[11,12] I set goals for my learning and work towards them.	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know
[11,12] I have the support I need from my school to set learning goals and work towards them.	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know

Self-Advocacy Summary Measure	
Contributing Survey Questions	Responses
[11,12] I ask questions in class when I have them.	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know
[11,12] I bring my own ideas to learning tasks and activities at school.	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know
[11,12] I am curious about the things I am learning at school.	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know
[11,12] I can defend my thinking when I give an answer to a question.	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know

Self-Reflection Summary Measure	
Contributing Survey Questions	Responses
[11,12] I can bounce back after a setback in my learning (e.g., an unexpected low mark).	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know
[11,12] When I'm upset at someone, I try to take the perspective of that person for a while.	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know
[11,12] I use feedback to improve my learning.	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know

Policy 4.3 Have the confidence to embrace ambiguity and complexity

Ambiguity and Complexity Summary Measure	
Contributing Survey Questions	Responses
[11,12] I can accept someone else's answer to a question even if it is different than my own.	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know
[11,12] I am comfortable learning about things that may have more than one answer.	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know
[11,12] I try to look at all sides of an issue before I make a decision.	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know
[11,12] I understand that there are at least two sides to every issue and I try to understand them.	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know

Policy 4.4 Take risks appropriately

Risk-Taking Summary Measure	
Contributing Survey Questions	Responses
I am willing to try new things in my learning even if I'm not sure I will be successful.	<ul style="list-style-type: none"> ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Don't Know
When I learn about a new way to use school technology, I want to try it.	<ul style="list-style-type: none"> ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Don't Know
I try to join in when others are learning something I'm interested in.	<ul style="list-style-type: none"> ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Don't Know

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

Physical Health Summary Measure	
Contributing Survey Questions	Responses
I take care of myself by choosing healthy snacks when I am able.	<ul style="list-style-type: none"> ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Don't Know
I take care of myself by exercising regularly when I am able.	<ul style="list-style-type: none"> ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Don't Know
I take care of myself by getting enough sleep when I am able.	<ul style="list-style-type: none"> ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Don't Know
I take care of myself by making sure I don't have too much screen time (e.g., TV, computer, tablet, cell phone).	<ul style="list-style-type: none"> ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Don't Know

Social Health Summary Measure	
Contributing Survey Questions	Responses
I have positive relationships with friends and family.	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know
I can easily make and keep friends.	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know
I know when my friendships or relationships become negative or unhealthy.	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know
If a relationship is no longer positive, I know what strategies I can use to address it.	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know

Emotional Health Summary Measure	
Contributing Survey Questions	Responses
I ask for help when I need it.	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know
I talk to my caregivers, friends, classmates and/or teachers about how I feel.	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know
I have strategies that I can use for myself when I feel stressed about school.	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know



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

Learning Technology Summary Measure	
Contributing Survey Questions	Responses
I use technology to help my learning.	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know
I feel comfortable using the technology available at school to help me learn.	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know
I have enough opportunity to use technology in my learning.	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know

Technological Fluency Summary Measure	
Contributing Survey Questions	Responses
When I learn about a new way to use school technology, I want to try it.	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know
I have the skills I need to use technology at school to help me in my learning.	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know

Technological Communication Summary Measure	
Contributing Survey Questions	Responses
I treat people with the same respect online as I would face-to-face.	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know
I communicate online the same way I do face-to-face.	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know
I am careful about what I share online.	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know

Technological Critical Thinking Summary Measure	
Contributing Survey Questions	Responses
When I see information online, I can tell if it is true or made up.	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know
When I'm reading information online, I can tell if it is true or made up.	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know
I trust the information I see online.	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know

Policy 5.1 Possess the strength of character to do what is right.

Doing What is Right Summary Measure	
Contributing Survey Questions	Responses
I try to do what I believe is right even when it is difficult or unpopular to do so.	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know
I base my decisions on what I think is fair and unfair.	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know

Respectfully Challenging Policies or Decisions Summary Measure	
Contributing Survey Questions	Responses
I respectfully speak up when I don't agree with school rules.	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know
I respectfully speak up when I don't agree with a decision made by a: <ul style="list-style-type: none"> a. classmate b. teacher c. school staff 	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know

Technological Responsibility Summary Measure	
Contributing Survey Questions	Responses
I treat people with the same respect online as I would face-to-face.	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know
I keep my online passwords secure.	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know
I am thoughtful about when I share my personal information (e.g., age, where I live).	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know
I am careful about how much of my friends' personal information I share. (e.g., age, where they live).	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know

Policy 5.2 Act morally with wisdom

Critical Reflection Summary Measure	
Contributing Survey Questions	Responses
[11,12] I think about how my decisions will affect other people.	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know
[11,12] When working with others, I encourage everyone to have their say.	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know
[11,12] When working with others, I consider thoughts and opinions even if they are different than my own.	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know
[11,12] I consider my values before making a decision.	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know

Expectations and Convictions Summary Measure	
Contributing Survey Questions	Responses
[11,12] I make an effort to build respectful relationships in my classes and school.	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know
[11,12] I am responsible for myself and my actions.	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know
[11,12] I speak up appropriately for my beliefs.	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know
[11,12] I know what is expected of me in different social situations	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know

Policy 5.3 Balance individual concerns with the rights and needs of others.

Thoughtful Decision-Making Summary Measure	
Contributing Survey Questions	Responses
[11,12] I can provide evidence in support of my thinking when I give an answer to a question.	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know
[11,12] I try to look at all sides of an issue before I make a decision.	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know
[11,12] I cooperate with the people around me.	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know
[11,12] I think about the impact of my actions on others.	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know

Empathy and Compassion Summary Measure	
Contributing Survey Questions	Responses
[11,12] When a classmate needs help, I help them.	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know
[11,12] When I'm upset with someone I try to understand their point of view.	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know
[11,12] I think its important to help other students when they need it.	<ul style="list-style-type: none"> ▪ Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree ▪ Don't Know

results monitoring report

Monitoring report for the
school year 2018-19

Report date:
April 9, 2019

Results 4: Personal Development

CHIEF SUPERINTENDENT CERTIFICATION

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

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



Signed: _____

Date: April 2, 2019

Christopher Usih, Chief Superintendent

BOARD OF TRUSTEES ACTION

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

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

Summary statement/motion of the Board of Trustees:

Signed: _____

Date: _____

Trina Hurdman, Chair, Board of Trustees



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

Introduction |

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

The Chief Superintendent's *Reasonable Interpretation Results 4: Personal Development* was approved on April 9, 2019. The Board of Trustees last monitored Results 4: Personal Development on April 3, 2018.

The report presented today represents organizational data, available since the last monitoring report, for the 2017-18 school year. This report provides the Board of Trustees with several types of information.

- Report Card data

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

Student report cards illustrate that over 96.5% of students enrolled in the CBE experience success as measured by student report card data in this report.

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

- Additional High School data

Indicator 1 in Results policy 4.1 is based on a data set that is part of Alberta Education's Accountability Pillar.

As the CBE high school completion rates increase the CBE dropout rates decrease. From 2010-11 to 2016-17 the CBE Annual Returning Rate ranged from 16.9% to 22.7%. As the composition of this small cohort changes, the results will fluctuate. The CBE result for 2016-17 increased 2.3 percentage points as compared to the 2015-16 result.

- The CBE Student Survey data

The data for these indicators are gathered from students and reflect their own assessment of their skills and success. 2017-18 was the first year of the new CBE Student Survey and it was administered to students in grades 5, 6, 8, 9, 11 and 12.

The CBE Student Survey asks questions related to Results 3: Citizenship, Results 4: Personal Development and Results 5: Character in full once every three years, and to a more minor extent during the other years of the cycle. In 2017-18 Results 4: Personal Development was a minor focus with all survey questions connected to Policy 4.5: Make lifestyle choices based upon healthy attitudes and actions and be able to assume responsibility for personal well-being. All indicators in Results 4 will be given a major focus in the 2018-19 survey.

As 2017-18 was the first year the new CBE Student Survey was administered, no statistical analysis has been done, however a new baseline has been set for future reports.

- Student Stories

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

Monitoring information within this report informs the Board of Trustees of the success of Calgary Board of Education students in identifying and actively developing their individual gifts, talents and interests in and through their learning program.

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

Monitoring Information |

Evidence of Reasonable Progress |

Students will:

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

Board-approved Interpretation |

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

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

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

Board-approved Indicators and 2017-18 results |

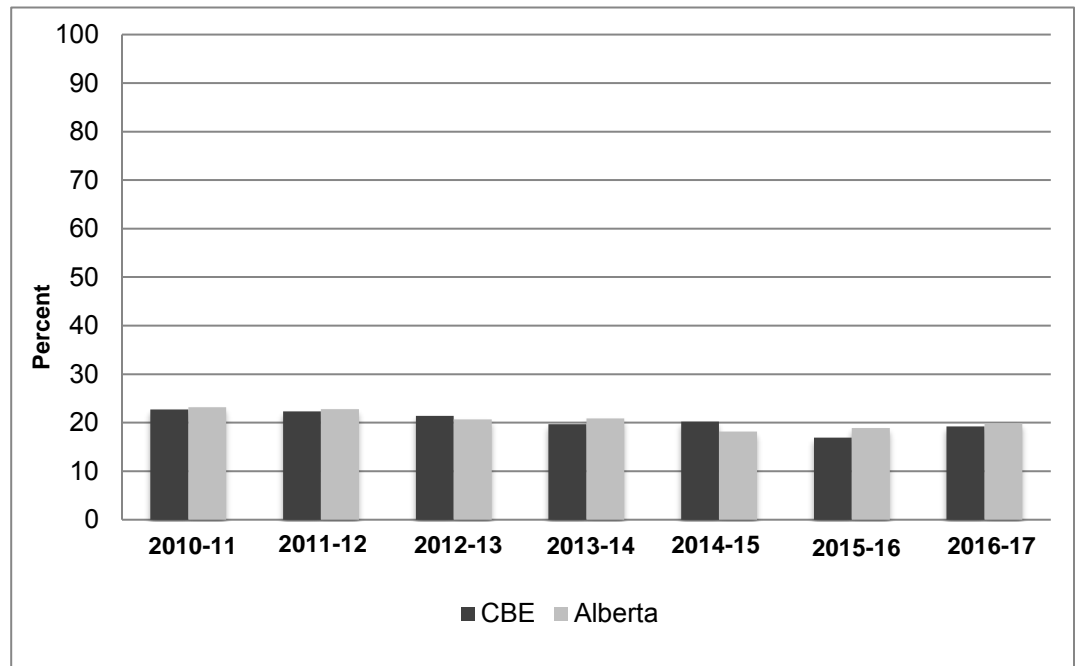
1. Percentage of CBE students who return to school after dropping out; as reported by Alberta Education.

Alberta Education explains the calculation of the Annual Returning Rate in this way¹:

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

As an example, a student initially included in the Age Specific Cohort for the 2001/2002 school year who was not found to be participating in the learning system in the 2002/2003 school year is considered to have dropped out. The same student would be included in the Returning Rate if they were found to be participating in the learning system in 2003/2004.

		Annual Returning Rate						
		2010 -11	2011 -12	2012 -13	2013 -14	2014 -15	2015 -16	2016 -17
CBE	%	22.7	22.3	21.4	19.7	20.2	16.9	19.2
Alberta	%	23.2	22.8	20.7	20.9	18.2	18.9	19.9



¹ Alberta Education. (May 2016). Annual dropout and returning rates: methodology for rate calculation (p.2). Retrieved from <https://open.alberta.ca/dataset/28cde5fb-bea2-46f0-ab9e-e840f1daa107/resource/4784f6e8-bbfb-4f0a-af4c-711f6e7d6f5e/download/drop-out-and-returning-rate-methodology-2017-final.pdf>

- Target 2017-18: No target set as there was no concern

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 would be considered statistically *Maintained*.

Of the 1264 students included in the Age Specific Cohort 2014-15 who were not found to be participating in the learning system in 2015-16, 243 returned in 2016-17. Smaller cohorts are susceptible to changes in composition in the cohort. Therefore, in these groups there will be more fluctuations year over year.

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

2. Percentage of students who report they work through setbacks and challenges in their learning; as measured by Overall Agreement of the **Resiliency and Perseverance Summary Measure**² from the CBE Student Survey.

Results 4: Personal Development was a minor focus on the 2017-18 CBE Student Survey. The questions that inform this summary measure were not asked.

3. Percentage of students who report they can adapt to new learning situations; as measured by Overall Agreement on the **Adaptability Summary Measure** from the CBE Student Survey.

Results 4: Personal Development was a minor focus on the 2017-18 CBE Student Survey. The questions that inform this summary measure were not asked.

² A **summary measure** describes a whole set of data with a single value. In the case of the survey summary measures, each summary measure is the roll-up of the results for each of the questions asked for a particular measure. For example, the **Resiliency and Perseverance Summary Measure** is the straight average of the results from the four questions asked of students regarding working through setbacks and challenges in their learning.

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

Board-approved Interpretation |

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

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

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

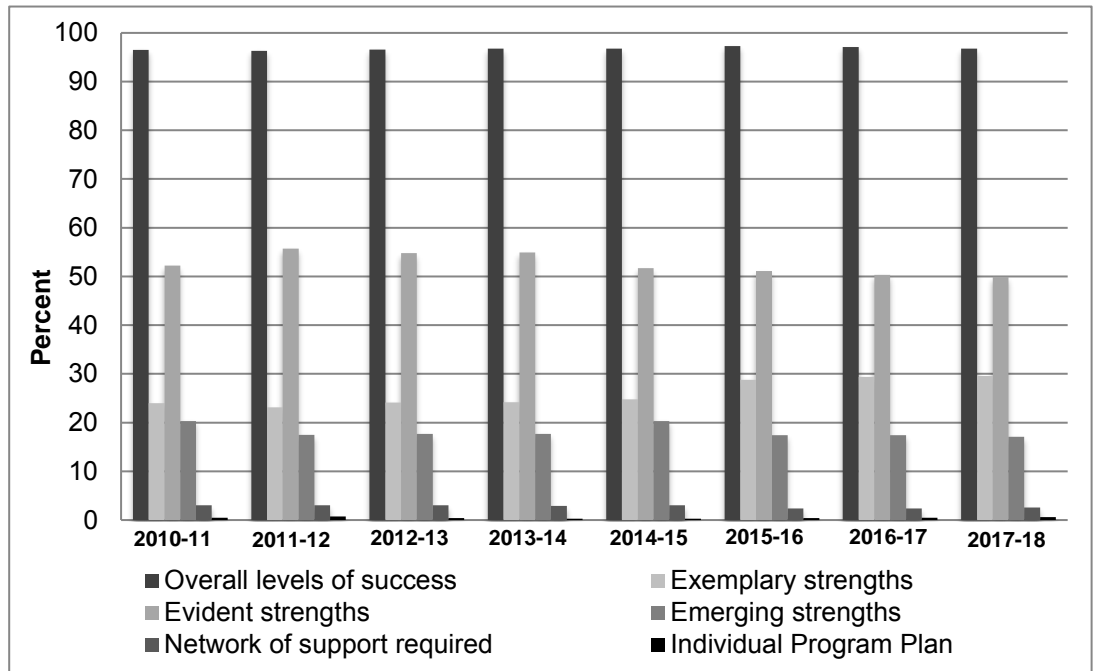
The Chief Superintendent interprets *self-evaluate* to mean that students examine evidence of their learning to understand what they have accomplished and what learning is required next.

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

Board-approved Indicators and 2017-18 results |

1. Percentage of students in kindergarten to grade 9 reported to set and work toward learning goals; as measured by student report cards³.

Sets and works toward learning goals.								
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Exemplary Strengths	24.0	23.1	24.1	24.2	24.8	28.8	29.4	29.6
Evident Strengths	52.2	55.7	54.8	54.9	51.7	51.1	50.3	49.9
Emerging Strengths	20.3	17.5	17.7	17.7	20.3	17.4	17.4	17.1
Network of Support Required	3.0	3.0	3.0	2.9	3.0	2.4	2.4	2.6
Individual Program Plan	0.5	0.7	0.4	0.3	0.3	0.4	0.5	0.6
Overall levels of success	96.5	96.3	96.6	96.8	96.8	97.3	97.1	96.8



- Target 2017-18: No target set as there was no concern

³ Indicators for this report card measure are:

- generates goals based on self-assessment, learning criteria, and personal interests;
- plans a strategic approach to meeting goals, solving problems and performing tasks;
- modifies and improves learning strategies based on experience and feedback; and
- explores ideas and initiates processes for learning.

2. Percentage of high school students who report they are able to set goals for themselves and work towards them; as measured by Overall Agreement on the **Self-Improvement Summary Measure** on the CBE Student Survey.

Results 4: Personal Development was a minor focus on the 2017-18 CBE Student Survey. The questions that inform this summary measure were not asked.

3. Percentage of high school students who report they raise questions and bring their own ideas to learning tasks; as measured by Overall Agreement on the **Self-Advocacy Summary Measure** on the CBE Student Survey.

Results 4: Personal Development was a minor focus on the 2017-18 CBE Student Survey. The questions that inform this summary measure were not asked.

4. Percentage of high school students who report they use feedback and past experiences to improve their learning; as measured by Overall Agreement on the **Self-Reflection Summary Measure** on the CBE Student Survey.

Results 4: Personal Development was a minor focus on the 2017-18 CBE Student Survey. The questions that inform this summary measure were not asked.

4.3 Have the confidence to embrace ambiguity and complexity.

Board-approved Interpretation |

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

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

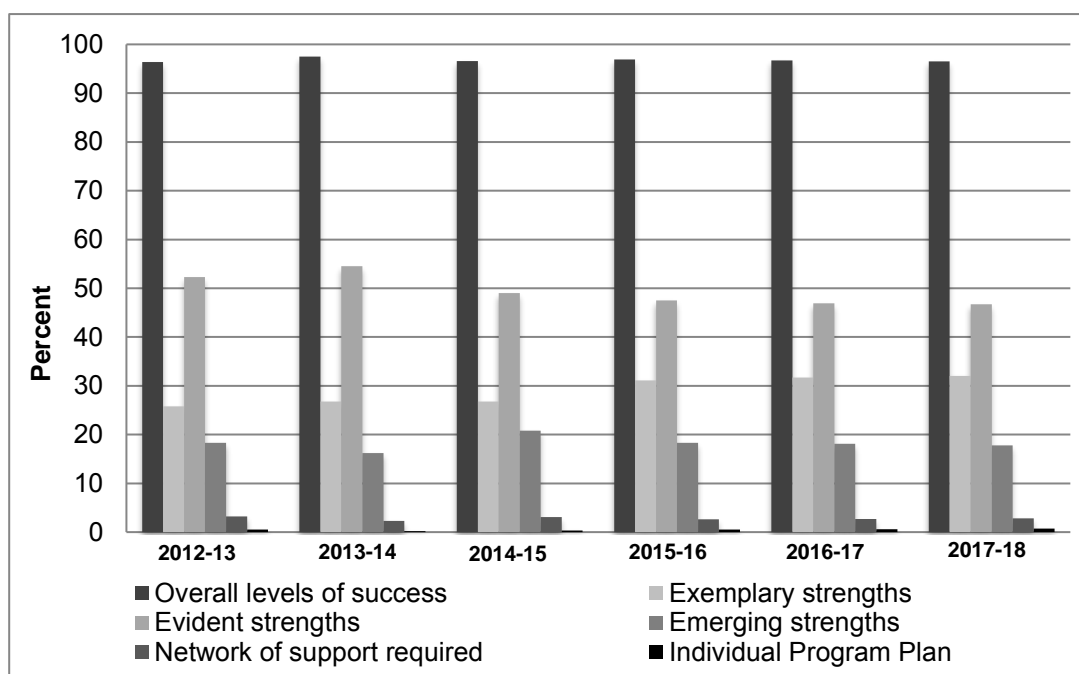
The Chief Superintendent interprets *ambiguity* to mean learning that has an element of uncertainty or that can be understood in more than one way.

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

Board-approved Indicators and 2017-18 results |

- Percentage of students in kindergarten to grade 9 reported to engage in learning with confidence and persistence; as measured by student report cards.⁴

Engages in learning with confidence and persistence.						
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Exemplary Strengths	25.8	26.8	26.8	31.1	31.7	32.0
Evident Strengths	52.3	54.5	49.0	47.5	46.9	46.7
Emerging Strengths	18.3	16.2	20.8	18.3	18.1	17.8
Network of Support Required	3.2	2.3	3.1	2.6	2.7	2.8
Individual Program Plan	0.5	0.2	0.3	0.5	0.6	0.7
Overall levels of success	96.4	97.5	96.6	96.9	96.7	96.5



- Target 2017-18: No target set as there was no concern

⁴ Indicators for this report card measure are:

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

2. Percentage of high school students who report they are comfortable learning about things that don't have a single right answer; as measured by the **Ambiguity and Complexity Summary Measure** from the CBE Student Survey.

Results 4: Personal Development was a minor focus on the 2017-18 CBE Student Survey. The questions that inform this summary measure were not asked.



4.4 Take risks appropriately.

Board-approved Interpretation |

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

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

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

Board-approved Indicators and 2017-18 results |

1. Percentage of students who report they try new things in their learning even when they are not guaranteed success; as measured by Overall Agreement on the **Risk-taking Summary Measure** from the CBE Student Survey.

Results 4: Personal Development was a minor focus on the 2017-18 CBE Student Survey. The questions that inform this summary measure were not asked.

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

Board-approved Interpretation |

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

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

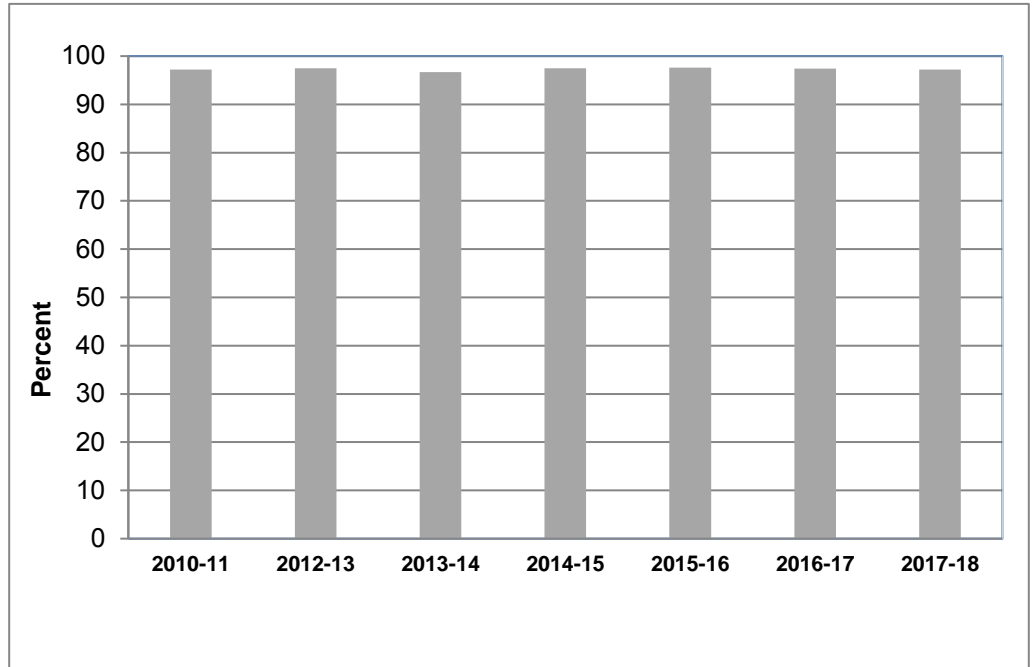
The Chief Superintendent interprets *healthy attitudes and actions* to mean understandings, values, decisions and behaviors that promote physical, social and emotional well-being.

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

Board-approved Indicators and 2017-18 results |

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

Students experiencing success with Health/CALM learning outcomes.						
2011 -12	2012 -13	2013 -14	2014 -15	2015 -16	2016 -17	2017 -18
97.2	97.5	96.7	97.5	97.6	97.4	97.2



- Target 2017-18: No target set as there was no concern

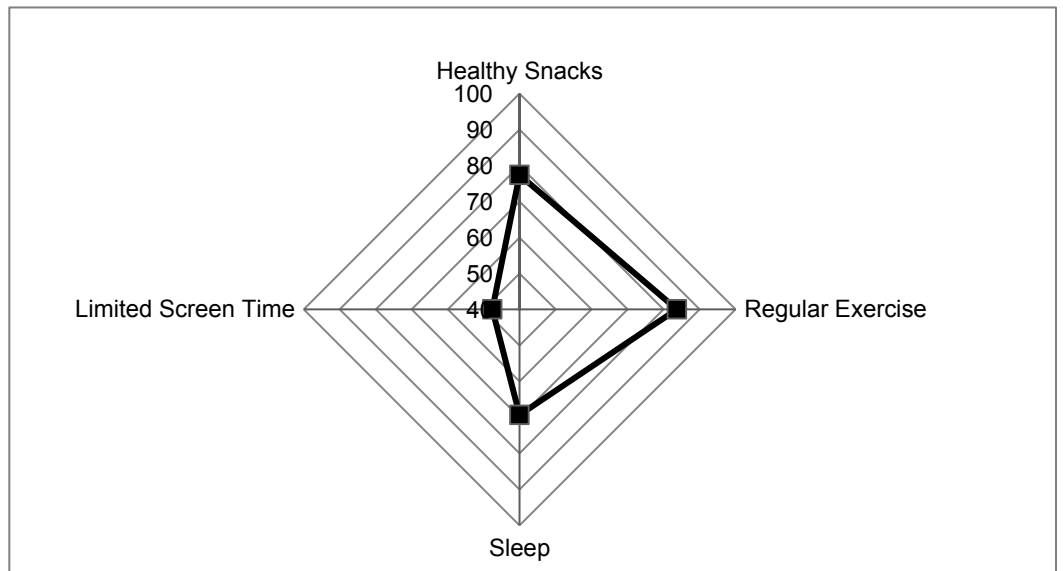
Based on a comparison of the 2017-18 results to the Previous 3-Year Average and using Alberta Education's Accountability Pillar chi-square range for the Improvement Measure evaluation, the results above would be considered statistically *Improved*.

2. Percentage of students who report they make decisions that keep them physically healthy; as indicated by the Overall Agreement of the **Physical Health Summary Measure** from the CBE Student Survey.

Physical Health Summary Measure	
	2017-18
Overall Sample Size	71422
Overall Agreement (%)	69.5

Physical Health Summary Measure by Grade	
Overall Agreement (%)	2017-18
Grade 5	81.5
Grade 6	78.5
Grade 8	67.7
Grade 9	64.2
Grade 11	63.1
Grade 12	61.8

Question Theme	Overall Agreement (%)
Healthy Snacks	77.4
Regular Exercise	83.7
Sleep	69.3
Limited Screen Time	47.6



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

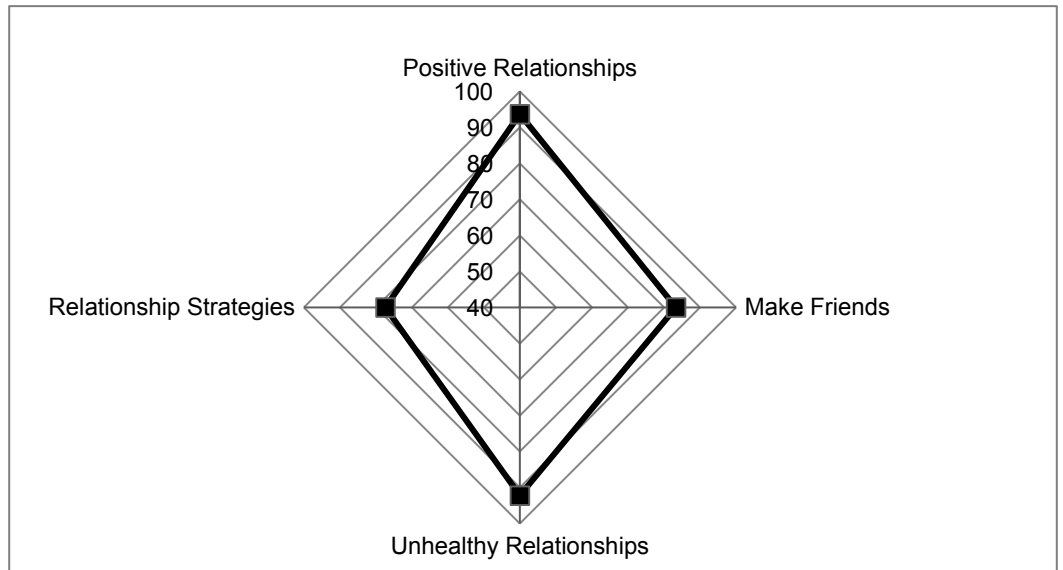
This target has not been met

3. Percentage of students who report they make decisions that keep them socially healthy; as indicated by the Overall Agreement of the **Social Health Summary Measure** from the CBE Student Survey.

Social Health Summary Measure	
	2017-18
Overall Sample Size	74 198
Overall Agreement (%)	86.7

Social Health Summary Measure by Grade	
	2017-18
Overall Agreement (%)	
Grade 5	89.4
Grade 6	88.2
Grade 8	85.4
Grade 9	84.9
Grade 11	86.0
Grade 12	86.0

Question Theme	Overall Agreement (%)
Positive Relationships	93.7
Make Friends	83.3
Unhealthy Relationships	92.2
Relationship Strategies	77.4



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

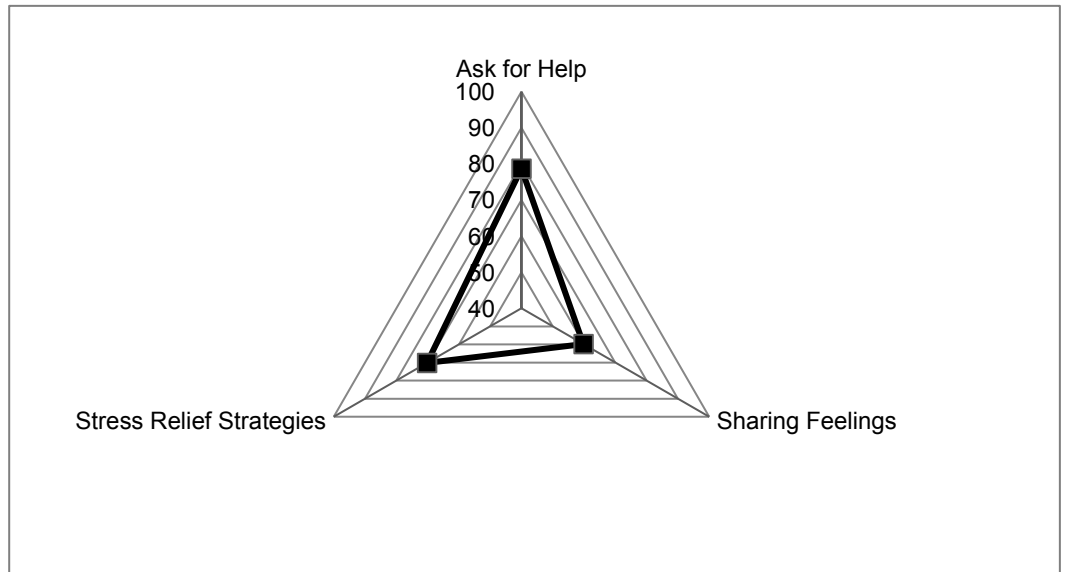
This target has not been met

4. Percentage of students who report they make decisions that keep them emotionally healthy; as indicated by the Overall Agreement of the **Emotional Health Summary Measure** from the CBE Student Survey.

Emotional Health Summary Measure	
	2017-18
Overall Sample Size	74 306
Overall Agreement (%)	69.6

Emotional Health Summary Measure by Grade	
Overall Agreement (%)	2017-18
Grade 5	78.2
Grade 6	73.6
Grade 8	64.1
Grade 9	64.5
Grade 11	67.7
Grade 12	69.2

Question Theme	Overall Agreement (%)
Ask for Help	78.7
Sharing Feelings	59.8
Stress Relief Strategies	70.2



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

This target has not been met

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

Board-approved Interpretation |

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

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

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

Board-approved Indicators and 2017-18 results |

1. Percentage of students who report they can use technology to help them learn; as measured by Overall Agreement of the **Learning Technology Summary Measure** from the CBE Student Survey.

Results 4: Personal Development was a minor focus on the 2017-18 CBE Student Survey. The questions that inform this summary measure were not asked.

2. Percentage of students who report they use technology to explore personal interests and ideas; as measured by Overall Agreement of the **Technological Fluency Summary Measure** from the CBE Student Survey.

Results 4: Personal Development was a minor focus on the 2017-18 CBE Student Survey. The questions that inform this summary measure were not asked.

3. Percentage of students who report they use technology to communicate effectively with others; as indicated by Overall Agreement of the **Technological Communication Summary Measure** from the CBE Student Survey.

Results 4: Personal Development was a minor focus on the 2017-18 CBE Student Survey. The questions that inform this summary measure were not asked.

4. Percentage of students who report they can assess critically information presented in online environments; as measured by Overall Agreement of the **Technological Critical Thinking Summary Measure** from the CBE Student Survey.

Results 4: Personal Development was a minor focus on the 2017-18 CBE Student Survey. The questions that inform this summary measure were not asked.

Targets | 2018-19

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

Chief Superintendent Targets

Policy 4.1

- Indicator 1 – Target for 2018-19: results at or above 19.5%
- Indicator 2 – Target for 2018-19: The first administration of the new student survey questions related to this indicator will be on the 2018-19 survey. With this comes new baselines.
- Indicator 3 – Target for 2018-19: The first administration of the new student survey questions related to this indicator will be on the 2018-19 survey. With this comes new baselines.

Policy 4.2

- Indicator 1 – Target for 2018-19: results at or above 97.0%
- Indicator 2 – Target for 2018-19: The first administration of the new student survey questions related to this indicator will be on the 2018-19 survey. With this comes new baselines.
- Indicator 3 – Target for 2018-19: The first administration of the new student survey questions related to this indicator will be on the 2018-19 survey. With this comes new baselines.
- Indicator 4 – Target for 2018-19: The first administration of the new student survey questions related to this indicator will be on the 2018-19 survey. With this comes new baselines.

Policy 4.3

- Indicator 1 – Target for 2018-19: results at or above 96.5%
- Indicator 2 – Target for 2018-19: The first administration of the new student survey questions related to this indicator will be on the 2018-19 survey. With this comes new baselines.

Policy 4.4

- Indicator 1 – Target for 2018-19: The first administration of the new student survey questions related to this indicator will be on the 2018-19 survey. With this comes new baselines.

Policy 4.5

- Indicator 1 – Target for 2018-19: results at or above 97.3%
- Indicator 2 – Target for 2018-19: improvement on baseline summary measure.
- Indicator 3 – Target for 2018-19: improvement on baseline summary measure.
- Indicator 4 – Target for 2018-19: improvement on baseline summary measure.

Policy 4.6

- Indicator 1 – Target for 2018-19: The first administration of the new student survey questions related to this indicator will be on the 2018-19 survey. With this comes new baselines.
- Indicator 2 – Target for 2018-19: The first administration of the new student survey questions related to this indicator will be on the 2018-19 survey. With this comes new baselines.
- Indicator 3 – Target for 2018-19: The first administration of the new student survey questions related to this indicator will be on the 2018-19 survey. With this comes new baselines.
- Indicator 4 – Target for 2018-19: The first administration of the new student survey questions related to this indicator will be on the 2018-19 survey. With this comes new baselines.

Board of Trustees Targets

None

ATTACHMENT

Attachment I: Student-Contributed Examples of Personal Development in Action

APPENDIX

Appendix I: Results 4 | CBE Student Survey Questions & 2017-18 Results

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

Student-Contributed Examples of Personal Development in Action

- The transition from junior high to high school is an exciting but also very nerve-racking, empowering change that takes time for students to get used to. Change is a very uncomfortable experience, and I isolated and boxed myself up, not trying anything new or taking chances as a coping mechanism to deal with it. It started when I looked through my past projects, and recognized that they were still part of my identity regardless of my location, and the transition to a new high school would only allow me to build on those lego blocks instead of tearing them down.

When I part of a Science Club, the leading teacher once told me a metaphor about how failure is a hard thing, but you have to take opportunities and try things regardless of the outcome. You'll fail the first time but you'll also learn something from those failures which will help you overcome the situation when you give it another shot. That was my turning point, my "Aha moment" in which I realized that I have the ability to lose myself or find myself again, and it has to come from within first in order for me to find it out in the real world. I began to search for new opportunities and learning experiences, find like-minded people and accept change for what it is. After the realization I had, I began to further involve myself in the school community by joining clubs and council groups that acted as a platform for me to share my learnings and find others who are faced with the same challenges. Talking to other students about how I felt in losing myself made me empathize and realize how I was not the only one who feared all the changes. Joining clubs, improved my self-confidence and self-awareness in terms of growth by helping me be resilient from my findings of failures. My "Aha moment" granted me the opportunity to join the Chief Superintendent Student Advisory Council as a school representative who can now give voice to all those other high school students struggling with the junior high to high school transition.

- As a learner, I'm very strong in the subjects of math and science, everything just makes logical sense. However, I found English incredibly challenging. English was such a challenge that it was actually affecting my ability to communicate in other subjects. By working closely with my English teacher, I was able to slowly learn proper sentence structure, dictation, and clarity in my work so that it wasn't holding me back in my other core subjects.

Through the support my teacher gave me I began to accept not just her help but started using peer feedback to learn, I was apprehensive at first about how other students would mock me for the "simple" mistakes I was making. With the help of my teacher, I was able to find students who had competence where I was struggling, wouldn't mock me for my mistakes, and would take the time to teach me where I went wrong rather than just fixing the mistakes in five minutes. Because of the supportive nature of the people who helped me, I learned it was okay to ask for help on something I'm struggling on. I've also learned that when my peers are struggling, I should offer myself to help them in the same manner my teacher did and help them in the same way as the people who helped me.



- One of the best pieces of advice I've ever heard at school was from a gym teacher who came in as a substitute for a semester when my original teacher fell sick, and it gave me the motivation and determination to increase my work ethic. The advice she gave came after a group of boys asked why it mattered that we tried learning new sports, especially if the odds of us ever playing it again was slim. What was the point of trying if it seems meaningless and difficult? She sat us down and explained that we did not need to like a particular sport, just the action of trying and expanding our set of abilities was worth it to put effort in. To set yourself up for success in anything in life, you need to expose yourself to new and strange situations to gain an appreciation for what you do like. She said that our future jobs and life situations, even if they were our dream jobs, would contain tasks that we would not enjoy or we would find difficult. Gaining experience and still putting in the effort will set you up for success.

This had a big impact on my mindset when it came to anywhere I felt like giving up. Not only was I more inclined to put effort into new or unfamiliar sports, but into the subjects that I did not enjoy. Ultimately it stuck with me and I learned that even if I disliked something, it was worth trying, even if I did not gain anything huge out of it. Where once there were limitations, there became opportunities. A negative perspective turned into a challenge worth taking. I began to apply this to all my subjects and I strived to give all my effort into both tasks that I found easy and difficult. As a result, my grades increased and though I still struggled with Social Studies for example, I became more well-rounded and appreciative of the subjects I excelled at.

- In my Physics class at school, I received a 50% on an important unit test. As a result, not only did my grade drop substantially, but my stress level in getting to my desired grade grew by a lot. At first, I felt depressed, angry, confused as to how I could have done so badly on the test since Physics was one of my stronger subjects. It felt as if the world had collapsed on me and nothing I could do would bring my grade back up again. After having a serious discussion with my teacher, I realized that I had not been putting enough effort into fully understanding the key concepts of each chapter and was merely memorizing the formulas and answers to certain questions. As a result, many more conceptual questions on the unit test which I thought I had answered correctly, were wrong. I knew that in order to improve in the class, I had to work out every detail that I missed on the test and comprehend how and why I did it wrong. For the next week after the test, I went every single day to Physics tutorials where I went through every question and every answer with my teacher. During that time, I felt frustrated when I couldn't understand a concept, stressed because my errors seemed endless, and sometimes hopeless about my ability to persist through. However, with the encouragement of my teacher, I was able to not fall off the tracks and grasp every detail with grit. Currently, I feel proud of myself for continually working hard in the face of difficulty to improve myself academically and continue to stay strong mentally to face new academic challenges.
- After grade 6 I decided that I wanted to attend a French immersion middle school because I had been interested in learning French for a while. But learning another language was not as easy as I thought it would be. The first month of school was a very difficult time for me. I struggled in a lot of subjects and was having a difficult time understanding things being taught in class. I felt like I was the only one who was having a hard time and stopped trying as hard as I should have. I was ready to drop out but while I was walking on the street I had a little conversation with a woman who spoke French fluently. My French was not the greatest but she was very nice, and smiled and

corrected me politely. After she had left realized I still really wanted to learn French. It was going to be hard but I had to work harder if I wanted to improve. For the next couple of months, I watched French TV shows, read easy French books and did everything I could to help improve my French. It was really hard for me especially since I didn't see results right away and sometimes it felt like my hard work was useless. I slowly began to do better and to this day I'm very grateful I stuck through to the very end. The teachers of course, were nothing but supportive. They answered all of my questions with patience and kindness, and took extra time to help me learn content I was confused with. Last year I won an award for my FLA class, and I realized how grateful I am that I didn't give up and tried my best until the very end. Most of my success in French is due to the countless of wonderful CBE teachers that helped me throughout the way, and my perseverance with facing the obstacles that stood in my way.

- I love doing sport, and am a naturally athletic person. I love participating in school sports, and in Junior High, made all the sports teams I tried out for each and every year. In my first year of high school, I tried out for the volleyball team, and made the team. I was so happy, and thought I was going to continue my lucky streak throughout high school. That was until I tried out for the basketball team. I was at tryouts everyday. Each day people got cut, and I made it to the next day.

On the last day of tryouts when the final team was announced, I was cut. I did not make the team. I was devastated. This was the first time that I was ever cut from a team. I worried about what I will do with all the time that I had available to myself. The next day I went to the coaches and asked them what they would have liked to see from me in order to make the team. They explained to me that my offensive play is not really good, and that I need to work on that. I asked them if they would be willing to give me drills and practices that I could do by myself so that I can improve those skills.

I was at every game, and even though it was very difficult to watch from the side lines, I used it as a learning opportunity by watching their skills and offensive plays. I practiced the drills the coaches gave me, played lots of one-on-one during lunch time, and kept a positive outlook. This year, in Grade 11, I was right there when basketball tryouts came along. There was so much talent, but I kept a positive attitude and made the team. I learned that to perform in a sport, you have to be truly dedicated and determined to work hard to make the team.

- For about six months of my high school career, I found that my state of physical health was slowly deteriorating. I was extremely stressed, and found it increasingly hard to sleep well at night, yet I didn't take care of myself. The more it progressed, the harder I found it to focus during classes, causing me to fall more behind and be increasingly stressed. However I still found myself stuck in this negative loop, and was confused as to how to break it. Unfortunately, I found myself somewhat floating everyday, not getting worse yet not healing either. This went on for a few months.

Fortunately, one of my teachers noticed I had began struggling, and addressed it with me. That teacher recommended that I have conversations with all my other teachers about how I was feeling. Taking that advice, I found immediately that they were all more concerned about my mental and physical well-being than they were about me being a couple days behind. With that advice, and their understanding, I was able to take two days off to collect myself again and address the issues around sleep and stress I was

having. Returning back to my classes after those couple days, I saw a huge change in how I was feeling, my ability to focus in class and do work. Aside from learning to prioritize my well-being, the things my teachers told me during our conversations about well-being and health in general that will stick with me for the rest of my high school and post-secondary careers.

- Throughout my entire childhood, going to school had always been my biggest challenge. Though it was difficult to pinpoint, the lack of control that I felt going to school was a personal problem of mine that I needed to teach myself to overcome. In seventh grade, when I joined an online learning program, I was able to relieve all feelings of anxiety by avoiding a traditional classroom setting. However, being an otherwise sociable person, I felt very lonely sitting at home all day long for five days of the week, and not having any friends through school to make the weekends more enjoyable. My school had been occasionally offering various field trips and games days, but for the first few months of my journey, I avoided them at all costs. Being such an active participant online, one of my teachers reached out to me and suggested that I come to the next event, which was a yoga session. Immediately, my instinct was to decline the invitation; but after pondering the idea for a few days, I decided that I was going to do whatever it took to force myself to attend that event. I mentioned the idea to my therapist at the time, who also encouraged me to attend, and we talked for hours about all the potential outcomes of this event.

Waking up, getting ready, and getting in the car that morning was mentally one of the most exhausting things I had ever done. Once I arrived a few minutes later, I was able to take a breath of relief. I realized that the school wasn't so scary. It was bright and sunny, and my teacher and peers welcomed me graciously. The hour and a half flew by, and before I knew it, my mom had come to pick me up. Although quiet and shy, I had such a good time being in the presence of so many other awesome people. That day was a turning point for me; I was forever devoted to attending any other school event that I could from that day on. Just two years later, I found myself as the head of the school's student leadership team. Even though I was in online school, I was able to find a sense of community. The courage I had to overcome my own internal struggle on that day changed my entire school experience from that point on.

- At our school, students have to option to volunteer for Speakers Bureau. Speakers Bureau was created to allow students to have to have the option to take on public speaking opportunities. This opportunity allows students to gain public speaking skills, as more often than not, students are encountered with groups of fifty or more people. Speakers Bureau not only helps students overcome their fear of public speaking, but the program encourages youth to excel in public speaking, ultimately, making the whole process less frightening. I have personally taken part in Speakers Bureau, and have publicly spoken for a combined total of over one hundred minutes. The teachers are extremely supportive in aiding students, such as myself, when creating presentations and scripts. This helps students overcome the anxiety often associated with public speaking. Additionally, grade ten students take part in a public speaking unit as part of their English Language Arts class. In this unit, experts come in to talk to students, teach students the basics of public speaking, and allow the students to speak in front of their peers about topics they are passionate about.

The Speakers Bureau and the public speaking unit exemplify personal development as public speaking allows students to take risks, continually improve on an extremely important skill, and allows students to make mistakes and learn from them. The other important element associated with public speaking is the opportunity to allow students to speak up about issues that they are passionate about. Students can do this by addressing topics that may be a subject of common concern, or by allowing students to represent or be stewards of their topic in which they represent. I personally publicly spoke about my experience, and others' experiences, with bullying. Being able to help make positive change within our school community by speaking up about a topic in which I greatly care about, was important to me. And as a result of this, I would say that the program was a vital part of my personal development. I am extremely grateful to have had the opportunity to take part in this enlightening program.

- I am someone who has a hard time adjusting to change, and as a result entering a new school has always been a stressful experience for me, so the transition to high school from junior high where I was comfortable was not the easiest thing for me to do. I have always felt that adjusting to and connecting to my school was important, but I was finding it hard to do so during the beginning of my grade 10 year. However, I knew that giving up was not going to be the answer, and I took it day by day. I was also very fortunate to have my Science teacher checking in on me, and supporting me throughout the hardships that I was having. She checked in on me while I was in her classroom seeking help for flex, or when we happened to pass each other in the hallways. She went out of her way to make sure that I was okay, and that I could be successful. Another teacher that I had known previously also heard about what was happening and he began to check in on me as well, and made time to chat outside of our regular time table whether it be through TA, flex, before and after school, or lunch. Looking back, I was able to overcome this hardship and achieve one of the first things I wanted to at school which was establishing a connection with my school community, and finding a place where I belonged. I was able to gain confidence and find friends that shared the same values as I did, and who truly cared about me. I also built a support group of teachers that I knew I could go to, to navigate through the challenges of high school.
- When I was younger I did not participate in much, causing me to not really know what made me the person I will grow up to be, I did not have any skills or hobbies that I had enjoyed. When I was about 14, I had been approached by one of my gym teachers asking if I would like to play basketball for the school team. This one question had been a shock to me as I had never thought of basketball, because I am not tall and I thought that you had to be tall to play basketball. I was very wrong. The more I played with my school, the more I was able to understand what it really meant to be a basketball player. I understood that a defensive player was just as good as an offensive player, if you could jump higher than them then who cares about height, and finally it was being a team player that made me the player I am today.

I would like to thank that one gym teacher who had open a door to a sport that I never knew was an option for me. Even though on the surface I had found a sport that I am now interested, it also taught me how important it is for someone to try new things even if you think it is not possible for you based on what you know. Because of this basketball experience, I have been able to have personal development in all of my activities that I have recently tried. My new way of thinking to just always try and try again even if you fail the first time has allowed me to be more confident and outgoing, as well as more willing to be adventurous and curious about life.

appendix

Results 4 | CBE Student Survey Questions & 2017-18 Results

Questions are for students in grades 5, 6, 8, 9, 11, and 12 unless otherwise indicated

Note | n/a indicates this question was not asked on the 2017-18 survey because Results 4 was a minor focus that year.

Policy 4.1

Indicator 2 – Resiliency and Perseverance Summary Measure

Question	Overall Achievement (%)
1. I feel confident I can overcome challenges in my learning.	n/a
2. When I struggle with my school work, I can get through it and fix it.	n/a
3. I try hard at school even when I find it challenging to succeed in my learning.	n/a
4. I want to keep learning even when I experience a setback.	n/a

Indicator 3 – Adaptability Summary Measure

Question	Overall Achievement (%)
1. I like learning new things at school even if I sometimes find it challenging.	n/a
2. I can adapt to new situations even when under stress or pressure (e.g., Provincial Achievement Test, Diploma Exam, pop quiz).	n/a
3. I can change to meet the needs of new situations at school.	n/a

Policy 4.2

Indicator 2 – Self-Improvement Summary Measure

Question	Overall Achievement (%)
1. [11,12] I want to set and achieve learning goals.	n/a
2. [11,12] I set goals for my learning and work towards them.	n/a
3. [11,12] I have the support I need from my school to set learning goals and work towards them.	n/a

Indicator 3 – Self-Advocacy Summary Measure

Question	Overall Achievement (%)
1. [11,12] I ask questions in class when I have them.	n/a
2. [11,12] I bring my own ideas to learning tasks and activities at school.	n/a
3. [11,12] I am curious about the things I am learning at school.	n/a
4. [11,12] I can defend my thinking when I answer a question.	n/a

Indicator 4 – Self-Reflection Summary Measure

Question	Overall Achievement (%)
1. [11,12] I can bounce back after a setback in my learning (e.g., an unexpected low mark).	n/a
2. [11,12] When I'm upset with someone, I try to take the perspective of that person for a while.	n/a
3. [11,12] I use feedback to improve my learning.	n/a

Policy 4.3

Indicator 2 – Ambiguity and Complexity Summary Measure

Question	Overall Achievement (%)
1. [11,12] I can accept someone else’s answer to a question even if it is different than my own.	n/a
2. [11,12] I am comfortable learning about things that may have more than one answer.	n/a
3. [11,12] I try to look at all sides of an issue before I make a decision.	n/a
4. [11,12] I understand that there are at least two sides to every issue and I try to understand them.	n/a

Policy 4.4

Indicator 1 – Risk-taking Summary Measure

Question	Overall Achievement (%)
1. I am willing to try new things in my learning even if I’m not sure I will be successful.	n/a
2. When I learn about a new way to use school technology, I want to try it.	n/a
3. I try to join in when others are learning something I’m interested in.	n/a

Policy 4.5

Indicator 2 – Physical Health Summary Measure

Question	Overall Achievement (%)
1. I take care of myself by choosing healthy snacks when I am able.	77.4
2. I take care of myself by exercising regularly when I am able.	83.7
3. I take care of myself by getting enough sleep when I am able.	69.3
4. I take care of myself by making sure I don't have too much screen time (e.g., TV, computer, tablet, cell phone).	47.6

Indicator 3 – Social Health Summary Measure

Question	Overall Achievement (%)
1. I have positive relationships with friends and family.	93.7
2. I can easily make and keep friends.	83.3
3. I know when my friendships or relationships become negative or unhealthy.	92.2
4. If a relationship is no longer positive, I know what strategies I can use to address it.	77.4

Indicator 4 – Emotional Health Summary Measure

Question	Overall Achievement (%)
1. I ask for help when I need it.	78.7
2. I talk to my caregivers, friends, classmates, and/or teachers about how I feel.	59.8
3. I have strategies that I can use for myself when I feel stressed about school.	70.2

Policy 4.6

Indicator 1 – Learning Technology Summary Measure

Question	Overall Achievement (%)
1. I use technology to help my learning.	n/a
2. I feel comfortable using the technology available at school to help me learn.	n/a
3. I have enough opportunity to use technology in my learning.	n/a

Indicator 2 – Technological Fluency Summary Measure

Question	Overall Achievement (%)
1. I have the skills I need to use technology at school to help me in my learning.	n/a
2. When I learn about a new way to use school technology I want to try it.	n/a

Indicator 3 – Technological Communication Summary Measure

Question	Overall Achievement (%)
1. I treat people with the same respect online as I would face-to-face.	n/a
2. I communicate online the same way I do face-to-face.	n/a
3. I am careful about what I share online.	n/a

Indicator 4 – Technological Critical Thinking Summary Measure

Question	Overall Achievement (%)
1. When I see information online, I can tell if it is true or made up.	n/a
2. When I'm reading information online, I can tell if it is true or made up.	n/a
3. I trust the information I see online.	n/a

operational
expectations
monitoring report

OE-2: Learning Environment/Treatment of Students

Monitoring report for the
school year 2017-2018

Report date:
April 9, 2019

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 2: Learning Environment/Treatment of Students, the Chief Superintendent certifies that the proceeding information is accurate and complete.

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



Signed: _____
Christopher Usih, Chief Superintendent

Date: April 2, 2019

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 2: Learning Environment/Treatment of Students, the Board of Trustees:

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

Summary statement/motion of the Board of Trustees:

Signed: _____
Chair, Board of Trustees

Date: _____

OE-2: Learning Environment/Treatment of Students

Executive Summary

The Board of Trustees believes that it is essential to establish and maintain a learning environment that is welcoming, caring, safe, respectful and conducive to effective learning for each student.

This Operational Expectation establishes the Board of Trustees values and expectations for the Calgary Board of Education's work in providing learning environments that support student success.

The Chief Superintendent's reasonable interpretation for OE 2: Learning Environment/Treatment of Students was approved on May 1, 2012 and revised on October 10, 2017. The Board of Trustees last monitored OE 2 (formerly OE 11) on December 5, 2017. This report includes data available from the 2017-2018 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
2.1	2.1.1	Compliant
2.1	2.1.2	Noncompliant
2.1	2.1.3	Compliant
2.1	2.1.4	Noncompliant
2.1	2.1.5	Compliant
2.1	2.1.6	Compliant
2.1	2.1.7	Compliant



OE-2: Learning Environment/Treatment of Students

The Board of Trustees believes that it is essential to establish and maintain a learning environment that is welcoming, caring, safe, respectful and conducive to effective learning for each student.

Board-approved Interpretation

It is crucial that a learning environment is created and sustained that enables students to participate fully in their learning.

The Chief Superintendent interprets:

- *learning environment* to mean those situations when students are engaged in instruction and activities related to Alberta Education’s Programs of Study and where students are supervised by Calgary Board of Education employees. Learning environments include approved off-site activities.
- *safe* to mean a learning environment that is free from potential harm to students and their well-being.
- *respectful* to mean a learning environment that is caring and where students feel they are treated fairly.
- *conducive to effective learning* to mean a learning environment that provides the conditions and encouragement necessary for students to achieve at the level appropriate to them. In this learning environment students are engaged in their learning and are challenged to stretch and grow.

The Chief Superintendent shall:

2.1	Provide safe and positive learning conditions for each student that foster a sense of belonging and a respect for diversity.	
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OE-2: Learning Environment/Treatment of Students**Board-approved Interpretation**

CBE is responsible for creating a learning environment where students are welcomed and appreciated as unique individuals.

The Chief Superintendent interprets:

- *positive learning conditions* to mean circumstances and environments that are encouraging, supportive, stimulating and engaging.
- *sense of belonging* to mean that students know and understand that their participation in and contributions to learning are welcomed.
- *respect for diversity* to mean acceptance and inclusion of individuals exhibiting the full range of human characteristics and abilities (uniqueness within humanity).

Board-approved Indicators and Evidence of Compliance |

1. A clearly defined, system wide student code of conduct is implemented and reviewed annually.	Compliant
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The organization is compliant with this indicator.

Evidence statement

Every principal (100%) responded positively that they made the students, staff and parents aware of the system Student Code of Conduct in 2017-2018. The Student Code of Conduct was implemented in the 2015-2016 school year. In the first year, it was reviewed from a system perspective through a focus group, and in the second year, 2017-2018, it was reviewed through a legal review.

2. 100% of schools will practice an emergency plan that includes fire drills and lockdown procedures.	Noncompliant
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The organization is noncompliant with this indicator.



OE-2: Learning Environment/Treatment of Students*Evidence statement*

All principals, 100%, reported that at least three (3) fire drills were held in the 2017-2018 school year. 86% of schools reported at least one (1) lockdown.

There are seven CBE schools hosted out of another organization's building. These seven schools work collaboratively with their hosts to ensure emergency drills are practiced.

3. The percentage of student responses indicating agreement with the safe and caring suite of questions from the Calgary Board of Education Annual Safe and Caring Schools result, as determined by Alberta Education's Accountability Pillar Survey will be maintained (plus or minus 2 percentage points).	Compliant
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The organization is compliant with this indicator.

Evidence statement

The percentage of student responses indicating agreement with the safe and caring suite of questions, on the 2017-2018 Calgary Board of Education Annual Safe and Caring Schools, as determined by the Accountability Pillar Survey was 83.2%. The result is 1.6 percentage points below the 2016-2017 result of 84.8% meeting expectations of maintaining previous results within two percentage points.

4. Principals confirm that each volunteer has security clearance prior to beginning their volunteer service.	Noncompliant
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The organization is noncompliant with this indicator.

Evidence statement

99.58% of principals responded positively that each volunteer had a security clearance prior to beginning their volunteer service. One school responded negatively citing two incidents of noncompliance, 0.42%. On one occasion, the



OE-2: Learning Environment/Treatment of Students

teacher did not catch the lapse in a security clearance before the trip. On another occasion, the teacher caught the lapse in security clearance while on the field trip, and moved the students to another group with a parent who had their clearance. Both situations were reported to the Area Director and both parents renewed their clearance.

5. Low recidivism for students having involvement with the CBE Attendance Team.	Compliant
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The organization is compliant with this indicator.

Evidence statement

To date, between 2017/2018 and 2018/2019 school years, the attendance team has had consultation re-referrals on 56 (13%) students of the 444 referrals received in the 2017/2018 school year.

6. Principals confirm that transitions between schools for students with Individual Program Plans have been supported through planning meetings and identified plans.	Compliant
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The organization is compliant with this indicator.

Evidence statement

Principals responded with 100% confirming the use of planning meetings and identified plans in supporting students' transitions to new schools. Two schools responded with N/A. One indicating students had support, but there was not a formalized transition plan. A secure specialized setting responded with it not being applicable to that location due to the transience and short-term attendance of the population.



OE-2: Learning Environment/Treatment of Students

7. Principals confirm all requests for the establishment of student organizations promoting welcoming, caring respectful and safe learning environments are supported.	Compliant
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The organization is compliant with this indicator.

Evidence statement

There is overwhelming evidence of principals and their staffs' commitment to promoting welcoming, caring, respectful, and safe learning environments. Many schools, 42%, already have GSAs in place, and in situations where a GSA was requested, the students were supported in the establishment of one. All existing GSA's are in the middle/junior high/high schools. There have been no requests for GSAs in our elementary schools.

All schools are supporting students through student organizations such as GSAs or clubs to create a warm, welcoming, caring and respectful environment. In schools where principals indicated that students had not requested student organizations, principals indicated the students would be supported if a club was requested. Principals also identify whole school initiatives such as character education, Circle of Courage, or the Leader in Me.

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



OE-2: Learning Environment/Treatment of Students

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.



attachment | **OE-2: Learning Environment/Treatment of Students**

Capacity Building

2.1.2 100% of schools will practice an emergency plan that includes fire drills and lockdown procedures.

April 9, 2019

Superintendents will work with Area Directors to examine underlying issues around emergency drill practices. We continue to work on our reporting and data processes to ensure greater coherence. Work will be done through Area principal meetings and system meetings to ensure compliance and consistency with emergency drill practices by creating clarity on process and reporting.

report to Board of Trustees

High School Utilization by 2023

Date	April 9, 2019
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih, Chief Superintendent of Schools
Purpose	Information
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-9: Facilities
Resource Person(s)	Anne Trombley, Manager, Planning

1 | Recommendation

It is recommended:

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

2 | Issue

Enrolment in high school (GR10 to GR12) is projected to increase from 27,567 students in September 2018 to just over 34,000 students for the 2023/2024 school year. On March 23, 2018, the Calgary Board of Education (CBE) received funding to design a new high school on a site located in the north Calgary community of Coventry Hills. To date, the Province has not provided approval and funding to construct this high school although such funding was mentioned within the speech from the throne delivered on March 18, 2019.



3 | Background

School boards are required to review their needs for new space and substantiate their applications annually as part of their Three-Year School Capital Plan submission. Capital projects are reviewed and prioritized by Alberta Education prior to being submitted to the government's Capital Planning Prioritization Process led by the Treasury Board.

High school sites require larger land parcels that will service multiple communities. As such the land required for these sites is acquired under the Joint Use Agreement (JUA), a tripartite agreement between the City of Calgary (the City), CBE and Calgary Catholic School District (CCSD). These sites are identified during the regional context study phase when developments that are planned for a minimum of 50,000 to 60,000 residents are considered for approval by the City. Accordingly, new high school priorities are only considered where a site is available.

Additionally, the Alberta Education School Capital Manual requires school sites submitted within a Three-Year School Capital Plan to be developed/serviced to a level that will allow construction of a school. Site readiness is reviewed by the CBE on an annual basis and includes but is not limited to:

- receiving land title for the site, complete with legal description and appropriate zoning;
- services (water, sewer, electricity, etc) are in place and ready to hook up;
- site has suitable topography and no geotechnical or foundational concerns (for construction);
- environmental assessments are complete; normally already completed by the developer through FAC and CCC obligations to the City;
- confirmation the site exists outside of the 1:500 year floodplains; and
- site has adequate access for both construction and usage.

Sites for high schools are typically 22 acres of which approximately 50% is provided by developers as a land dedication and the other 50% is purchased through the joint use fund. The joint use fund is also used to purchase land for regional recreational facilities. The joint use fund is administered by the Joint Use Coordinating Committee (JUCC) of which CBE is a member. The reserve fund revenue stream is predominantly dependant on cash in lieu being paid by industrial and commercial development in place of dedication of reserve land. As future industrial and commercial development talks place, there will be an increase in reserve fund revenue. However, since this is market dependant, contributions beyond the five-year timeframe can be difficult to project.

In the Three-Year School Capital Plan 2020-2023, the CBE included a new high school in north Calgary as the number two priority for new school construction. No additional high schools were requested in this plan as the CBE does not have any other high school sites that have been procured by the JUA and that are sufficiently serviced for construction to begin within the next 12 months.

Attachment I is a map indicating the locations of all current CBE high schools as well as the locations of future high school sites. The timing for development and servicing of school sites is dependent on the pace and staging of any given community. Participation on both the JUCC and Site Planning Team, a subsidiary of JUCC, allows the CBE to be apprised by developers and the City regarding where and when development is happening both now and in the future.

The table below summarizes the location and potential timeline for purchase/servicing of future high school sites:

Planning Sector	Future High School Site Location (Area Structure Plan)	Anticipated Timeline for Site Purchase/Readiness
North		
	Livingston	Beyond 5 years
	Glacier Ridge	Beyond 5 Years
	North Regional	Beyond 10 Years
Northeast		
	Cornerstone	1 to 2 years
East		
	Belvedere	Beyond 5 Years
South		
	West Macleod	3 to 5 Years
	Providence	Beyond 10 Years

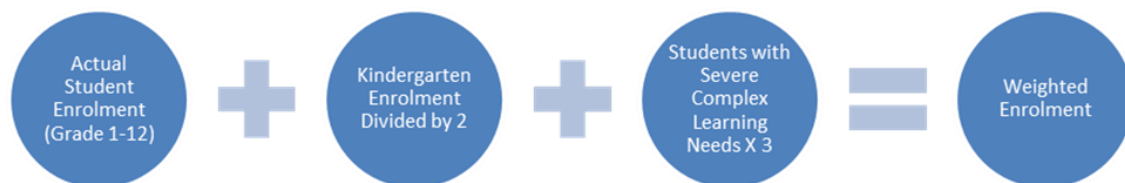
Senior high schools are not ranked using points criteria, but are recommended and placed on the priority based on analysis of multiple factors such as:

- Availability of a site to construct a high school
- High school utilization rates
- Student enrolment
- Community demographics

4 | Analysis

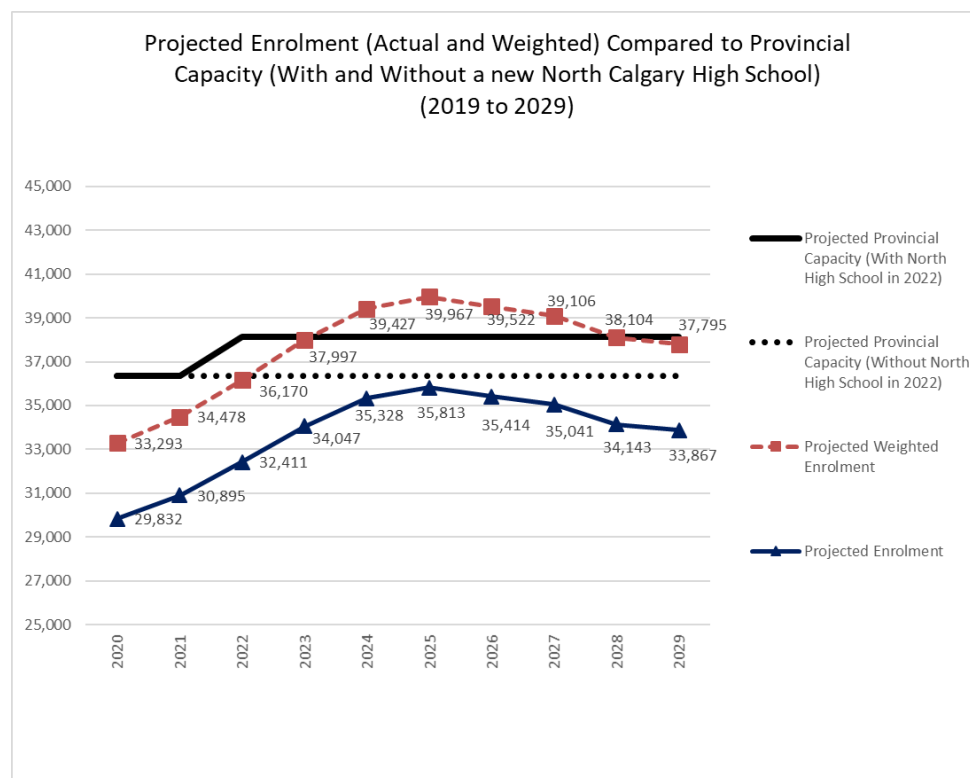
The CBE strives to maintain school utilization rates in the mid-80% range. Healthy school utilization rates contribute to facilities that are optimized for educational purposes and maintain flexibility to meet demand for emergent considerations balanced against the responsibility to ensure the financial sustainability of the system. Currently, utilization rates for GR10-12 are in the high 80% range and are projected to continue to increase in the next five years.

The calculation of utilization is based on a Provincial formula which “weighs” students based on whether they are kindergarten students or they have severe complex learning needs. The graphic below illustrates how actual weighted enrolment is calculated based on September 30 student enrolment each year:



The graph below provides both the projected number of students as well as the projected weighted enrolment for high school for the next 10 years. In calculating the projected weighted enrolment, it was assumed that the percentage of severe complex needs students will remain consistent during the forecast period. High school enrolment is projected to increase to a peak of 35,813 students (39,967 weighted enrolment) in the 2025/26 school year and then begin declining. The primary reason for the decline after 2025/26 is the lower level of kindergarten enrolment experienced over that past few years entering high school.

Graph 1: Projected Enrolment (Actual and Weighted) Compared to Provincial Capacity (With and Without a new North Calgary High School)

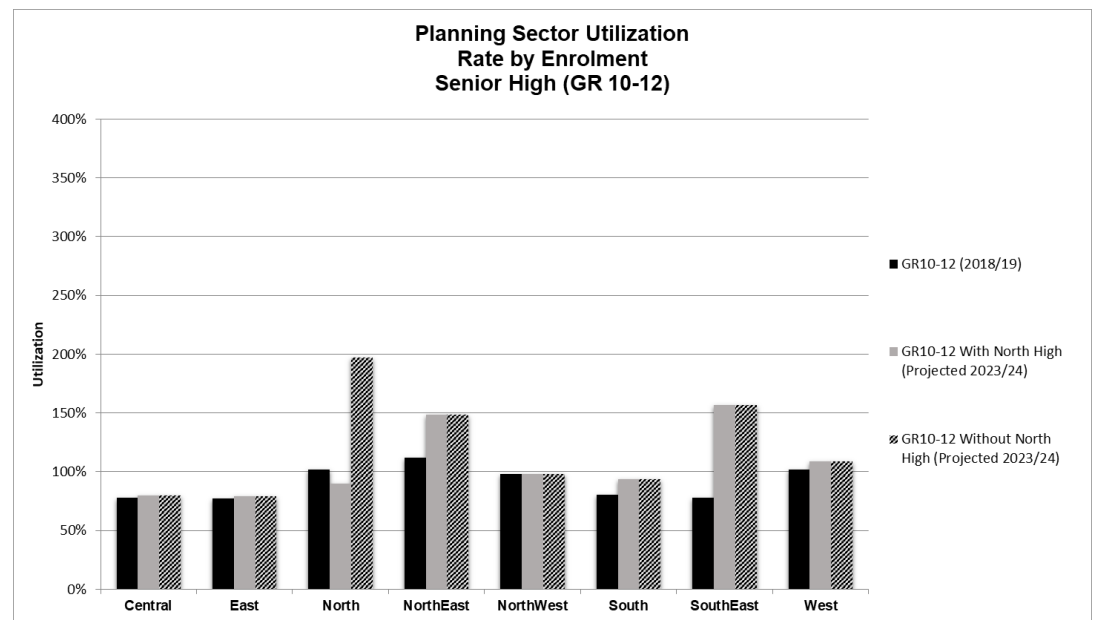


The City prepares a suburban residential growth forecast each year and publishes the final version of this report after the timeline for the CBE's annual capital plan each year. As such, the suburban growth information used in the Three-Year School Capital Plan 2020-2023 is based on the City's Suburban Residential Growth 2018-2022 document published in August 2018. This document allocates future population growth to the eight city planning sectors. This information provides the CBE with a context for where student population growth will be expected in the future. The largest population growth projected over the next five years is in the north, northeast and southeast.

The CBE analyzes school utilization rates in two ways: by enrolment and by residence. Utilization by enrolment identifies the number of students attending schools expressed as a percentage of the total capacity. Utilization by enrolment represents the actual utilization currently experienced at schools within the planning sector (Graph 2).

The graph is organized using the eight planning sectors the CBE uses for capital planning purposes. The map in Attachment I shows the location of current and future high schools sites based on these planning sectors.

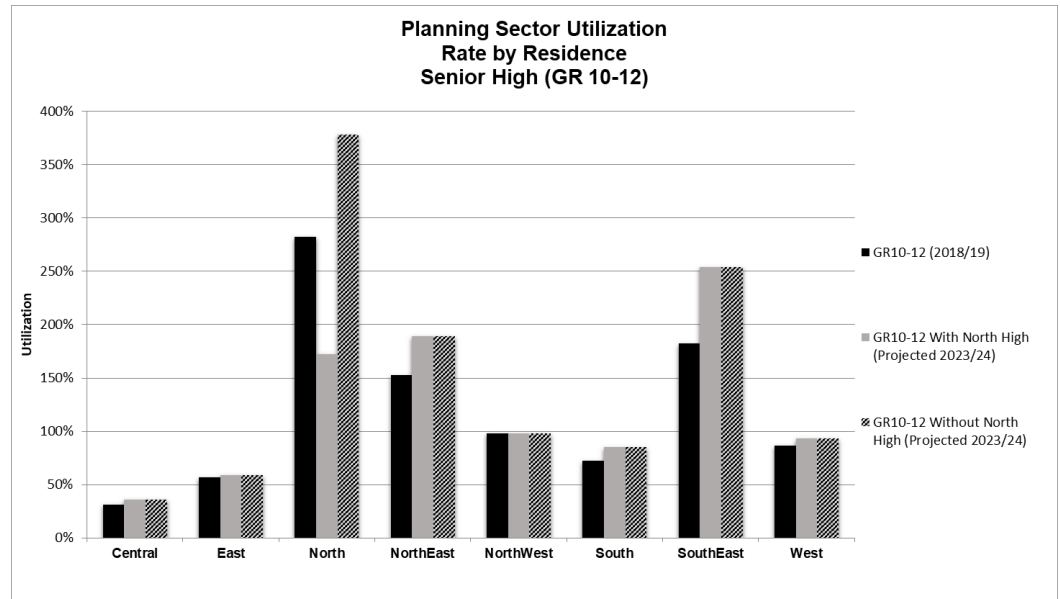
Graph 2: Planning Sector Utilization by Enrolment (2018, 2023 (with North High) and 2023 (without North High))



Graph 2 indicates that even if the funding to construct the North High school is approved, there will be planning sectors with utilization rates above 100%. Space in other sectors where utilization is below 100% will need to be used to balance the enrolment between the sectors.

Utilization by residence identifies the number of students residing in the planning sector expressed as a percentage of the total school capacity within that planning sector. Utilization by residence represents the utilization rate that would exist if students only attended the high school(s) in the sector where they live (Graph 3).

Graph 3: Planning Sector Utilization by Residence (2018, 2023 (with North High) and 2023 (without North High))



Graph 3 provides a glimpse at where high school capacity is needed over the next five years. The greatest need is a North high school. If funding for a North high school is approved this spring, it is anticipated that the school would open for the 2022/23 school year. Construction of this school will allow students to attend school closer to home. The projected utilization (by residence) for the North sector would decrease from the current rate of 283% to 167%. This means that, even with a new North high school, some communities in North Calgary will continue to be designated to schools in other sectors that have space. If a new North high school is not built and open by the 2023/2024 school year, projected utilization (by residence) for the North sector would increase to over 350%.

Based on anticipated growth, the next greatest needs are in the SE and NE. The CBE does not have another high school site dedicated in the SE but does have a site in the West Macleod Area Structure Plan in the community of Belmont as well as a site further west within the South sector in Providence.

In the Northeast sector, the CBE has a high school site in the community of Cornerstone. At this time, it is anticipated that the site in Cornerstone will be serviced and ready for construction earlier than the site in Belmont. Through both the Site Planning Team and the JUCC, the CBE will continue to monitor progress and communicate the necessity that these two sites to be serviced as quickly as possible.

The CBE will be gathering thoughts and perspectives from staff, students and parents on high schools starting in spring 2019. This will be a multi-year engagement process focused on developing a sustainable system-wide plan for high schools that continues to offer students access, flexibility and choice (as outlined in the CBE's high school success strategy). Through this work, decisions will be made regarding high school boundaries and alternative program locations to balance enrolment and utilization within our existing facilities.

5 | Financial Impact

The approval and financing of new school construction and major modernization projects is determined by Alberta Education.

For the 2016-2017 and 2017-2018 school years, the CBE generally supplemented an additional \$3,890,500 in commissioning costs for high schools above those covered by Alberta Education. These additional funds largely, but not exclusively, were allocated to human resources (principals, etc.), technology (devices) and learning resources (curriculum) at the school level. Career and Technology Studies (CTS) were further supplemented by approximately \$1,520,000 by the CBE to provide a broad and robust CTS experience for these 1,800 student capacity schools.

In addition to the abovementioned one-time capital costs, the recurring annual operating costs for new high schools are estimated at \$1,591,000 annually.

6 | Implementation Consequences

Without any additional new high school approvals, the CBE's overall high school utilization rate is projected to be almost 105% by the 2023-24 school year. If funding is received this spring and a new high school opens in North Calgary for September 2022, the projected overall high school utilization rate is expected to reach 100% by that same timeframe.

7 | Conclusion

The CBE will continue to monitor development progress in the communities of Cornerstone and Belmont with respect to servicing of our high school sites. Enrolment projections are updated and will continue to be reported annually in the Three Year School Capital Plan to reflect any changing trends.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: Existing and Future Senior High School Sites

GLOSSARY –

Board: Board of Trustees

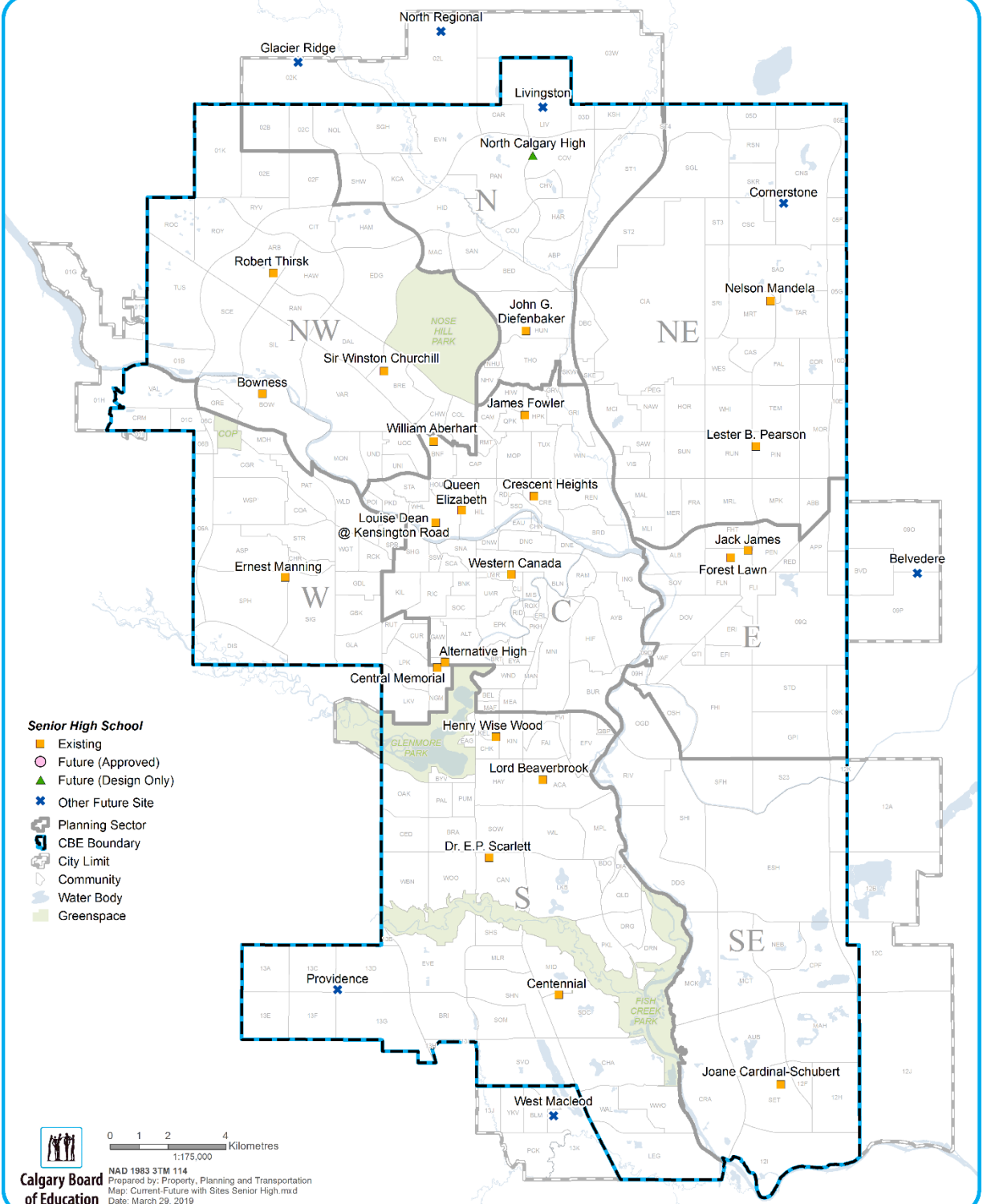
Governance Culture: The Board defined its own work and how it will be carried out. These policies clearly state the expectations the Board has for individual and collective behaviour.

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.

Existing and Future Senior High Schools/Sites By Planning Sector



- Senior High School**
- Existing
 - Future (Approved)
 - Future (Design Only)
 - Other Future Site
- Planning Sector**
- CBE Boundary
 - City Limit
 - Community
 - Water Body
 - Greenspace



**Calgary Board
of Education**

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Kilometres
1:175,000

NAD 1983 3TM 114
Prepared by: Property, Planning and Transportation
Map: Current-Future with Sites Senior High.mxd
Date: March 29, 2019

report to Board of Trustees

Consideration of Closure of Rosscarrock School

Date	April 9, 2019
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih, Chief Superintendent of Schools
Purpose	Decision
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-2: Learning Environment/Treatment of Students OE-3: Instructional Program OE-7: Communication With and Support for the Board OE-8: Communicating and Engaging with the Public OE-9: Facilities
Resource Person(s)	Carrie Edwards, Acting Director, Area 1 Calvin Davies, Director, Area 7 Kelly Ann Fenney, General Counsel & Corporate Secretary Karen Drummond, Manager, Community and Employee Engagement Anne Trombley, Manager, Planning

1 | Recommendation

It is recommended:

- THAT the Minutes of the Public Meeting of March 7, 2019 attached to this report as Attachment I, be approved by the Board of Trustees, and
- THAT the Board of Trustees approves the closure of Rosscarrock School and all programs contained therein, effective June 30, 2019.



2 | Issue

The *Province of Alberta School Act, Closure of Schools Regulation (Closure of Schools Regulation)* identifies a formal process that must be followed when closure is being considered. Under the direction of the Board of Trustees, the steps necessary to comply with the *Closure of Schools Regulation* relative to school closure have been undertaken. This report is being provided to document compliance and to assist the Board of Trustees with its further deliberations.

3 | Background

Where the Board of Trustees is considering closure, it must raise the matter through a motion at a regular meeting of the Board of Trustees. On, February 5, 2019 the Board of Trustees passed a motion to proceed with a consideration of closure of Rosscarrock School.

The attached chart identifies the timelines and actions taken in compliance with the *Closure of Schools Regulation*. (Attachment II: *Relevant Excerpts from Closure of Schools Regulation – Consideration of Closure of Rosscarrock School.*)

4 | Financial Impact

There are currently 8.0 FTE administrative and teaching positions assigned to support the learning at Rosscarrock School, along with 5.4 FTE support staff positions. Next year, the Area office through the Area basic discretionary funds would likely need to increase financial support beyond what is currently provided. Depending on final enrolment as of September 30, 2019 it could be as high as \$150,000 (approx. half of the annual funds allocated to the Area).

Including staffing costs, the total annual administrative costs to operate the school are \$1.5 to \$2 million dollars.

Closure of Rosscarrock School will allow some of these dollars to follow the students to their new school sites while some would result in savings. The per school allotment for a principal, office and library staff would be saved; this would amount to approximately \$200,000.

The annual average building operating and maintenance costs are approximately \$150,000-\$190,000. This includes maintenance and custodial staff, utilities and maintenance and repairs.

There would be no impact on transportation costs as per the proposed accommodation plan as students will be re-designated to schools within walking distance from their residences.

The PLP students will continue to require bussing to Olympic Heights School and as bussing is currently in place, no added costs are foreseen.

5 | Conclusion

The Calgary Board of Education has complied with the requirement of *the Closure of Schools Regulation*. The Board of Trustees is now in a position to deliberate and to decide, by resolution whether to close the Rosscarrock School. Any resolution may be considered as of April 9, 2019 and must be considered before the end of this current school year.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I:	Minutes of the Public Meeting of March 7, 2019
Attachment II:	Relevant Excerpts from Closure of Schools Regulation – Consideration of Closure of Rosscarrock School
Attachment III	Written Notice Regarding the Consideration of Closure of Rosscarrock School
Attachment IV:	Agenda Regarding Public Meeting of March 7, 2019
Attachment V:	Letter to His Worship Mayor Nenshi
Attachment VI:	Written Submissions

GLOSSARY –

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.

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Minutes of the Public Meeting re: Discussion Respecting Consideration of Closure of Rosscarrock School, held in the gymnasium of Rosscarrock School, 1406 – 40 Street SW, Calgary, Alberta on Thursday, March 7, 2019 at 7:00 p.m.

PRESENT

Board of Trustees:

Ms. T. Hurdman, Board Chair, Trustee – Wards 1 & 2
Ms. A. Adams, Trustee – Wards 3 & 4
Ms. L. Davis, Trustee - Wards 6 & 7
Ms. M. Dennis, Trustee – Wards 5 & 10
Mr. R. Hehr, Trustee – Wards 8 & 9
Ms. J. Hrdlicka, Trustee, Wards 11 & 13
Mr. M. Bradshaw, Trustee, Wards 12 & 14

Administration:

Mr. C. Usih, Chief Superintendent of Schools
Mr. D. Breton, Superintendent, Facilities and Environmental Services
Mr. C. Davies, Director, Area 7
Ms. C. Edwards, Director, Property, Planning and Transportation, and Moderator
Ms. K. Fenney, Acting General Counsel and Procedures Chair
Ms. T. Minor, Associate Corporate Secretary
Ms. B. Gibson, Manager, Transportation Services
Ms. A. Trombley, Manager, Planning
Ms. D. Perrier, Recording Secretary

WELCOME, INTRODUCTIONS AND MEETING OUTLINE

Copies of the Agenda entitled *Board of Trustees, Calgary Board of Education, Public Meeting, Discussion Respecting Consideration of Closure of Rosscarrock School, Thursday, March 7, 2019*, which also contained information with respect to the purpose of the meeting, discussion guidelines, and written submissions and further questions were made available to those present and submitted for the record.

Ms. Edwards called the meeting to order at 7:01 p.m. and noted she would Chair the Meeting. She introduced and called forward Ms. T. Hurdman, Trustee for Wards 1 and 2 and Chair of the Board of Trustees, to acknowledge the land. Chair Hurdman acknowledged the traditional territories and oral practices of the Blackfoot Nations, which includes the Siksika, the Piikani, and the Kainai. She also acknowledged the Tsuut'ina and Stoney Nakoda First Nations, the Métis Nation (Region 3), and all people who make their homes in the Treaty 7 region of Southern Alberta.

Ms. Edwards introduced the Trustees and the Calgary Board of Education (CBE) Administration in attendance. She also welcomed Ms. B. Fraser, Principal of Rosscarrock School, and CBE teachers and staff members.



Ms. Edwards stated that the meeting was being video recorded for the purpose of maintaining an accurate internal record of the proceedings, and that minutes of the meeting will be available on the website at www.cbe.ab.ca prior to the Board of Trustees making a decision on this matter.

OPENING REMARKS

Mr. C. Usih, Chief Superintendent of Schools, welcomed members of the community to the meeting and thanked all individuals who have been involved with the Rosscarrock School program.

Chief Usih stated that the meeting was convened by the Board of Trustees, and that Board Chair Hurdman would provide comments on the Board of Trustees' role in the consideration of closure process. He noted that Administration was present in an advisory role to the Board of Trustees; that they have provided support leading up to this meeting and would continue to provide support throughout the formal legislated closure consideration process.

The Planning Department and the Area 7 Office, together with the Communication and Engagement Services have been engaging and working with the Rosscarrock School community. During the 2017-18 school year, the CBE undertook an extensive engagement on impacted schools in Areas 6 and 7. As a result, the students from Cougar Ridge were designated to another school closer to home for the 2018-19 school year, and at the same time, students from the Spanish Bilingual program moved to Glenmeadows School.

Chief Usih noted during that engagement concerns were heard that enrolment at Rosscarrock School would be low. He shared that it was also determined that the addition of an alternative program at the school would not impact enrolment in the Kindergarten to Grade 6 regular program.

In December 2018 and January 2019, Administration met with staff and the school community to discuss the possibility of closure of the school. Many members of the community made significant contributions to the engagement work and provided CBE with feedback. Chief Usih expressed his appreciation for the thoughtful and carefully considered input that the public has provided Administration to assist with this work.

Chief Usih stated that all of the previous engagement work led to the preparation of the Administration's recommendation to the Board of Trustees to consider the closure of Rosscarrock School. He pointed out that although the Board of Trustees was prepared to consider this closure, no decision has been made at this time. The Board of Trustees has sole authority and responsibility in the closure consideration process.

PURPOSE OF THE MEETING AND ROLE OF THE BOARD OF TRUSTEES

Board Chair Hurdman spoke to the role of the Board of Trustees in the closure consideration process. Her comments were as follows:



“Good evening ladies and gentlemen.

As the Meeting Chair has indicated, I am Trina Hurdman, Trustee for Wards 1 & 2 and Chair of the Board of Trustees of the Calgary Board of Education. On behalf of myself and my fellow Trustees, I would like to speak to you briefly about the Board of Trustees’ role in the closure consideration process.

The Board of Trustees has the sole responsibility and authority to make closure decisions and I want to make it clear again tonight that no decision has been made at this time. In accordance with Alberta legislation the consideration of closure process has many steps to it.

As part of the process, at the regular Board of Trustees meeting held Tuesday February 5, 2019, the Board passed a motion to give consideration to the closure of Rosscarrock School. This was a decision to initiate the consideration of closure process; not a decision to proceed with the closure. Soon after, based on information provided to the Board by Administration, a Written Notice Regarding the Consideration of Closure of Rosscarrock School was issued by the Board of Trustees. The Written Notice is one part of the information that has been, and will be, reviewed and considered by Trustees. Before making any final decision on a closure of a school, the Board follows a process to secure additional input from parents and the general public which includes:

- convening this public meeting to provide important and relevant information that is contained in the Written Notice, and review it with you; and
- providing you and other concerned members of the public an opportunity to share your perspective with the Board.

Tonight you will have time to provide your observations, questions and comments directly to all of us. You can also provide your input in writing as set out in the Written Notice. Trustees are here to listen to your comments and questions as your input will inform our decision-making on this matter. Throughout tonight’s discussion and throughout the entire consideration of closure process, Trustees will be paying very careful attention to what you have to say.

All of the information collected during the consideration of closure process will be weighed very carefully by Trustees before any final decision is made.

The Board of Trustees tentatively anticipates debating the merits of this matter and making a decision regarding the proposed closure on **Tuesday April 9, 2019** at the regular public meeting of the Board of Trustees. You are all invited to attend that meeting and can stay informed about the date on the CBE’s website.

The Board’s ongoing commitment is to provide educational programs and services in suitable facilities throughout Calgary. To honour that commitment, we, as a Board, need to take into consideration many factors including student enrolment levels, our ability to

resource instructional programming, the health and safety of students, and accessibility. We also consider financial factors to ensure the CBE is using resources effectively. We take the information received and make decisions, on a system-wide basis, serving the overall interests of public education within our jurisdiction.

Consideration of closure of a school is a very serious matter to the Board of Trustees and we appreciate that it is very significant to the students, parents and other concerned members of the community. We look forward to listening carefully tonight to your comments, observations and questions.

On behalf of the Board of Trustees I thank you for attending tonight's meeting."

REVIEW OF THE WRITTEN NOTICE

Ms. Edwards pointed out that copies of the Agenda and the *Written Notice Regarding Consideration of Closure of Rosscarrock School* were available on the table near the entrance door of the gymnasium. She indicated that the public's observations, comments, submissions and questions form part of the material that the Board of Trustees will consider as they review this matter and ultimately reach a decision. Ms. Edwards pointed out that following this public meeting the public has until 12 noon on Monday, April 8, 2019 to submit follow-up questions and to provide further written submissions for the Trustees regarding this closure consideration.

Ms. Edwards highlighted the contents of the *Written Notice*, aided by a PowerPoint presentation. The following is a summary of the presentation.

CBE Planning Principles

The factors considered when planning for student accommodation are outlined in the CBE Administrative Regulation 1090, and noted as follows:

- minimize disruptions for students,
- provide program continuity from Kindergarten to Grade 12,
- keep cohort groups of students together,
- allow students to attend school as close to home as possible,
- provide long term sustainability,
- use space and resources effectively, and
- provide equitable access for all students to quality learning environments and choice of programs.

All planning principles are important but they are not mutually exclusive; sometimes addressing one principle on the list, i.e. allowing students to attend school as close to home as possible, can result in the inability to satisfy one of the other principles such as keeping cohort groups of students together.

CBE Administration applied these planning principles in their recommendation to the Board of Trustees to consider the closure of the Rosscarrock School.

Background

Rosscarrock School was identified on CBE's Three-Year System Student Accommodation Plan as having low enrolment and excess capacity starting in 2009. From 2014 to 2018 the utilization of the building increased because CBE used space to accommodate students from other programs and communities. In the past three years the CBE has opened several new schools that have provided space for West Springs and Cougar Ridge students to attend school closer to home. The CBE also re-opened Glenmeadows School for Spanish Bilingual after having leased it out for many years to a charter school.

During the 2017-2018 school year the CBE conducted an engagement with eight schools in southwest Calgary regarding the impacts of the opening of Dr. Roberta Bondar School, Griffith Woods School and West Ridge School. Rosscarrock School was one of the eight schools involved in this process. Decisions from this process were communicated in April 2018 and implemented for the 2018-19 school year.

Rosscarrock School was originally built in 1960 and a two-story addition was constructed in 1965 on the east side of the original building. The school has 18 classrooms.

From 2008 to 2013 there was excess capacity at the school. Enrolment was approximately 150 students per year. During this period of time, enrolment from the community of Rosscarrock averaged 94 students with out of attendance area students averaging 46 students per year.

Starting in 2014 enrolment increased to 201 students, which included 15 students overflowed to the school from the community of West Springs, and 22 students attending from the community of Cougar Ridge. There were 102 students attending from the community of Rosscarrock at that time. Additionally, the school had 12 students enrolled in the Paced Learning Program (PLP) as well as 50 out of attendance area students.

In 2015 and 2016 the addition of Kindergarten programs for both French Immersion and Spanish Bilingual programs saw enrolment in Rosscarrock School climb to as high as 390 students.

In 2017 French Immersion Kindergarten students were designated back to Westgate School. The Spanish Bilingual program at Rosscarrock School grew by a grade to include K-2 Spanish Bilingual programming. By this time, out of attendance area numbers had dropped to 20 students, less than half of what the numbers indicated two years prior. Enrolment from the community of Rosscarrock remained stable at 99 students and there were 48 students attending from Cougar Ridge. The PLP continued to be located within the school bringing the total September 30, 2017 count to 331 students for the 2017-2018 school year.

Issue

After several years of using space to accommodate other programs and communities, Rosscarrock School is now back at a place of low enrolment. On September 30, 2018 there were 109 students registered in the K-6 regular program at the school (87 of those students

from the designated attendance area of Rosscarrock and 22 from out of the attendance area). There were also 13 students in the PLP class. Enrolment in Grade 1 was particularly low with only 8 students in total in that grade.

By January 9, 2019 enrolment had declined to 119 students with 106 in the regular program and 13 students in the PLP program. Low enrolment in the regular program is expected to continue into the future and have impacts on student learning.

Rosscarrock School Attendance Area

Rosscarrock School accommodates the regular program students who live in the community of Rosscarrock. As mentioned, the school also accommodates a complex learning class called the Paced Learning Program (PLP). Students attending the school for the PLP class live in several different communities in South Calgary.

There are two schools in adjacent communities to Rosscarrock that have space to accommodate regular program students living in the Rosscarrock community in the future; Glendale School and Wildwood School. All students currently attending the regular program at Rosscarrock are within walking distance to either Glendale or Wildwood School.

Enrolment Projections

A wide range of factors impact enrolment projections and these factors are constantly monitored to ensure CBE data is accurate, current and relevant. Determining trends and identifying areas of growth/decline ensures that the CBE is well-equipped to serve the needs of students, parents, and communities.

The CBE uses a geographical information system to “geo-code” its students every year. This allows the CBE to analyze the educational choices students make in relation to where they are living, both in the current school year as well as in the past.

To project future Kindergarten and Grade 1 classes accurate birth data is necessary. Census data is collected in April of each year and updated annually. This data is collected for each community and each elementary school attendance area, allowing the CBE to project student numbers over the next five years. Birth data is currently available for future Kindergarten students eligible to attend school from September 2019 to September 2024. For communities that are growing quickly, birth data is analyzed and can be adjusted to reflect current growth trends as needed.

The CBE uses the Cohort-Survival methodology in preparing enrolment projections. This methodology uses historic birth data and historic student enrolment data to “age” a known population (cohort) through their school grades. The cohort survival ratio is calculated to see how a group of potential students first enter the system at Kindergarten and Grade 1 (market share) and how this group of students grows or shrinks over time (retention rates). Enrolment patterns emerge that are used for projections.

Projected Enrolment if Rosscarrock School Remains Open

If Rosscarrock School remains open, enrolment will remain low for the foreseeable future with a total of 111 students projected for September 2019. The projection includes 77 students from the Rosscarrock community, 13 students in the PLP class and 21 students from out of the attendance area.

The projection was prepared using the cohort survival method which takes into consideration the number of children living in the Rosscarrock community who are eligible for Kindergarten and Grade 1 in September 2019 as well as historic enrolment trends for students in Grades 2-6.

Accommodation Plan

If Rosscarrock School closes, students would be designated to either Wildwood School or Glendale School based on their home address. Out of attendance area students would be expected to return to their designated school. The PLP class would be moved to Olympic Heights School.

Students south of 10th Ave SW would be designated to Glendale School and students north of 10th Avenue would be designated to Wildwood School. This accommodation plan was informed by feedback and in relation to the planning principle of having students attend school as close to home as possible.

Originally, in meeting with stakeholders previously this year, two options were provided on which they were able to provide feedback. The options for accommodating students were as follows:

- Designate all students to a school within walking distance. Some students would be designated to Wildwood School and some students would be designated to Glendale School. With respect to CBE's planning principles, this option keeps students close to home but involves splitting the current cohort of students.
- Designate all students to one location. All students would be designated to Wildwood School. Wildwood School currently has transportation services for some students who live beyond the walk zone for the school. This bus route has space for students in the Rosscarrock community who would be beyond a walkable distance to Wildwood School without incurring any additional costs for CBE. With respect to CBE's planning principles, this option would designate the current cohort of students to the same location but some students would attend school farther from home.

The decision to designate students to a school within walking distance rather than designating all students to one school was based on feedback received through the engagement sessions held at the school, as well as the online survey.

A map was shown depicting where students attending the Rosscarrock PLP in Grades 4 and 5 live. Grade 6 students were not included as they will be moving from the school at the end of this school year. Olympic Heights School was chosen as the proposed location for PLP

students if Rosscarrock closes, as it was the closest school to the majority of students and also had space for the program.

At this time, it is anticipated that all students would move together to a new location; however, should space in a similar program closer to a student's residence become available the student may be offered placement at that location.

Projected Enrolment at Glendale and Wildwood Schools if Rosscarrock School Closes

Both Glendale and Wildwood Schools have space to accommodate additional students. If Rosscarrock School closes and students are re-designated based on the proposed attendance areas, the projected enrolment at Glendale School is 264 students, and 392 students at Wildwood School.

Projected Enrolment at Olympic Heights School if Rosscarrock School Closes

Olympic Heights School has space to accommodate the PLP students. The projected enrolment at Olympic Heights School, if Rosscarrock School closes and the PLP is re-designated to Olympic Heights School, would be 635 students.

Enrolment and Transportation Impacts

The number of regular program students living in the Rosscarrock community who would need to be relocated as a result of the possibility of closure would be up to 77 students. Regular program students living in the community of Rosscarrock can be accommodated at schools within walking distance of their residences, and therefore there are no transportation impacts.

Students attending the Rosscarrock School in the PLP class are transported to the school from several communities in south Calgary. If Rosscarrock School closes, transportation services would continue to be provided for students in this program to Olympic Heights School.

CBE Capital Plans

A decision to close Rosscarrock School would have no implications relative to the CBE's Capital Plans.

The CBE's Three-Year Capital Plan identifies projects and priorities for new school or replacement school construction and major modernization projects and is submitted to the province on an annual basis.

There are no capital expenditures anticipated at other CBE schools if Rosscarrock School closes.

Director Davies came forward and provided highlights of the educational impacts for students should Rosscarrock School close or remain open.

Programming and Educational Impacts of Closing for Students

The re-designation of Rosscarrock students into existing K-6 schools offers the students access to a larger peer group, which enhances the ability for grouping and regrouping students based on programming need.

There would be greater access to teacher expertise in areas such as music, languages and resource support can contribute to student success. A larger student population also provides greater access to a variety of extracurricular and co-curricular activities such as field trips.

The larger student population in either Glendale or Wildwood School translate into a greater number of teachers. This affords staff with the opportunity to work in teams to design learning opportunities for students and discuss teaching practice with one another. This type of professional dialogue has been shown to have an impact on student achievement, as staff hold one another accountable to student learning outcomes.

The PLP class would relocate to Olympic Heights School and programming for students would not change.

Programming and Educational Impacts of Closing for Other Schools

Students will be re-designated to either Glendale or Wildwood School and the PLP would be moved to Olympic Heights School. These schools have a strong student population base and the number of students re-designated to each location can be accommodated now and into the future.

There would be no educational or programming impact at these schools due to the number of students being re-designated.

Programming and Educational Impacts of Remaining Open

Lack of enrolment in the current year has reduced the resource and administrative support available to students and confines the way in which the school is organized. The ability of staff to regroup students based on need is diminished.

Should Rosscarrock School not close, there will be impacts on learning for existing students. Currently there are five Kindergarten pre-registrations. This would mean re-designating the Kindergarten students to another school or looking at a blended Kindergarten, Grade 1 and Grade 2 single classroom. The latter would be a very complex undertaking.

Due to lack of enrolment, it is anticipated there would be limited extracurricular and co-curricular offerings for 2019-2020, as both the number of staff and the volunteer base to meet required off-site supervision ratios would be a challenge.

The support and development of a School Council is a challenge; the current School Council has two members. It is anticipated that, should the school remain open, this challenge will continue into 2019-2020.

Ms. Edwards returned to Chair the remainder of the meeting.

Financial Implications of Remaining Open

There are currently eight full-time equivalent administrative teaching positions assigned to support the learning at Rosscarrock School.

Including staffing costs, the total annual administrative costs to operate the school are approximately \$1.5 to \$2 million dollars.

The Area office through the Area basic discretionary funds would likely need to increase financial support beyond what is currently provided. Depending on final enrolment as of September 2019 it could be as high as \$150,000 (approximately 50% of the funds allocated to the Area).

Financial Implications of Closing

The closure of Rosscarrock School would allow some of these dollars to follow the students to their new school sites while some would result in savings. The per school allotment for a principal, office and library staff would be saved; this would amount to approximately \$200,000.

The annual average building operating and maintenance costs are approximately \$150,000-\$190,000 per year. This includes maintenance and custodial staff, utilities and maintenance and repairs.

There would be no impact on transportation costs as per the proposed accommodation plan as students will be re-designated to schools within walking distance from their residences. The PLP students will continue to require bussing to the new location (Olympic Heights) and as bussing is currently in place there will be little to no impact as the bell times at Olympic Heights are the same as at Rosscarrock School, therefore no added costs are foreseen.

Future Use of Facility

The future use of the facility will be reviewed in alignment with processes outlined in CBE's Three-Year Capital Plan, Three-Year System Student Accommodation Plan and Ten-Year System Accommodation and Facilities Strategy.

In the past, CBE has closed buildings and re-used the facility in a variety of ways. Some examples include:

- disposal of the building,
- alternative program,
- lease of building,

- use of the space for CBE administrative, and
- temporary accommodation of students

If CBE were to determine the building is surplus to its needs and proceeds to dispose of the building, there is a provincial regulatory process and a municipal Joint Use Agreement that must be followed. Ministerial approval is required before a school board can dispose of a property.

QUESTIONS

The following questions were either received prior to this public consultation meeting or were anticipated by CBE Administration.

Question: *How will School Council funds be distributed if Rosscarrock School were to close?*

Response: The CBE has established a guide to support school administrators in situations such as a school closure. The matter of School Council funds is a question that arises frequently. Any funds remaining that are attached to the School Council or raised by a fundraising branch of the School Council would be distributed to the schools where students attend into the future based on conversations between the principal and School Council.

Question: *Has CBE considered an alternative program at Rosscarrock School?*

Response: Historically, adding an alternative program has generally had an impact on enrolment in the regular program at the school where the alternative program has been added. Experience has shown that students often move into the alternative program which accelerates the decline in enrolment in the regular program and increases the challenges of delivering quality programming for students that do not move and stay in the regular program.

Alternative programs are an alternative to a community program and are intended to address particular learning styles, languages, curriculum approaches etc. Not all alternative programs would appeal to students choosing a community program.

Specifically, with respect to adding an alternative program to Rosscarrock school:

During the Area 6 and 7 impacted schools engagement, feedback suggested CBE consider an alternative program or Gifted and Talented Education (GATE) complex learning classes for Rosscarrock School. The decision was made not to place an alternative program or GATE classes at the school for the following reasons:

- Consultation with CBE's Learning department indicated that there was no unmet need for GATE identified for the area of the city where Rosscarrock School is located.
- The majority of CBE alternative programs operate in a K-9 continuum. Although Rosscarrock School is suitable for and has space for K-6 students, enrolment projections



indicate that there is not space within junior high or middle schools in the area for a program to continue for Grades 7 to 9.

Question: *Is CBE aware of the future development proposed in this area?*

Response: CBE works with The City and is aware of major developments happening within Calgary. Two slides were shown providing information about what The City is proposing for the area around the Westbrook LRT Station.

Westbrook Station is within the community of Rosscarrock, adjacent to an underground LRT Station and part of Calgary's Westbrook Village Redevelopment Plan.

A slide was shown of information about the size and type of development as well as the anticipated number of CBE students that could be generated by this development in the future. Development on the Westbrook Station lands has not started. It will take several years for this development to begin generating any residents or students for the community. Based on the information available, approximately 25 to 30 students could be anticipated to attend Rosscarrock School in the future from this redevelopment as it is proposed at this time.

Question: *What will happen to the childcare program?*

Response: In this circumstance, the lease with the service provider was terminated two years ago due to lack of space in the school (due to growth in the Spanish program). The service provider returned to Rosscarrock School in September 2018. In offering a lease for this year, CBE was explicit that this would only be a one-year assurance of space, as move of the Spanish program was a period of transition for Rosscarrock School.

When the Board approved the motion to consider closure of Rosscarrock School, the service provider was informed by CBE administrative staff of Real Estate and Leasing of the motion and what it could mean. If Rosscarrock School closes and the current provider of childcare services wants to continue leasing space in a CBE school, the Real Estate and Leasing department will work with the service provider to identify potential opportunities, if available.

Question: *Can out of attendance area students move with their friends to Glendale School or Wildwood School?*

Response: Administrative Regulation 6090, Student Registration indicates that the decision to accept out of attendance area students is based on available school space and resources, in consultation with the Area Director. This varies from school to school and must be determined based on what is appropriate for each school community; it is something that Area Directors and principals evaluate on an ongoing basis.

Families of students who are attending Rosscarrock School from out of the attendance area can contact the principal of either Glendale or Wildwood School to determine if there is space and resources available to accept them at the school. If space and resources are available,

parents are responsible to get their children to and from the school as transportation services are not provided for out of attendance area students.

Ms. Edwards restated that following this meeting, members of the public who wish to make further comments or provide written submissions may do so. The form attached to the back of the Written Notice explains that questions or written submissions may be made prior to 12 noon on Monday, April 8, 2019, to the attention of Calvin Davies, Director, Area 7, or by email to dialogue@cbe.ab.ca.

OPEN DISCUSSION, QUESTIONS AND COMMENTS FROM PARENTS AND PUBLIC

Ms. Edwards provided a brief review of the discussion guidelines, noted on the back of the Agenda. She reiterated that the Trustees were present to hear the public's input and that they will ultimately be the sole decision makers regarding the status of Rosscarrock School. She pointed out that it would not be appropriate in the middle of the process for Trustees to respond directly to questions or to engage in debate. She asked that questions be directed to her as the meeting Chair and she would provide a response or direct the question to an appropriate CBE staff member for response.

Ms. Edwards opened the meeting to questions or comments from the public.

Mr. J. Kenney, community member and retired educator, noted he had a written submission available for Trustees. He remarked on the intake of Rosscarrock students at Glendale and Wildwood Schools. He questioned whether a conversion of classrooms in those intake schools will affect programming. He also questioned meeting the program needs for English Language Learners (ELL).

Mr. Davies responded that classroom space and programming is critical and it is a function the principal, teachers and administrative team review together. They look at the opportunity for regular classroom instructional space; for breakout areas for resource support, and space for a music program. With respect to ELL support and resources, Administration believes that the move of students into schools with higher student population translates into principals being able to make decisions about deployment of their staff; in both schools proposed for accommodating Rosscarrock students, there is the ability to provide resource teacher support and ELL support, which is currently a struggle at Rosscarrock School.

Mr. L. Petan, resident of the community and parent, expressed his opinion that the closure of Rosscarrock School would be fiscally responsible. He noted there are no children living in the vicinity of his residence; that infills are being developed in the community, but slowly. He expressed being fortunate to have two schools within walking distance.

Uzma shared she did not agree with the closure of Rosscarrock School. She noted she immigrated to Canada last year and moved into a residence in close proximity to Rosscarrock School. She expressed her belief that the two schools proposed in this consideration are far from her residence, and that the walk is too far for young children, especially in the months of cold winter weather. She shared it will be difficult for her to take her children to school and then get to work in a timely manner.

Ms. Edwards noted the walk zone is provincially set at 2.4 kilometres and students residing within that distance would not be eligible for transportation services. The Calgary Board of Education recognizes the challenges of that distance, especially for younger students, and has set up a committee comprised of parents and CBE Administration. The CBE walk zones for students attending senior high schools is set at 2.4 kilometres, and for students attending elementary, middle and junior high schools the walk zones are set at a lesser distance.

Mr. M. Pribilovic, parent of a future student for the area, questioned the calculation of the provincial capacity of 451 students for Rosscarrock School. He commended the CBE for the approach towards closing the school, but noted he has concerns with the walk distance and student safety with respect to crossing major roadways.

Ms. A. Trombley, Manager, Planning, spoke to capacity, noting it can change over time, and she shared how that may occur. She noted the provincial formula for capacity is relatively complex, but it roughly translates into approximately 25 students in a space. She shared how the province calculates the overall utilization, including weighted factors. She pointed out that space for Kindergarten students who are registered in half-day programs is calculated as half the space, and the gymnasium of an elementary school does not factor into the school capacity.

Ms. B. Gibson, Manager, Transportation Services, shared that it is the parents' responsibility for children walking to and from school. She noted that a traffic safety sub-Committee is formed within the CBE's Transportation Advisory Committee. Reviews are made of how to ensure routes to and from school are safe for walking to and from either a bus stop or a school. The CBE is unable to add buses due to a cost to the system that is not funded by the province; fees that could be charged would not cover the costs. This sub-Committee consults with school councils, Alberta Motors Association and Calgary Police Services.

Ms. K. Hern, parent, commented on the closure of the regular program at Westgate School and re-designation to Wildwood School, which is considered within walking distance from their home. She stated their walk to the school is more than 25 minutes, which she noted is difficult enough for an adult and is more difficult with children. She shared her belief the school sees low attendance on days of extreme cold weather. She noted that she has one special needs child and expressed her belief that Calgary has only one special behavioural needs school in Calgary. She questioned whether it would be possible to place that kind of program in Rosscarrock School.

Ms. Edwards shared her uncertainty of the specific type of program referenced and noted there are many special education programs operating throughout the CBE. She stated that placing such a program in Rosscarrock School may increase the number of students in the building, but it would not increase the enrolment in the regular program. Ms. Edwards encouraged she reach out to her Area Director to discuss the particular programming needs for her child.

Mr. J. Kenney, noted with respect to the desire to keep the cohort of students together there seems to be a high number of students living on the east side of or on 47th Street and he

questioned if it has been considered as it would be safer for those students to walk to Rosscarrock School rather than to Wildwood School.

Ms. Edwards stated it is recognized that many students travel these distances to their schools and bus stops. In terms of safety, she reminded that student travel to and from the school and bus stop is a parental or guardian responsibility. She noted the CBE works with schools and communities to review options, including mentor programs where older children walk with younger children.

Taz, parent, asked what the process is going forward for parents who have children enrolled as out of attendance area students. He expressed not understanding the rationale for considering the closure of the school, as it appeared to him to be more about finances than enrolment.

Ms. Edwards responded that if they are not looking to attend their designated school, parents should contact the principal at either Wildwood School or Glendale School to ask if they are able to accept the child as an out of attendance area student. With respect to the financial aspects, the overall costs including operating and staffing are taken into consideration.

Mr. Breton restated some of the challenges for a school with low enrolment, including the inability to offer a quality education program.

Ms. Edwards commented on the population decline, noting three new schools opened in communities closer to the homes of those students who were formerly designated to Rosscarrock School. She noted that the pre-school census data the CBE collects from The City has shown a decline over time. The City's densification plan is recognized and research shows this community is not densifying as quickly as other communities.

Mr. J. Kenney questioned the projected number of Kindergarten students for September 2019.

Ms. Edwards shared the number of children living in the Rosscarrock community who are eligible for Kindergarten in September 2019 is 14. She pointed out that from that number, there may be parents who choose to have their child attend an alternative program within the CBE, or they may choose a Calgary Catholic school.

Mr. J. Kenney pondered that Rosscarrock School may not be the choice for parents because of its potential closure.

Ms. Edwards shared that in the current school year the number of Grade 1 students registered is very small and this was evident even before the public engagement on declining enrolment and potential closure of the school.

Ms. A. Williams commented on the closure process for Windsor Park School and noted her understanding they took on a home-schooling program and CBe-learn operates out of that school. She questioned whether Rosscarrock School might be considered for offering a

home-schooling program. She shared her concern that Rosscarrock School will close, while the aging population will leave the community and new younger families will move in.

Ms. Edwards remarked that if closure of Rosscarrock School goes forward, there are a number of possibilities for how the facility may be used. She noted that the scenario suggested would not increase enrolment and would have no impact on the current students in the K-6 regular program at Rosscarrock School. With respect to aging out, what the future brings is unknown; the CBE looks at past history and the demographics of the communities and the information provided by The City. A slide was shown in the PowerPoint presentation earlier in the meeting that demonstrates how growth is anticipated in the coming years.

Mr. M. Abdalrahman, community member, commented on the community's loss of Ernest Manning High School, Chinook Learning Centre and now, possibly, Rosscarrock School. He questioned what the long-term impact could be from having fewer schools in the community.

Ms. Edwards clarified that Ernest Manning High School was relocated as a result of The City expropriating the land it was located on to build the Light Rail Transit corridor. She noted that in terms of accommodating students from this community into the future, there are schools in two adjacent communities that the CBE believes will be able to meet the needs.

Ms. M. Bacani shared her concern about the safety of young students walking to the proposed schools outside of their community.

Mr. I. Graham, parent and community member, asked how the capacity of Rosscarrock School at roughly 25% compares with other elementary schools. He expressed his understanding of the rationale for this consideration of closure. He noted his concern with what will happen to the school if it is closed. He asked what that process looks like - if there is a mandate and what the timing might be for decisions to be made. He shared that it is not desirable to have a vacant lot and building in the community and he questioned the future management of the building and property.

Ms. Edwards noted that Alberta Education looks to school boards to try to maintain an average school capacity of 85% across the system. The CBE has a very small number of schools that have a capacity below 50%. Schools have low enrolment for various reasons – some schools do not have the capacity that this school has and some have a lower number of students in them because they can accommodate only that lower number of students.

Mr. Breton shared that in the event of closure of the school the CBE must work through legislation. Should the CBE determine that the school would not serve any future needs, the Board of Trustees would be required to submit a request to the Minister of Education for approval to dispose of the property, which could take up to a year for response. He noted the building and the land it is located on was originally intended for school purposes and if the authority for disposition is granted the CBE is obligated to offer the right of first refusal to The City. During this time of indecision, the CBE is responsible for maintaining the building and the property.

Mr. I. Graham asked what historically has been seen in terms of timelines.

Mr. Breton noted it could take two years or longer.

Ms. Edwards responded to a previous question of Mr. Graham, noting that of all regular programs across the CBE, Rosscarrock School has the lowest enrolment.

Ms. N. Iclichen shared her concern about the walk, especially in cold weather, for younger children to attend school outside of their community. She noted that her family immigrated nine months ago to Canada and chose their home in this community with the Rosscarrock School in close proximity.

Mr. R. Waters, president of Rosscarrock Community Association, shared a polling of the community which showed 85% in favour of keeping Rosscarrock School open. He questioned if the intake of Rosscarrock School students at Glendale School would put that school at nearly 100% capacity.

Ms. Edwards noted the CBE needs to make use of available space to the maximum, as per the direction of Alberta Education, and the increase of students at Glendale factors in to the 85% capacity.

Mr. R. Waters commented on the growing communities south of 10th Avenue in particular, noting there are a number of infills. He shared that he lives on a property that historically housed one family and now houses four families, two with children. He shared his belief the communities south of 10th Avenue would likely be designated to Glendale School and he questioned the school's capacity in the future and the accommodation of Rosscarrock School students.

Ms. Edwards shared that Glendale School would be at about 86% utilization. She restated that the CBE works very closely with The City to look at both densification and development work; and review the number of school-age children that those infills are generating. Ms. Trombley noted that the projections for Glendale School show higher enrolments in the higher grades and it is expected that enrolment will be lower over the next couple of years. With respect to potential CBE students in the future for this area, that is more difficult to predict as there are many alternative programs throughout the system that could be the choice of families.

Mr. I. Graham noted that three or four years ago capital investment for renovations were made to the school and he questioned how those decisions were made when low enrolment at Rosscarrock School had been realized over time.

Mr. Breton noted decisions around infrastructure maintenance and renewal are made based on the facility condition report and assessments by CBE staff and the province. The CBE attempts to ensure its facilities are a safe and welcoming learning environment for students. He noted a delicate balance has to be taken, between making an investment of limited resources, wanting to care for students, and wanting to preserve the integrity of the process and not presuppose the outcome that is ultimately a decision of the Board of Trustees.

Ms. Edwards commented that it is also a challenge in not knowing when new schools in the suburbs will be approved by the province; in the absence of that information the CBE sometimes has to make investments without anticipated outcomes.

Ms. T. Tharmalingam shared her belief the concerns are more quantitative versus qualitative; that it is about finances rather than safety for students. She shared concern about safety with the walk for students and families. She expressed her concern that if Rosscarrock School closes people will not move into the community, and that people may actually move away from the community. She questioned bringing other programs to Rosscarrock School to increase the population of the school.

Ms. Edwards noted the discussion at this public meeting is about the potential closure of the regular program at Rosscarrock School. She pointed out that if the closure does get approved by the Board of Trustees, it does not preclude the potential for having an alternative program operate here in the future. She also noted that having an alternative program in the school does not increase participation or enrolment in the regular program.

Uzma requested the Board considers the safety and health of children as the utmost important factor.

Ms. Edwards advised the CBE works as much as possible with schools about the safety of students walking to and from school. She noted the presentation given by CBE highlighted financial aspects, but it also showed that the low enrolment in the regular program has an impact on the ability to provide quality programming for those students.

Uzma stated that students benefit from smaller classrooms, receiving more support from teachers.

Ms. Edwards restated there are challenges in programming for students in very small classes.

Karon, parent, commented on the program changes/additions at Rosscarrock School over the years and expressed concern about future accessibility to the English program. She shared her belief that the number of students in classrooms at Wildwood School is already high and she questioned what will be done about that with the intake of students from Rosscarrock.

Ms. Edwards noted that the government provides funding per student and that schools receive a budget allocation based on the number of students enrolled. The principal makes the resource decisions based on the school's budget.

Ms. S. Zainy, a high school graduate and former student of Rosscarrock School, shared that she has experienced danger and near tragedy while walking and crossing the busy roadways in the neighbourhood. She questioned how CBE will address safety for students.

Ms. Edwards restated that the CBE works in partnership with the school, parents and students in consideration of safety, to find ways to mitigate concerns. Part of the process is

to engage with CBE Transportation subcommittees about traffic safety. She noted that traffic roads, lights, speedways, etc., are not within the CBE's purview, but they are considered important to student safety in the work with partners.

Ms. A. Dedic, Day Home operator, noted she knows of children eligible to attend Rosscarrock School, but they chose not to register because of consideration of closure of the school.

Ms. Edwards stated that the Board of Trustees has sole authority on the matter of closure of a school, and no decision has been made at this time regarding closure of Rosscarrock School.

Ms. H. Oh, community member and parent, asked for clarification about the remarks made with respect to not having space for an alternative program suggested for Rosscarrock School.

Ms. Edwards explained that adding an alternative program at this time would not increase enrolment in the regular program, which is the issue under consideration at this time. She noted that should the school close and be considered for an alternative program, the issue would be whether the school has adequate space to provide a continuum of learning for a specific alternative program.

Mr. T. Getu remarked that he immigrated to Canada and chose the community and Rosscarrock School for its location and proximity to the LRT station. He shared it will be difficult for him and his child should Rosscarrock School close. He noted that his child has made friends at the school and is happy with his peers and his teachers.

Mr. M. Pribilovic questioned whether the CBE or the school put enough effort towards boosting enrolment at Rosscarrock School, such as advertisements. He asked if following this public meeting there are plans to further engage the community about the future of Rosscarrock School.

Ms. Edwards noted in the month of January every year the CBE advertises on its websites that schools are accepting registrations for Kindergarten and holding open houses. It varies from school to school how they undertake that. Rosscarrock School has been open to and accepting registrations. She again pointed out that this meeting is a part of the consideration of closure process; that the decision has not yet been made for closure of Rosscarrock School.

Mr. M. Pribilovic noted that the community of Killarney has seen redevelopment and infills and he questioned if that has resulted in a densification in terms of students for the educational programs being offered at Killarney School.

Ms. Edwards shared that Killarney School does not have a regular program; it is a Montessori K-6 program that is currently offered there. She noted for the question on densification, CBE staff will follow-up with The City and post a response, if one is available, under FAQs on the CBE website.

Mr. J. Kenney asked that information on enrolments at Alex Ferguson School also be looked into and posted on the website.

Uzma, on behalf of **Ms. S. Hiba**, spoke due to a language barrier. She noted that Ms. Hiba has two children attending Rosscarrock School, with a third child to start next year. She shared that Ms. Hiba is feeling distraught with the potential closure of the school as it will be difficult for her to ensure her children get to school safely.

CLOSING REMARKS

Ms. Edwards thanked everybody for attending the meeting and for providing respectful comments and input. The Board of Trustees tentatively anticipates debating the merits of this matter and making a decision regarding this program closure consideration on or about Tuesday, April 9, 2019 at the public Board meeting. The public's observations, comments and questions are valued and will form part of the material that Trustees will consider as they review the matter and ultimately reach a decision. She noted that the public's input at this meeting has been an important contribution to the Board of Trustees' decision-making process.

Ms. Edwards declared the meeting closed at 8:56 p.m.

Note to Reader:

The Minutes of the Public Meeting re: Discussion Respecting Consideration of Closure of Rosscarrock School, held in the gymnasium, 1406 – 40 Street SW, Calgary, Alberta on Thursday, March 7, 2019 at 7:00 p.m. include the major points of discussion - they are not a verbatim transcript of the meeting.

Relevant Excerpts from <i>Closure of Schools Regulation</i>	Action:
<p>1 In this Regulation,</p> <p>(a) “closure” means any action referred to in section 2.</p> <p>2 A board may</p> <p>(a) close a school permanently or for a specified period of time,</p> <p>(b) close entirely three or more consecutive grades in a school, or</p> <p>(c) repealed AR257/2003 s5,</p> <p>(d) transfer all students from one school building to one or more other school buildings on a permanent basis.</p>	
<p>4(1) Where a board is considering the closure of a school, the board shall</p> <p>(a) raise the matter by way of a motion at a regular meeting of the board, and</p>	<p>February 05, 2019 at a Regular Meeting of the Board – The Board of Trustees passed the following motion:</p> <p>THAT the Board of Trustees is satisfied that there is cause to proceed with a consideration of closure of Rosscarrock School, in accordance with the <i>Closure of Schools Regulation</i>.</p>

<p>(b) in writing notify the parents of every child and student enrolled in the school who, in the opinion of the board, will be significantly affected by the closure of the school.</p> <p>4(2) A notice referred to in subsection (1)(b) shall set out the following:</p> <p>(a) how the closure would affect the attendance area defined for that school;</p> <p>(b) how the closure would affect the attendance at other schools;</p> <p>(b.1) information on the board’s long-range capital plan;</p> <p>(c) the number of students who would need to be relocated as a result of the closure;</p> <p>(d) the need for, and extent of, busing;</p> <p>(e) program implications for other schools and for the students when they are attending other schools;</p> <p>(f) the educational and financial impact of closing the school, including the effect on operational costs and capital implications;</p> <p>(g) the educational and financial impact if the school were to remain open;</p> <p>(h)&(i)repealed AR 257/2003 s7;</p> <p>(j) the time and location of the public meeting referred to in section 5(1)(a).</p>	<p>On February 20, 2019 – A <i>Written Notice</i> (with attachments) was provided to the parents/guardians of students currently enrolled at Rosscarrock School as well as to parents of children enrolled in the pre-school program located at the School (<i>Attachment III: Written Notice Respecting the Consideration of Closure of Rosscarrock School</i>). This <i>Notice</i> contained the information required by the <i>Closure of Schools Regulation</i>. Further, a copy was posted to the CBE web- site on February 20, 2019.</p> <p>A public meeting was held at Rosscarrock School on March 07, 2019. Parents/guardians and community members were provided with an opportunity to submit written questions and comments related to the consideration of closure.</p> <p>In addition to the <i>Written Notice</i>, the CBE posted the following on its Rosscarrock School Consideration of Closure webpage:</p> <ul style="list-style-type: none"> ▪ Information about the engagement process, including survey results, leading up to the consideration of closure recommendation; ▪ PowerPoint presentation from the March 07, 2019 meeting; and ▪ Supporting documents and all forms of communications, from the pre-consideration of closure engagements.
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<p>4(3) A notice referred to in subsection (1)(b) may set out the following:</p> <ul style="list-style-type: none"> (a) the capital needs of the schools that may have increased enrolment as a result of the closure, and (b) the possible uses of the school building or space in the school building if <ul style="list-style-type: none"> (i) the entire school is being closed, or (ii) 3 or more consecutive grades in the school are being closed entirely. 	<p>The <i>Written Notice</i> and presentation provided to parents/guardians and available at the March 07, 2019 meeting supplied information regarding the CBE’s <i>School Capital Plan 2012—2015</i> and the <i>Ten-Year System Student Accommodation and Facilities Strategy</i> and indicated the availability of these documents on the CBE web-site.</p> <p>The written material provided to affected parents/guardians indicated that, in the event of closure of Rosscarrock School the school may be utilized for CBE administrative office, to support modernizations of other CBE facilities, to support other programming, or be declared surplus to the CBE’s need and go through a process to dispose of the property.</p> <p>Copies of the <i>Written Notice</i> were made available at the public meeting for all attendees.</p>
<p>5(1) Where a board has given notice of motion at a regular meeting of the board that it is considering the closure of a school, the board</p> <ul style="list-style-type: none"> (a) shall organize and convene a public meeting for the purpose of discussing the information provided to the parents under section 4, 	<p>On March 07, 2019 a public meeting was held at Rosscarrock School to discuss the proposed closure of the School (<i>Attachment IV: Agenda Public Meeting Respecting the Consideration of Closure of Rosscarrock School</i>).</p> <p>At the conclusion of the public meeting it was announced that follow up questions and written submissions could be submitted to Area 7 office or to dialogue@cbe.ab.ca on or before 12:00 noon on April 08, 2019.</p>
<ul style="list-style-type: none"> (b) shall provide an opportunity for the council of the municipality in which the school is located to provide a statement to the board of the impact the closure may have 	<p>February 07, 2019– A letter was sent to the City of Calgary advising of the motion to consider the closure of Rosscarrock School and inviting the Council to provide a</p>

<p>on the community, and</p> <p>(c) may hold other meetings with respect to the closure at times and places as the board may determine.</p>	<p>statement to the Board of Trustees of the impact the closure may have on the community (<i>Attachment V: Letter to his Worship Mayor Nenshi Regarding the Consideration of Closure of Rosscarrock School; and Response from The City – Manager’s Office.</i>)</p>
<p>5(2) The date and place of the public meeting referred to in subsection (1)(a) shall be</p> <p>(a) posted in five or more conspicuous places in the area or areas of the school or schools affected by the closure, for a period of at least 14 days before the date of the public meeting, and</p>	<p>The information required was posted at least 14 clear days before the public meeting in the required number of locations, as follows:</p> <p><u>Posters advertising public meeting</u></p> <p>On February 15, 2019 flyer-size notices indicating the date, place and time of the March 07, 2019 public meeting regarding the consideration of closure of Rosscarrock School were posted in the following locations:</p> <ul style="list-style-type: none"> ▪ CIBC Branch (Bow Valley and 45 St. S.W.) ▪ Nicholls Family Library (Bow Trail and 33 St. S.W.) ▪ Safeway – Westbrook Mall ▪ Rosscarrock Community Hall ▪ Wildwood Community Hall ▪ Rosscarrock School ▪ Wildwood School ▪ Glendale School <p><u>Bold signs</u></p> <p>Five bold signs were assembled to inform the public of the March 07, 2019 meeting location and time. Four bold signs were installed on February 19, 2019, and remained until the public meeting. A fifth bold sign was installed on February 20, 2019 and remained up until after the public meeting. The signs for Rosscarrock School were installed at the following locations:</p>

	<ul style="list-style-type: none">▪ Rosscarrock School – 1406 40 St. S.W.▪ Glendale School – 2145 Kelwood Dr. S.W.▪ Wildwood School – 120-45 St. S.W.▪ East Side of Spruce Drive; North of Bow Trail▪ North Side of 17 Ave. S.W.; East of 45 St. S.W. <p><u>Web-site</u></p> <p>February 11, 2019</p> <ul style="list-style-type: none">▪ Rosscarrock School - Recommendation for Consideration of Closure webpage created.▪ Weblinks to Consideration of Closure page from:<ul style="list-style-type: none">○ School webpage○ CBE Home page <p>As of February 20, 2019</p> <ul style="list-style-type: none">▪ <i>Written Notice to Parents</i> was posted to the Rosscarrock Consideration of Closure webpage. <p>As of March 08, 2019</p> <ul style="list-style-type: none">▪ The PowerPoint presentation for the public meeting was posted on the Rosscarrock School Consideration of Closure webpage
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<p>(b) advertised in a newspaper circulating within the area or areas of the school or schools affected by the proposed closure, on at least 2 occasions as close as it is practicable to the date of the meeting.</p>	<p>On February 25, 2019 the required advertisement regarding the date, time and location of the March 07, 2019 meeting was placed in the <i>Calgary Metro</i>. On March 04, 2019 the required advertisements regarding the date, time and location of the public meeting was placed in the <i>Calgary Herald</i> newspaper.</p> <p>Information was also posted on the Calgary Board of Education web-site prior to the public meeting.</p>
<p>5(3) At least 2 Trustees of the board shall attend the public meeting referred to in subsection (1)(a)</p>	<p>All seven trustees attended the March 07, 2019 meeting at Rosscarrock School.</p>
<p>5(4) A board shall ensure that minutes of all public meetings held under this section are prepared.</p>	<p>Minutes of the March 07, 2019 public meeting were prepared (<i>Attachment I: Minutes of Public Meeting Respecting the Consideration of Closure of Rosscarrock School</i>).</p> <p>The meeting was recorded audio/visually for internal administrative purposes.</p>
<p>6(1) A board shall not make a final decision on the proposed closure until at least 3 weeks have passed since the date of the public meeting referred to in section 5(1)(a)</p>	<p>The Board has advised the public that it will decide whether to close Rosscarrock School on or about April 09, 2019. As of April 09, 2019 more than 3 weeks will have passed since the date of the public meeting.</p>
<p>6(2) A board shall give due consideration to any written submissions on the proposed closure that it receives after the public meeting referred to in section 5(1)(a).</p>	<p>Parents/guardians and members of the public were given until Monday, April 08, 2019 at noon to provide written submissions or questions on the proposed closure.</p> <p>Each trustee received a copy of each written submission. For privacy reasons they are not attached to this report (<i>Attachment VI: Written Submissions Received after the Public Meeting Respecting the Consideration of Closure of</i></p>

	<p><i>Rosscarrock School</i>). The written submissions have been circulated only to trustees and retained for the corporate record. Note: Administration prepared anticipated questions and responses, which were provided to each trustee.</p> <p>Members of the public were informed that the Board of Trustees would give due consideration to any submissions received after the public meeting; as of April 02, 2019 there were 15 written submissions received. Any additional written submissions received between April 02-April 08 will be distributed to Trustees before April 09, 2019.</p>
<p>6(3) A board</p> <p>(a) shall by resolution decide whether to close the school, and</p>	
<p>(b) if the decision is to close the school, shall forthwith notify the Ministers in writing of the decision.</p>	
<p>7(1) All school closure procedures shall be initiated and completed within the school year in which the decision to close the school is made.</p>	<p>The procedure to consider the Closure of Rosscarrock School began February 5, 2019.</p>
<p>7(2) Notwithstanding subsection (1), on the written request of the board, the Ministers may extend the school closure procedures beyond one school year.</p>	



**Calgary Board
of Education**

Board of Trustees

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

www.cbe.ab.ca

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Vice-Chair

Marilyn Dennis Wards 5 & 10

Trustees

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Lisa Davis Wards 6 & 7

Richard Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

Mike Bradshaw Wards 12 & 14

February 20, 2019

WRITTEN NOTICE REGARDING CONSIDERATION OF CLOSURE ROSSCARROCK SCHOOL

A public meeting for the purpose of discussing information contained within this notice will be held:

Date: Thursday, March 7, 2019

Time: 7:00 PM

Location: Rosscarrock School
1406 40 St SW, Calgary

INTRODUCTION

At a regular meeting on Tuesday February 5, 2019, the Board of Trustees of the Calgary Board of Education (CBE) passed a motion to consider the closure of the Rosscarrock School.ⁱ No closure decision will be made by the Board of Trustees until parents and the public have had an opportunity to provide input with respect to this important community matter. The public meeting will provide those in attendance with an opportunity to be informed, participate in a discussion, ask questions and make statements respecting the information provided in this notice.ⁱⁱ

Enrolment in the regular program at Rosscarrock School is declining. On September 30, 2018, there were 109 students registered in the K-6 regular program at the school, 22 of whom were out of attendance area. By January 9, 2019 enrolment in the regular program had declined further to 106 students. Low enrolment in the regular program is expected to continue into the future and have impacts on student learning.

BACKGROUND

Rosscarrock School was built in 1960 in the community of Rosscarrock and a two story addition was constructed in 1965 on the east side of the original building. The school has a provincial capacity of 416 student spaces with a floor plan that includes 18 classrooms. From 2008 to 2013, the school experienced stable enrolment of approximately 150 students per year in total. During this period of time, enrolment from the community of Rosscarrock averaged 94 students with out of attendance area students averaging 46 students per year.

In 2014, enrolment at Rosscarrock School was 201 students which included 15 students overflowed to the school from the community of West Springs and 22 students attending from the community of Cougar Ridge. There were 102 students attending from the community of Rosscarrock. Additionally, the school had 12 students enrolled in the Paced Learning program (PLP) as well as 50 out of attendance area students.

The addition of kindergarten programs for both French Immersion and Spanish Bilingual programs saw enrolment in Rosscarrock School climb to 344 students in September 2015. Numbers of out of attendance area students as well as students from the Cougar Ridge community remained consistent while the number of students considered overflow from West Springs declined considerably as West Springs School was able to accommodate all students from the community. Enrolment of students

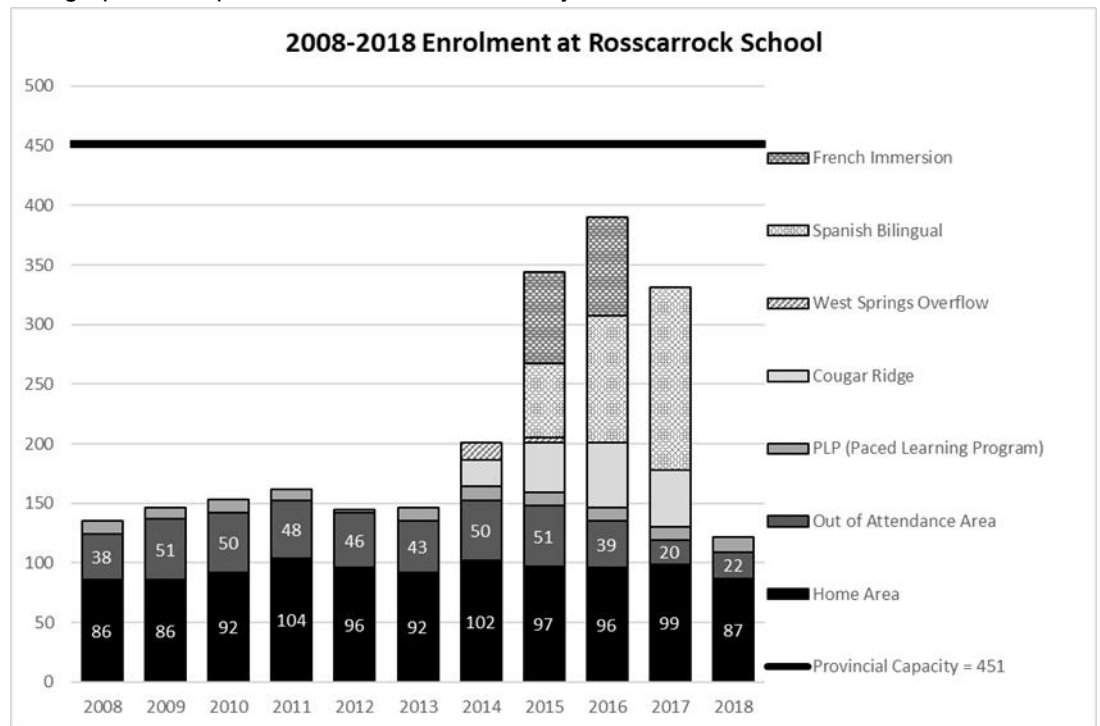
learning | as unique | as every student

living in the Rosscarrock community remained low at 97 students and there were 51 students attending the regular program from out of the attendance area.

By 2016 enrolment in Rosscarrock School consisted of students from the communities of Rosscarrock and Cougar Ridge and a small number of out of attendance area students as well as 11 students in the PLP program. The temporary addition of a Spanish bilingual GR1 class along with the continuation of kindergarten French and Spanish programs helped enrolment at the school grow to 390 students.

In 2017, French Immersion kindergarten students were designated back to Westgate School. The Spanish Bilingual program at Rosscarrock School grew by a grade to include K-2 Spanish Bilingual programming. By this time, out of attendance area numbers had dropped to 20 students, less than half of what the numbers indicated two years prior. Enrolment from the community of Rosscarrock remained stable at 99 students and there were 48 students attending from Cougar Ridge. The PLP class continued to be located within the school bringing the total September 30 count to 331 students for 2017-2018 school year. On September 30, 2018, there were 109 students registered in the K-6 regular program at the school, 22 of whom were out of attendance area.

The graph below provides the enrolment history since 2008 for Rosscarrock School:



If Rosscarrock School remains open, enrolment will remain low for the foreseeable future with a total of 111 students projected for September 2019 as follows:

September 2019 Projected Enrolment at Rosscarrock School if the School Remains Open

ROSSCARROCK SCHOOL

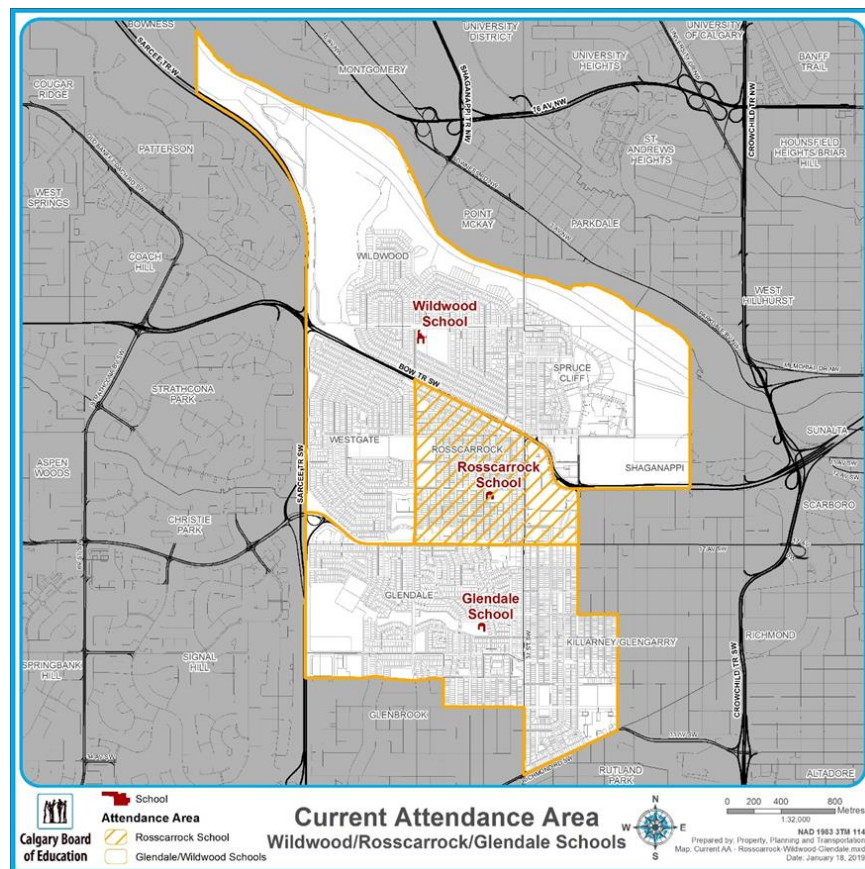
Provincial Capacity = 451

Projection for September 2019

Community	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
Rosscarrock	14	9	5	13	10	12	14	77
PLP Program						2	5	6
Out-of-Attendance Area	2	4	2	2	4	3	4	21
Total	16	13	7	15	16	20	24	111

ATTENDANCE AREA

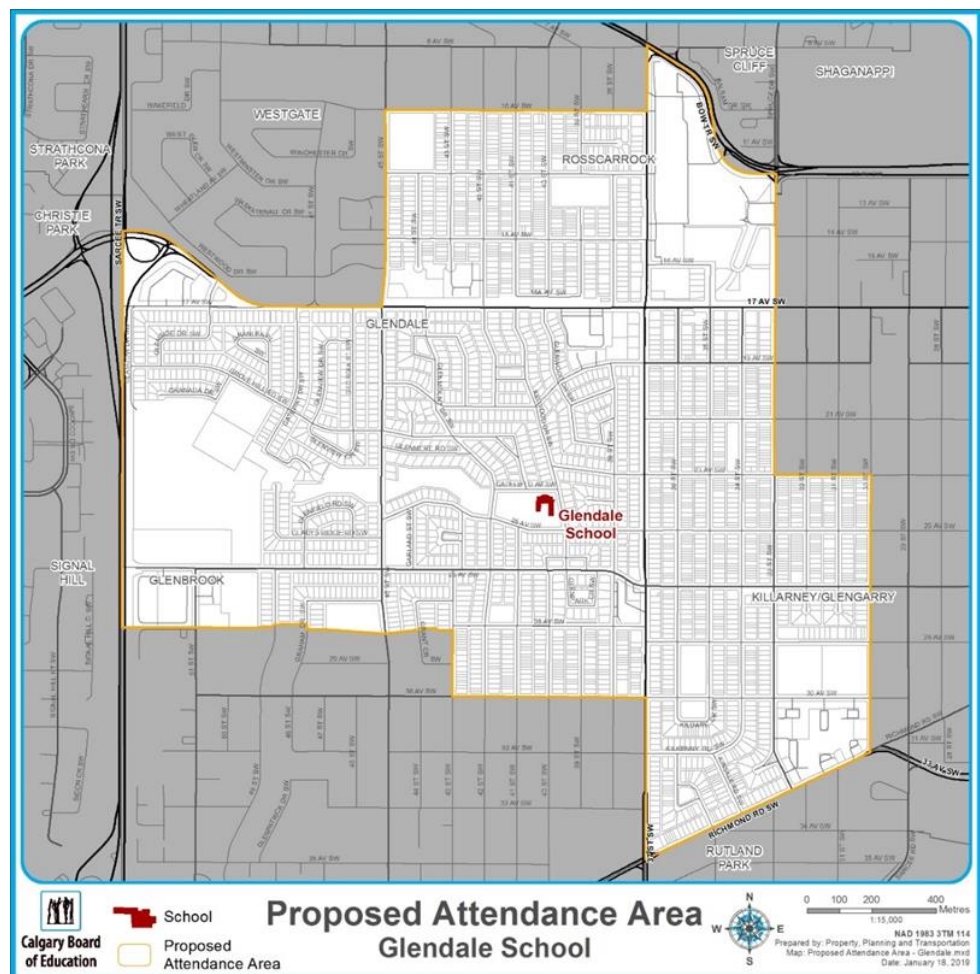
There are two schools in communities adjacent to the Rosscarrock community that have space to accommodate regular program students living in the Rosscarrock community in the future; Glendale School and Wildwood School. Both schools are within walking distance for some students living in Rosscarrock. The map below shows the current attendance area for Rosscarrock School, Glendale School and Wildwood School.

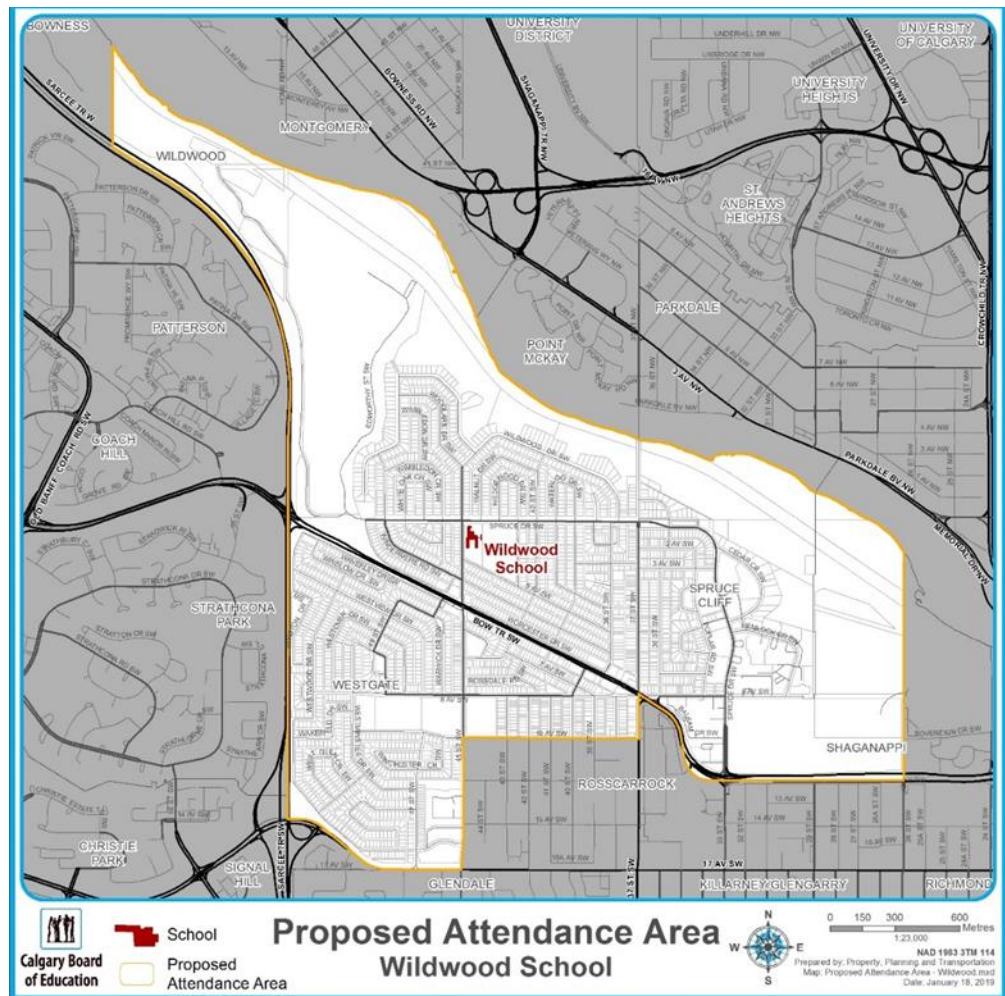


If Rosscarrock School is closed and the proposed accommodation plan is implemented for September 30, 2019 there is space at both Glendale and Wildwood schools to accommodate regular program students who live in the community of Rosscarrock. Out of attendance area students would be expected to return to their designated school.

A new location for the PLP program would be determined during the annual CBE review of complex learning class locations which takes into account available space in schools as well as the residential areas of these students. Students are assigned to these complex needs classes based on their home address. At this time, it is anticipated that all students would move together to a new location. However, should space in a similar program closer to the student's residence become available, the student may be offered placement at that location.

The two maps below show the proposed attendance area for Glendale School and Wildwood School if Rosscarrock School closes. If Rosscarrock School closes students would be designated to one of these two schools based on their home address as indicated in the maps. The maps are followed by two tables that indicate the number of students, based on the proposed boundaries, projected to attend Glendale School and Wildwood School if Rosscarrock School closes.





This accommodation plan was informed by feedback and in relation to the planning principle of having students attend school as close to home as possible.

Both Glendale and Wildwood schools have space to accommodate additional students. The two tables below indicate the projected enrolment at these two schools if Rosscarrock School closes and students are re-designated based on the proposed attendance areas above.

September 2019 Projected Enrolment at Glendale School if Rosscarrock School Closes

GLENDALE SCHOOL

Provincial Capacity = 304

Projection for September 2019

Community	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
Home Area	18	20	35	27	24	32	26	182
Students from Rosscarrock	6	8	3	9	8	9	13	56
Out-of-Attendance Area	3	0	4	2	3	3	11	26
Total	27	28	42	38	35	44	50	264

WILDWOOD SCHOOL

Provincial Capacity = 628

Projection for September 2019

Community	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
Home Area	37	42	32	58	43	44	53	309
LEAD					6	6	8	20
SKILL		3	4	5	3	1	1	17
Students from Rosscarrock	8	2	2	4	1	3	1	21
Out-of-Attendance Area	3	3	1	2	4	8	4	25
Total	48	50	39	69	57	62	67	392

STUDENT ENROLMENT AND TRANSPORTATION

The number of students who would need to be relocated as a result of the closure would be up to 77 students. As noted above, regular program students living in the community of Rosscarrock can be accommodated at schools within walking distance of their residence therefore there are no transportation impacts.

Students attending the Rosscarrock School in the PLP program are transported to the school from several communities in south Calgary. If Rosscarrock School closes, a new location for the PLP program would be determined during the annual CBE review of complex learning class locations which takes into account available space in schools as well as the residential areas of these students. Transportation services would continue to be provided for students in this program to their new location.

CBE CAPITAL PLANS (Three-Year School Capital Plan and Ten-Year System Student Accommodation and Facilities Strategy)

A decision to close Rosscarrock would have no implications relative to the CBE’s Capital Plans. The CBE’s Three Year Capital Plan identifies projects and priorities for new school/replacement school construction and major modernization projects and is submitted to the province on an annual basis. The document can be accessed on the CBE website through a link at:

<http://www.cbe.ab.ca/schools/building-and-modernizing-schools/Pages/default.aspx>

The CBE Ten-Year System Accommodation and Facilities Strategy can be accessed through the link at:

<http://www.cbe.ab.ca/schools/building-and-modernizing-schools/Pages/default.aspx>

PROGRAMMING AND EDUCATIONAL IMPACTS OF CLOSING

Program Implications for Other Schools

Students will be re-designated to either Glendale or Wildwood school. These schools have a strong student population base and the number of students re-designated to each location can be accommodated now and into the future. There would be no educational or programming impact at these schools due to the number of students being re-designated.

Program Implications for Students

The re-designation of Rosscarrock students into existing K-6 schools offers the students access to a larger peer group, which enhances the ability for grouping and regrouping students based on programming need. Greater access to teacher expertise

in areas such as music, languages and resource support can contribute to student success. A larger student population also provides greater access to a variety of extracurricular and co-curricular activities and field trips. The larger student population in either Glendale or Wildwood translate into a greater number of teachers. This affords staff with the opportunity to work in teams to design learning opportunities for students and discuss teaching practice with one another. This kind of professional dialogue has been shown to have an impact on student achievement as staff hold one another accountable to student learning outcomes.

PROGRAMMING AND EDUCATIONAL IMPACTS OF REMAINING OPEN

Lack of enrolment in the current year has reduced the resource and administrative support available to students and confines the way in which the school is organized. The ability of staff to regroup students based on need is diminished.

Should Rosscarrock School not close, there will be impacts on learning for existing students. Currently there are only 2 Kindergarten pre-registrations. This would mean re-designating the Kindergarten students to another school or looking at a blended kindergarten, grade 1 and grade 2 single classroom. The latter would be a very complex undertaking.

Due to lack of enrolment, it is anticipated that there would be limited extracurricular and co-curricular offerings for 2019-2020 as both the number of staff and the volunteer base to meet required off-site supervision ratios would be a challenge.

The support and development of a School Council is a challenge; the current School Council only has two members. It is anticipated that, should the school remain open, this challenge will continue into 2019-2020.

FINANCIAL IMPLICATIONS

If the program were to remain open

There are currently 8 FTE administrative teaching positions assigned to support the learning at Rosscarrock School:

- 1 School Principal
- 2.5 Learning Leaders (.5 FTE assigned as a Math Coach funded by the system)
- 4.5 teachers (.5 FTE for music teacher is being supplemented by funding from Area 7 Office)

Support staff supporting learning at Rosscarrock School include:

- 1.0 FTE Administrative Assistant
- .4286 FTE (15 hours/week) Education Assistant assigned to Kindergarten and funded through PUF
- .5714 FTE (20 hours/week) Education Assistant funded through Area Office
- 2.0 FTE (2 X 35 hours/week) Education Assistant assigned to the PLP class
- .8571 (3X 10 hours/week) lunchroom assistants
- .5 Library Assistant

Including staffing costs, the total annual administrative costs to operate the school are approximately \$1.5 to \$2 million dollars.

The Area office through the Area basic discretionary funds would likely need to increase financial support beyond what is currently provided. Depending on final enrolment as of September 2019 it could be as high as \$150,000 (approx. 50% of the funds allocated to the Area).

If the program were to close

Closure of Rosscarrock School will allow some of these dollars to follow the students to their new school sites while some would result in savings. The per school allotment for a principal, office and library staff would be saved; this would amount to approximately \$200,000.

The annual average building operating and maintenance costs are approximately \$150,000-\$190,000. This includes maintenance and custodial staff, utilities and maintenance and repairs.

There would be no impact on transportation costs as per the proposed accommodation plan as students will be re-designated to schools within walking distance from their residences. The PLP students will continue to require bussing to a new location and as bussing is currently in place, and as long as the bell times at the re-located site(s) are similar to Rosscarrock School, no added costs are foreseen.

Future Use of Facility

The future of the facility will be monitored and planned in alignment with processes outlined in CBE's Three-Year Capital Plan, Three-year System Student Accommodation Plan and Ten-Year System Accommodation and Facilities Strategy.

ADDITIONAL INFORMATION

Trustees welcome your views and input and invite you to provide comments to them directly (BoardofTrustees@cbe.ab.ca) or through administration at the Area 7 Office. Questions regarding the Board of Trustees' consideration of closure of Rosscarrock School may be submitted in writing on the attached form, **prior to 12:00 noon on Monday, April 8, 2019.**

Attention: Calvin Davies, Director, Area 7
Calgary Board of Education
3445 – 37 Street SW
Calgary AB T3E 3C2
t | [403-777-8750](tel:403-777-8750)
Email directly to dialogue@cbe.ab.ca

It is not possible to respond individually to questions or inquiries prior to the public meeting. At the public meeting, having reviewed questions for relevancy and redundancy, selected questions will be answered. Should your specific question(s) not be selected for response at the public meeting, you will have ample opportunity to direct questions to administration, and you are invited to do so.

As outlined in the Alberta Government *Closure of Schools Regulation* Section 6(1), the Board of Trustees shall not make a decision on the consideration of closure of Rosscarrock School until at least three weeks have passed from the date of the public

meeting. The Board of Trustees will give due consideration to any written submissions on the proposed closure that it receives after March 7th and prior to the final debate and decision at a meeting of the Board of Trustees.

Yours sincerely,



Trina Hurdman
Chair of the Board of Trustees
CALGARY BOARD OF EDUCATION

Form For Return: Question Submission Form

End Note

ⁱ Pursuant to the School Act, R.S.A. 2000, Chapter S-3 and its associated regulations, the power to close a school or a school building rests solely with the Board of Trustees and cannot be delegated. The *Closure of Schools Regulation* identifies the formal process that will be followed when closure is being considered. In accordance with those process requirements, the information in this notice is provided to the parents/guardians of students registered at Rosscarrock School and is available on the CBE web site.

ⁱⁱ The *Closure of Schools Regulation* (AR 238/97) is directive regarding the content of the Written Notice. The layout of that information is discretionary. For ease of presentation, the specific information set forth at s. 4 (2) and (3) of the *Closure of Schools Regulation* (AR 238/97) is set forth in this Written Notice in the following manner:

- s. 4 (2) (a) & (b) are contained within this document at the section entitled ATTENDANCE AREA
- s. 4 (c) & (d) are contained within this document under section entitled STUDENT ENROLMENT AND TRANSPORTATION
- s. 4 (2) (b.1) is contained within this document within the section entitled CBE CAPITAL PLANS
- s. 4 (2) (e) is contained within this document under the section entitled PROGRAMMING AND EDUCATIONAL IMPACTS ON LEARNING
- s. 4 (2) (f) is contained within this document under the section entitled PROGRAMING AND EDUCATIONAL IMPACTS OF REMAINING OPEN as well as under FINANCIAL IMPLICATIONS
- s. 4 (2) (g) is contained within this document under the section entitled PROGRAMING AND EDUCATION IMPACTS OF CLOSING as well as under FINANCIAL IMPLICATIONS
- s.4 (3) (a) & (b) are contained within this document under section entitled FINANCIAL IMPLICATIONS under subsection Future Use of Facility

Question Submission Form



Calgary Board
of Education

Questions regarding the Board of Trustees' consideration of closure of Rosscarrock School may be submitted in writing **prior to 12:00 noon on Monday, April 8, 2019 to:**

Calvin Davies, Director, Area 7

Calgary Board of Education

3445 – 37 Street SW

Calgary AB T3E 3C2

Phone: 403-777-8750 or Email: dialogue@cbe.ab.ca

The Board of Trustees has scheduled a public meeting for Thursday March 7, 2019 at 7:00 pm in the Rosscarrock School gymnasium.

It is not possible to respond individually to questions or inquiries prior to the public meeting. At the public meeting, having reviewed questions for relevancy and redundancy, selected questions will be answered. Should your specific question(s) not be selected for response at the public meeting, you will have ample opportunity to direct questions to administration and you are invited to do so.

Name:

Phone:

| agenda |

Thursday,
March 7, 2019
7:00 p.m.
Rosscarrock School

Board of Trustees Calgary Board of Education Public Meeting

Discussion Respecting Consideration of Closure of Rosscarrock School

- 1 | Welcome, Introductions and Meeting Outline
Carrie Edwards, Meeting Chair
 - 2 | Opening Remarks *Christopher Usih, Chief Superintendent of Schools*
 - 3 | Purpose of the Meeting & Role of the Board of Trustees
Trina Hurdman, Board Chair
 - 4 | Review of Written Notice *Carrie Edwards, Meeting Chair*
 - Introduction
 - CBE Planning Principles
 - Issue
 - Background
 - Information
 - Attendance Areas
 - Student Enrolment and Transportation
 - Capital Plans
 - Programming and Educational Impacts on Learning
 - Programming and Educational Impacts
 - Financial Implications / Future Use of Facility
- Break – 10 minutes (at the discretion of the Chair)***
- 5 | Responses to Previously Submitted or Anticipated Questions
Carrie Edwards, Meeting Chair
 - 6 | Open Discussion Questions and Comments from Parents and Public (See Discussion Guidelines on reverse)
Carrie Edwards, Meeting Chair
 - 7 | Closing Remarks *Carrie Edwards, Meeting Chair*
 - Opportunity for Written Submissions & Further Questions (see over)

PURPOSE OF THE MEETING

At its Regular Meeting on Tuesday, February 5, 2019, the Board of Trustees of the Calgary Board of Education passed a motion to formally consider the closure of Rosscarrock School. No decision has yet been made by the Board of Trustees of the Calgary Board of Education and no decision will be made until parents and the public have had an opportunity to provide input with respect to this community matter. The Board of Trustees of the Calgary Board of Education have organized and convened this public meeting for the purpose of providing a public opportunity for the discussion of the information contained in the Written Notice Regarding Consideration of Closure of Rosscarrock School.

1. The Chair shall facilitate the meeting and ensure that matters of business raised in the agenda are covered.
2. During the Open Discussion portion of the meeting, all participants are asked to seek recognition from the Chair by proceeding to the designated floor microphone.
3. Upon being recognized by the Chair, all participants are asked to state and spell their name, state the nature of their interest and to indicate if they wish to ask a question, make a comment, or both.
4. The Chair shall be solely responsible to determine whether questions have already been asked and answered, or, if they are relevant, provide a response to the questions or to direct questions to appropriate CBE administrative personnel for response.
5. Speakers from the floor will be limited to three minutes for questions or comments, and the Chair shall exercise discretion in allowing follow-up questions, time permitting.
6. When a speaker's time has expired, they may return to the end of the line and again seek recognition from the Chair.
7. The Chair reserves the right to declare individuals out of order if their conduct or comments are disruptive and to take such action as necessary to restore order.
8. The Chair may confer with the Procedures Chair at any time to resolve any questions arising, and rulings thereafter shall be final.

WRITTEN SUBMISSIONS & FURTHER QUESTIONS

It is not possible to direct personal responses to each question. All questions submitted will be reviewed for relevancy and repetitiveness and those selected for response will be answered on the CBE website at <http://www.cbe.ab.ca/>.

Please submit all Written Submissions and Questions to:

Attention: Calvin Davies, Director, Area 7
Re: Rosscarrock School, Calgary Board of Education
3445 – 37 Street SW, Calgary, AB T3E 3C2

Or email to dialogue@cbe.ab.ca

**Written submissions and follow-up questions must be received by
12:00 p.m. on Monday, April 8, 2019**



Board of Trustees

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

www.cbe.ab.ca

Board Chair

Trina Hurdman Wards 1 & 2

Vice-Chair

Marilyn Dennis Wards 5 & 10

Trustees

Althea Adams Wards 3 & 4

Lisa Davis Wards 6 & 7

Richard Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

Mike Bradshaw Wards 12 & 14

February 6, 2019

The City of Calgary Council
c/o His Worship, Mayor Naheed Nenshi
P.O. Box 2100 Station M
Calgary, Alberta T2P 2M5

Dear Mayor Nenshi:

On behalf of the Board of Trustees, I am writing to advise you that at its regular meeting on February 5, 2019, the Board of Trustees passed the following motion:

THAT the Board of Trustees is satisfied that there is cause to proceed with a consideration of closure of Rosscarrock School in accordance with the Closure of Schools Regulation.

It is expected that a decision will be made by the Board of Trustees before the end of the school year. In addition to this official notification regarding consideration of closure of these programs, *the Closure of Schools Regulation* states:

5 (1) Where a board has given notice at a regular meeting of the board that it is considering the closure of a school, the board...

(b) shall provide an opportunity for the council of the municipality in which the school is located to provide a statement to the board of the impact the closure may have on the community.

A public meeting to discuss this closure consideration will be held in the near future. The date and time of the meeting will be advertised.

We look forward to receiving Council's written statement about this consideration of closure. Thank you.

Yours truly,

Trina Hurdman, Chair
Board of Trustees

cc: Mr. Jeff Fielding, City Manager, The City of Calgary



April 3, 2019

Trina Hurdman, Chair
Board of Trustees
Calgary Board of Education
1221 8 Street SW
Calgary, AB T2R 0L4

Dear Ms. Hurdman:

**Re: Consideration of School Closure
Rosscarrock School**

Further to your letter of 2019 February 7 to Mayor Nenshi and copied to this office, I would like to advise as follows:

The City acknowledges the fact that it is not the decision maker for school programs or facilities and decisions on school programs or facilities are the responsibility of the school boards, in consultation with the Province. Further, The City acknowledges that the Calgary Board of Education has announced its intent to consider closing the Rosscarrock school. As no change of use is proposed for this site at this time, a report to Council regarding planning-related matters will not be required.

We appreciate the opportunity for The City of Calgary to comment on school closures. Regarding this specific consideration to close the above mentioned school, Rosscarrock School is identified in the Municipal Development Plan (MDP) as located in the Residential – Developed – Established Land Use Typology. The future of this area within the community of Rosscarrock and according to the MDP is intended to be part of a complete residential community where modest redevelopment is encouraged. New developments in Established Areas should incorporate low to moderate densities, a mix of land uses and a pedestrian-friendly environment. Higher residential densities may be supported in areas of the community that are more extensively served by public facilities, activity centres and transit, appropriate to specific conditions and character of the community. Given that portions of 37 Street S.W. bordering Rosscarrock community are identified in the MDP as an Urban Main Street, medium to high density and intensity development is planned for the area. The Urban Main Street of 17 Avenue S.W. touches the border of Rosscarrock as well. Presently the community of Rosscarrock does not benefit from a local area plan and therefore planning considerations must hinge on the higher level policies of the MDP.

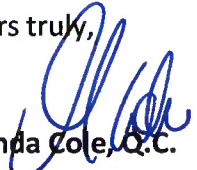
It may be helpful to understand demographic data on the immediate community in which the school resides. Rosscarrock's population peaked in 1971 at almost 3,900 residents and later fell to a stable longer term population of 3,300. However, in the past five years, the population has increased and is currently at 3,613 as of 2018. The total number of dwellings had been stable through the 1990s and 2000s with a total of approximately 1,550 units. However, over the past decade the total number of units has increased to about 1,680 by 2018. On average, approximately 15 building permits for new units per year has been experienced since 2013. Historical census data by age cohort provides another view of population change in Rosscarrock. Between 2011 and 2016, the adult cohorts (age 25-65) have increased by 550 people, seniors in the 65+ cohort have decreased by 75 people, and school aged children in the age 5-14 cohort have increased by 110 people. In the past two years, the number of preschool aged children has increased from 249 to 381.

There is a potential for increased redevelopment and densification in areas of this community per the MDP. As well, census data is indicating a demographic shift towards a younger population, including a growing preschool population. There has also been an increase in dwelling units over the past decade. As such, it would be beneficial for the CBE to discuss the consideration to close Rosscarrock School with our local area planning team to explore the impact on the community's redevelopment potential following a school closure.

Should you have any concerns or questions, please contact Carlie Ferguson, Coordinator, City Wide Policy, who may be reached at (403)268-5289, or by email carlie.ferguson@calgary.ca.

Thank you for considering The City of Calgary in this matter.

Yours truly,



Glenda Cole, Q.C.
City Manager
City Manager's Office
The City of Calgary | Mail Code #8003
T 403-268-5182 F 403-537-3027
10th Floor, Calgary Municipal Building
E glenda.cole@calgary.ca

cc: Mayor Naheed Nenshi, #8069
Members of Council, #8001A/8001B
Brad Stevens, Deputy City Manager, Deputy City Manager's Office, #8191
Carla Male, Acting Chief Financial Officer, Chief Financial Office, #8003
Stuart Dalglish, General Manager, Planning and Development, #8116
Matthias Tita, Director, Calgary Growth Strategies, #8117
Katie Black, Acting General Manager, Community Services, #8116
Michael Thompson, General Manager, Transportation, #8067
David Duckworth, General Manager, Utilities and Environment Protection, #417
Ronald Waters, President, Rosscarrock Community Association

ATTACHMENT VI

WRITTEN SUBMISSIONS

This is a compilation of all written submissions from the public and for reasons of the FOIPP legislation this material is being circulated to Trustees only.

Trustees must give due consideration to all written submissions received.

**report to
Board of Trustees**

Correspondence

Date	April 9, 2018
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trish Minor, Associate Corporate Secretary
Purpose	Information
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board

1 | Recommendation

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

- Letter dated April 1, 2019 to the Minister of Education seeking new school and modernization funding approvals for all projects identified within year 1 of the CBE Three-Year School Capital Plan 2019-2022.

Attachments: Relevant Correspondence





www.cbe.ab.ca

Board Chair

Trina Hurdman Wards 1 & 2

Vice-Chair

Marilyn Dennis Wards 5 & 10

Trustees

Althea Adams Wards 3 & 4

Lisa Davis Wards 6 & 7

Richard Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

Mike Bradshaw Wards 12 & 14

April 1, 2019

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

Dear Minister Eggen:

RE: New School and Modernization Approvals

This letter is sent on behalf of Calgary students who continue to need new and modernized schools to accommodate them.

Your government’s commitment to students these past four years has seen many new schools constructed or be modernized. However, with student enrolment within the Calgary Board of Education (CBE) continuing to climb, and with over 50% of CBE schools being over 50 years old, we feel it necessary to call upon the government to immediately approve all construction and modernization projects identified within year 1 of the CBE Three-Year School Capital Plan 2019-2022.

In March 2018, you announced full construction approval for Mahogany elementary and Skyview Ranch Elementary/Middle schools listed on this plan. At that time, design-only approval was also provided for the Auburn Bay middle and North Calgary high school. Accordingly, full approval is now requested for these two schools plus the Auburn Bay elementary school.

As background around the continued need for new schools, the K to Gr9 utilization rate by student residence for the northeast and southeast sectors of the City currently stands at 132% and 116% respectively. Moreover, the system-wide high school utilization rate currently stands at 88%. CBE student demographics clearly point to an important increase in grade 10 to 12 students between now and 2025. Based on this information and in the absence of any new high school approvals, it is anticipated that CBE system-wide high school utilization rates may rise well above 100% by 2025. We await with great anticipation your commitment towards the full construction approval and funding for this CBE school to avoid a scenario where the system-wide utilization rate exceeds the rated provincial capacity of all CBE high schools combined.

Approval to modernize the John G. Diefenbaker High School, Nickle School and Ernest Morrow School is also essential. John G. Diefenbaker High School has been included on CBE's Three-year School Capital plan for 10 years, Nickle School for 11 years and Ernest Morrow School for 5 years. Both the provincial facility assessment and the CBE's internal assessment have identified substantial facility upgrades are urgently needed to sustain continuous support of the teaching and learning requirements at these three schools. The preliminary scope of the modernization includes CTS/CTF program space upgrade, learning commons conversion, all building systems upgrade, and code and barrier-free accessibility compliance.

At the CBE, we believe that students come first, learning is our central purpose and that public education serves the common good. Full approval of the projects listed within year 1 of the Three-Year School Capital Plan 2019-2022 will invest in the future of thousands of students, students who require adequate and modernized learning spaces to reach their full potential.

Should you require more information regarding this request, please feel free to have your staff reach out to the CBE point of contact on this issue, Dany Breton, Superintendent of Facilities and Environmental Services, at dabreton@cbe.ab.ca or 403-817-6331.

Sincerely,



Trina Hurdman
Chair, Board of Trustees

cc: Christopher Usih, Chief Superintendent of Schools
Dany Breton, Superintendent, Facilities and Environmental Services

report to Board of Trustees

Annual Summative Evaluation of the Chief Superintendent

Date	April 9, 2019
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Mike Bradshaw, Chair, Board Evaluation Committee Trustee Richard Hehr, Member, Board Evaluation Committee
Purpose	Information
Governance Policy Reference	GC-3: Board Job Description GC-4: Officer's Roles B/CSR-5: Chief Superintendent Accountability

1 | Recommendation

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

2 | Background

Board of Trustees' Governance Policy B/CSR-5 states that, *the Board considers Chief Superintendent performance to be identical to organization performance.* Organizational accomplishment of the Board's Results policies, and operation according to the values expressed in the Board's Operational Expectations policies, will be considered successful Chief Superintendent performance. These two components define the Chief Superintendent's job responsibilities, and are the basis for the Chief Superintendent's performance evaluation.

B/CSR-5.7 states that *Each January the Board will conduct a formal summative evaluation of the Chief Superintendent. The summative evaluation will be based upon data collected during the year from the monitoring of Results and Operational Expectations policies.*



3 | Conclusion

The purpose of the annual evaluation of the Chief Superintendent is to summarize the actions previously taken by the Board of Trustees as it monitored the Results and Operational Expectations policies during the year, and to draw conclusions on that basis.

The attachment to this report provides a summary of the monitoring of all Results and Operational Expectations governance policies for the 2018 year; it is the “data collected during the year from the monitoring of Results and Operational Expectations policies”, as required by B/CSR-5.7.

ATTACHMENTS

- Attachment I: Annual Summative Evaluation Letter, 2018
- Attachment II: Board Evaluation of Chief Superintendent, 2018

GLOSSARY – Developed by the 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.



Board of Trustees

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

February 27, 2019

Mr. Christopher Usih
Chief Superintendent
Calgary Board of Education

Dear Chris:

RE: Annual Summative Evaluation

The Calgary Board of Education Trustees met on February 26, 2019 to conduct a summative evaluation of the Chief Superintendent's performance for the past year. The Board conducted the discussion in a manner consistent with its policy B/CSR-5, which stipulates that the Chief Superintendent's performance will be based on the prior year's monitoring of all Results and Operational Expectations policies. This report will summarize the Board's conclusions about the CBE and the Chief Superintendent's performance in each of these policy areas.

Results

R-2 (Academic Success): The Board concluded that reasonable progress is being made toward the ultimate achievement of this results policy with the exception of First Nations, Metis and Inuit students' achievement in all academic disciplines, and with the exception of student results in Mathematics. The Board also identified a concern with Grade 9 English Language Arts results.

The Board also directed the Chief Superintendent to review the indicators for R-2: Academic Success, for Board reaffirmation or approval by February 28, 2019; review the targets for R-2: Academic Success, for Board approval by February 28, 2019; and provide additional information, including strategies, revised targets and the assessment of the strategies for each of the areas identified as an exception or a concern by November 30, 2018.

The Board of Trustees also directed the Chief Superintendent to provide an update on the progress of the Mathematics strategy, the Indigenous Education strategy and the Literacy strategy by April 30, 2018.

R-3 (Citizenship): The Board concluded that reasonable progress is being made and commended the Chief Superintendent for exemplary achievement in Results 3: Citizenship, in particular student contribution to responsible stewardship of the environment and students exercising their democratic rights and responsibilities within the learning community.

R-4 (Personal Development): The Board found that reasonable progress is being made in this policy area.

Board Chair

Trina Hurdman Wards 1 & 2

Vice-Chair

Marilyn Dennis Wards 5 & 10

Trustees

Althea Adams Wards 3 & 4

Lisa Davis Wards 6 & 7

Richard Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

Mike Bradshaw Wards 12 & 14

R-5 (Character): The Board found that reasonable progress is being made in this policy area.

Operational Expectations

OE-1 (Global Operational Expectations): The Board found this policy to be fully compliant.

OE-2 (Temporary Chief Superintendent Succession): The Board found this policy to be fully compliant.

OE-3 (Treatment of Owners): The Board found this policy to be in compliance and commends the Chief Superintendent for exemplary performance in maintaining an organizational culture that treats all organization owners with respect, dignity and courtesy, and specifically in relation to policy subsection 3.3 "values individual differences of opinion" and "reasonably includes people in decisions..." through the use of the dialogue framework.

OE-4 (Treatment of Employees): The Board found this policy to be in compliance with the exception of 4.7 (maintain adequate job descriptions for all employee positions) and 4.13 (reasonably include people in decisions that affect them).

OE-5 (Financial Planning): The Board found this policy to be fully compliant.

OE-6 (Financial Administration): The Board found this policy to be fully compliant.

OE-7 (Asset Protection): The Board found this policy to be fully compliant.

OE-8 (Communication With and Support for the Board): The Board found this policy to be fully compliant.

OE-9 (Communicating with the Public): The Board found this policy to be fully compliant.

OE-10 (Instructional Program): The Board found this policy to be fully compliant.

OE-11 (Learning Environment/Treatment of Students): The Board found this policy to be fully compliant.

OE-12 (Facilities): The Board found this policy to be fully compliant.

Priorities

There are two essential and significant pieces of work that the Board of Trustees will require you to do. The first is to work with trustees to determine how reasonable progress of academic achievement should be measured. The Board needs valid and reliable data presented in a manner that will allow it to determine areas of strength and weakness so that it can determine whether reasonable progress is being made towards the ultimate achievement of our Results 2: Academic Success policy. In such a large system, we need to be mindful that the CBE exists to serve each and every student.

The second task is to lead the development of a budget that, by all indications, will not contain the revenues necessary to maintain current service levels and prepare for any eventuality with strategies that will lessen the impact of potential shortfalls in revenues on student learning. This will require you to hear from a variety of perspectives as you learn how the system is currently structured in order to allocate scarce resources to best meet the needs of students going forward.

The Board of Trustees would also like you to carefully consider the CBE's Three Year Education Plan that you will be presenting for Board approval in November, 2019. As this is a guiding document for the entire system, it is critical that it be focused on priorities and strategies that will have the greatest impact on student learning. The Board also expects areas that the Board identifies as requiring further attention be reflected in the plan.

Summary

The Board of Trustees looks forward to developing a strong working relationship with you. We recognize that we need to support each other and communicate openly as we work together to best meet the needs of Calgary students.

The content of this letter will form a basis of a discussion with you and the Board of Trustees in the near future. You are also invited to provide a written response, should you wish to do so.

On behalf of the Board of Trustees,



Trina Hurdman, Chair
Board of Trustees
Calgary Board of Education





Board Evaluation of Chief Superintendent, 2018

Policy	Reasonable Interpretation	Related RI Minutes	2017-18 Monitoring Report	2017-18 Monitoring Minutes	2017-18 Reasonable Progress/ Compliance	Commendations/Concerns
Operational Expectations						
1. <u>Global Operational Expectation</u>	<u>2012/09/18</u>	<u>Page 7</u>	<u>2017/06/13</u> <u>2017/06/20</u>	<u>Page 5</u> <u>Page 9</u>	In compliance	
2. <u>Temporary Chief Superintendent Succession</u>	<u>2012/03/06</u> <u>2013/10/08</u>	<u>Page 10</u> <u>Page 10</u>	<u>2017/09/12</u> <u>2017/09/19</u>	<u>Page 3</u> <u>Page 4</u>	In compliance	
3. <u>Treatment of Owners</u>	<u>2012/09/04</u>	<u>Page 4</u>	<u>2017/09/19</u>	<u>Page 2</u>	In compliance	The Board commends the Chief Superintendent for exemplary performance in maintaining an organizational culture that treats all organization owners with respect, dignity and courtesy, and specifically in relation to policy subsection 3.3 “values individual differences of opinion” and “reasonably includes people in decisions...” through the use of the dialogue framework.
4. <u>Treatment of Employees</u>	<u>2012/03/06</u> <u>2014/06/10</u>	<u>Page 12</u> <u>Page 5</u>	<u>2017/11/14</u> <u>2017/11/28</u>	<u>Page 4</u> <u>Page 3</u>	In compliance	With the exception of policy sub-sections 4.7 and 4.13
5. <u>Financial Planning</u>	<u>2012/03/20</u> <u>2013/05/28</u> <u>2016/04/05</u>	<u>Page 14</u> <u>Page 24</u> <u>Page 4</u>	<u>2017/12/05</u> <u>2018/02/06</u>	<u>Page 5</u> <u>Page 5</u>	In compliance	
6. <u>Financial Administration</u>	<u>2012/06/12</u> <u>2012/09/18</u> <u>2013/03/19</u> <u>2014/06/17</u> <u>2014/12/02</u>	<u>Page 4</u> <u>Page 7</u> <u>Page 7</u> <u>Page 10</u> <u>Page 12</u>	<u>2018/01/09</u> <u>2018/01/23</u>	<u>Page 4</u> <u>Page 4</u>	In compliance	
7. <u>Asset Protection</u>	<u>2012/10/02</u> <u>2013/04/16</u>	<u>Page 7</u> <u>Page 7</u>	<u>2018/01/09</u> <u>2018/01/23</u>	<u>Page 4</u> <u>Page 4</u>	In compliance	
8. <u>Communication With & Support for the Board</u>	<u>2012/05/15</u>	<u>Page 5</u>	<u>2018/03/06</u> <u>2018/03/13</u>	<u>Page 5</u> <u>Page 7</u>	In compliance	



Board Evaluation of Chief Superintendent, 2018

Policy	Reasonable Interpretation	Related RI Minutes	2017-18 Monitoring Report	2017-18 Monitoring Minutes	2017-18 Reasonable Progress/ Compliance	Commendations/Concerns
9. Communicating With the Public	2012/09/04 2014/06/17	Page 5 Page 4	2018/04/24 2018/05/15	Page 3 Page 5	In compliance	
10. Instructional Program	2012/09/18 2014/06/10	Page 5 Page 6	2018/02/06 2018/02/13	Page 3 Page 9	In compliance	
11. Learning Environment/ Treatment of Students	2012/05/01 2014/06/17	Page 4 Page 5	2017/12/05 2018/01/09	Page 5 Page 5	In compliance	
12. Facilities	2012/04/03	Page 5	2018/05/15 2018/05/22	Page 3 Page 5	In compliance	

Results Policy	Reasonable Interpretation	Related RI Minutes	Monitoring Report	Monitoring Minutes	Reasonable Progress/ Compliance	Commendations/Concerns
1. Mission	2013/09/17	Page 3				Not scheduled for monitoring
2. Academic Success	2013/04/16 2015/06/09	Page 6 Page 3	2018/02/06 2018/02/13	Page 3 Page 3	Reasonable progress being made	<p>With the exception of First Nations, Metis and Inuit student achievement in all academic disciplines, and with the exception of student results in Mathematics.</p> <p>THAT the Board identifies a concern with Grade 9 English Language Arts results.</p> <p>1. THAT the Board of Trustees directs the Chief Superintendent to review the indicators for R-2: Academic Success, for Board reaffirmation or approval by February 28, 2019;</p> <p>2. THAT the Board of Trustees directs the Chief Superintendent to review the targets for R-2: Academic Success, for Board approval by February 28, 2019; and</p>



Board Evaluation of Chief Superintendent, 2018

Results Policy	Reasonable Interpretation	Related RI Minutes	Monitoring Report	Monitoring Minutes	Reasonable Progress/ Compliance	Commendations/Concerns
						<p>3. THAT the Board of Trustees directs the Chief Superintendent to provide additional information, including strategies, revised targets and the assessment of the strategies for each of the areas identified as an exception or a concern by November 30, 2018.</p> <p>THAT the Board of Trustees directs the Chief Superintendent to provide an update on the progress of the Mathematics strategy, the Indigenous Education strategy and the Literacy strategy by April 30, 2018.</p>
<ul style="list-style-type: none"> R-2 Report Card Information Report – Part 1 			2018/12/04	Page	Information Only – Not Monitored	<p>Part 1 – Language Arts, Languages and Social Studies</p> <p>Report presented for information only. No monitoring decision made.</p>
<ul style="list-style-type: none"> R-2 Report Card Information Report – Part 2 			2019/01/15	Page	Information Only – Not Monitored	<p>Part 2- Arts, Career and Technology Studies, Mathematics, Physical Education and Sciences</p> <p>Report presented for information only. No monitoring decision made.</p>
3. Citizenship	2013/04/02 2015/10/06 2015/10/13	Page 5 Page 4 Page 7	2018/03/06 2018/03/13	Page 4 Page 5	Reasonable progress being made	<p>THAT the Board of Trustees commends the Chief Superintendent for exemplary achievement in Results 3: Citizenship, in particular student contribution to responsible stewardship of the environment and students exercising their democratic rights and responsibilities within the learning community.</p>
4. Personal Development	2013/03/19 2013/02/05	Page 6 Page 4	2018/04/10 2018/04/24	Page 3 Page 3	Reasonable progress being made	
5. Character	2013/03/19	Page 4	2018/05/15 2018/05/22	Page 3 Page 3	Reasonable progress being made	