

public agenda

Regular Board Meeting

June 9, 2015
12:00 p.m.

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

R-1: Mission |

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

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

Time	Topic	Who	Policy Ref	Attachment
12:00 p.m.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		GC-2	
	3 Awards and Recognitions			
10 mins	3.1 Lighthouse Award	C. Faber	GC-3	
	4 Results Focus			
30 mins	4.1 R-5: Character – Annual Monitoring	D. Stevenson	B/CSR-5; OE-8	Page 4-1
15 mins	4.2 Review of Results 2: Academic Success – Indicators <i>(THAT the Board approves the indicators for R-2, including but not limited to, those indicators provided in the report.)</i>	D. Stevenson	OE-8; R-2	Page 4-16
	5 Operational Expectations			
20 mins	5.1 OE-1: Global Operational Expectations – Annual Monitoring	D. Stevenson	B/CSR-5; OE-8	Page 5-1
15 mins	5.2 Proposed Amendments to Operational Expectations Governance Policies – Second Reading <i>(THAT the Board gives 2nd reading, and thereby final approval, to the amendment of OE-1, OE-3, OE-4, OE-5, OE-8, OE-9, OE-10 and OE-11, as provided in the report.)</i>	Board	GC-2; OE-8	Page 5-10



Time	Topic	Who	Policy Ref	Attachment
	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	
15 mins	7.1 2015-16 Budget Update	B. Grundy	OE-5	verbal
10 mins	7.2 Office of the Board of Trustees' 2015-16 Operating Budget <i>(THAT the Board approves the 2015-16 budget for the Office of the Board of Trustees as provided in the report.)</i>	B. Grundy	OE-5	Page 7-1 (May 12/15)
	8 Consent Agenda	Board	GC-2.6	
	8.1 Approval of Minutes <ul style="list-style-type: none"> ▪ Regular Meeting held April 7, 2015 ▪ Regular Meeting held April 14, 2015 ▪ Regular Meeting held April 28, 2015 <i>(THAT the Board approves the minutes of the Regular Meetings held April 7, April 14 and April 28, 2015, as submitted.)</i>			Page 8-1 Page 8-59 Page 8-5
	8.2 Items Provided for Board Information	D. Stevenson	OE-8	
	8.2.1 EducationMatters Financial Statements		GC-3	Page 8-47
	8.2.2 Implications of Proposed Changes to Results 2, 3, 4 and 5		OE-8	Page 8-8
	8.2.3 Chief Superintendent's Update		OE-8	Page 8-19
	8.2.4 Construction Projects Status Report		OE-8, 12	Page 8-26
	9 In- Camera Issues	Board		
3:00 p.m.	10 Adjournment			
	Debrief	Trustees	GC-2.3	

Notice |

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

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

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

results
monitoring
report

Results 5: Character

Monitoring report for the
school year 2013-2014

Report date:
June 9, 2015

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Results 5: Character, the Chief Superintendent certifies that the following information is accurate and complete, and that the organization is:

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

Signed: D. Stevenson
David Stevenson, Chief Superintendent

Date: May 19/15

BOARD OF TRUSTEES ACTION

With respect to Results 5: Character, 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: _____
Chair, Board of Trustee

Date: _____

Results 5: Character

Results 5: Each student will demonstrate good character.

Introduction |

Results 5: Character establishes the Board of Trustees' values and expectations for the Calgary Board of Education's work in helping students develop the attributes and standards of behavior that contribute to positive and healthy relationships, personal fulfillment and the common good

The Chief Superintendent's reasonable interpretation for Results 5: Character was approved on March 19, 2013 with modifications to indicators involving kindergarten data approved on January 20, 2015. The Board of Trustees last monitored Results 5: Character on June 10, 2014.

The report presented today represents organizational data available since the last monitoring report, representing the 2013-2014 school year. This report provides the Board of Trustees with several types of information.

1. It provides the most recent data for the indicators of the Chief Superintendent's Reasonable Interpretation as approved by the Board of Trustees. This information is presented as part of trend data where possible and in relation to organizational targets previously presented to the Board of Trustees.

2. It identifies organizational performance targets for 2014-2015.

Performance targets are based on a number of factors, including the extent of data available, the emerging trends and level of stability within that data, and the level of results already attained. Performance targets are set individually for each indicator with a view to progress in student success within the Results policy as a whole.

3. In addition to the system monitoring data an attachment to this report offers examples of ways in which individual students have developed their individual gifts, talents and interests. These examples are provided in the students' own words.

Monitoring Information |

Executive Summary |

Monitoring information within this report informs the Board of Trustees of the success of Calgary Board of Education students in acting in ways that are ethical and responsible and contribute to a positive learning environment for all.

Data from the 2013-2014 school year shows strong levels of organizational performance in relation to the approved indicators and policy provisions of Results 5: Character. A number of indicators are being sustained at levels above 90% and 95%.

Reasonable progress in the area of Character is represented by year-to-year improvement in nine of eleven indicators and the accomplishment of, or progress toward, all of the approved targets for 2014. Nine of eleven targets for 2014 have been met; the results for the other two indicators remain strong and show improvement. The success of students and the organization is noted across the sub-sections of Results 5: Character.

The following summary of each sub-section of Results 5: Character provides an overview of the monitoring targets met or not met. More specific information for each sub-section of the Results policy and each indicator are included within the section of this report labeled "Evidence of Reasonable Progress" (see pages 5-13).

- 5.1 Possess the strength of character to do what is right.
 - Indicator 1: Target met
 - Indicator 2: Target not met; improvement noted
 - Indicator 3: Target met

- 5.2 Students will act morally with wisdom.
 - Indicator 1: Target met
 - Indicator 2: Target met
 - Indicator 3: Target met
 - Indicator 4: Target met

- 5.3 Students will balance individual concerns with the rights and needs of others.
 - Indicator 1: Target met
 - Indicator 2: Target met
 - Indicator 3: Target not met; improvement noted
 - Indicator 4: Target met

Evidence of Reasonable Progress |

Students will:

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

Board-approved Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students conduct themselves in ways that are consistent with their understanding of the ethical action required of them.

The Chief Superintendent interprets *to do what is right* to mean that students act beyond their self-interest on behalf of what is good for the learning community and that their actions reflect both their values and community standards.

Board-approved Indicators and 2013-2014 results |

1. Percentage of grade 12 students who report they do what they believe is right even when it is difficult or unpopular to do so; as measured by student surveys.

I do what I believe is right even when it is difficult or unpopular to do so				
Student Survey	2011	2012	2013	2014
Strongly Agree	33.6%	44.1%	33.0%	32.4%
Agree	56.2%	48.2%	58.6%	58.9%
Disagree	8.3%	5.4%	5.7%	6.1%
Strongly Disagree	1.9%	2.3%	2.7%	2.6%
Overall Agreement	89.8%	92.3%	91.6%	91.3%

Target for 2014: Continued results at or above 91%

This target was met.

Target for 2015: Continued results at or above 91%

2. Percentage of grade 12 students who report they respectfully challenge policies or decisions with which they may not agree; as measured by student surveys.

I respectfully challenge policies or decisions with which I may not agree			
Student Survey	2012	2013	2014
Strongly Agree	33.0%	28.5%	28.7%
Agree	52.2%	57.4%	57.8%
Disagree	11.6%	11.0%	10.2%
Strongly Disagree	3.2%	3.1%	3.2%
Overall Agreement	85.2%	85.9%	86.5%

Target for 2014: 87%

This target was not met. Improvement is noted.

Target for 2015: 87%

3. Percentage of grade 12 students who report they use technology responsibly and with integrity; as measured by student surveys.

I use technology responsibly and with integrity				
Student Survey	2011	2012	2013	2014
Strongly Agree	41.4%	40.8%	36.9%	29.3%
Agree	50.8%	50.1%	51.3%	59.9%
Disagree	5.4%	6.1%	7.2%	6.8%
Strongly Disagree	2.5%	3.0%	4.6%	4.0%
Overall Agreement	92.2%	90.9%	88.2%	89.2%

Target for 2014: 89%

This target was met.

Target for 2015: 90%

5.2 Act morally with wisdom.

Board-approved Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that student actions will reflect a foundation of good judgment and ethical decision-making.

The Chief Superintendent interprets *act morally with wisdom* to mean that in and through their learning programs students judge what is required within different situations and act responsibly for the good of themselves, others and the community.

Board-approved Indicators and 2013-2014 results |

1. Percentage of kindergarten students reported to accept and practice responsibility; as measured by student report cards.

Accepts and practices responsibility				
	2011	2012	2013	2014
Strongly meeting expectations	33.8%	37.6%	35.5%	40.3%
Meeting expectations	57.6%	53.3%	56.1%	51.9%
Requires support to meet expectations	7.7%	7.8%	7.1%	6.4%
Not yet meeting expectations	0.2%	0.2%	0.1%	0.1%
Individual Program Plan	0.7%	1.2%	1.1%	1.3%
Overall results for independently meeting expectations	91.4%	90.9%	91.6%	92.2%

Target for 2014: 92%

This target was met.

No target is being set for this measure for 2015 as data for kindergarten students will be amalgamated with data for students in grades 1-9 as indicated in the Board of Trustees approval of modified indicators for Results 3, 4 and 5 on January 20, 2015.

2. Percentage of students in grades 1-9 reported to make responsible decisions; as measured by student report cards.¹

Makes responsible decisions				
	2011	2012	2013	2014
Exemplary strengths	26.6%	26.8%	27.8%	29.0%
Evident strengths	49.3%	52.8%	53.0%	51.8%
Emerging strengths	19.4%	16.4%	16.2%	16.6%
Network of support required	4.0%	2.5%	2.6%	2.3%
Individual Program Plan	0.8%	0.6%	0.4%	0.3%
Overall levels of success	95.3%	96.0%	97.0%	97.4%

Target for 2014: Continued results above 95%

This target was met.

Target for 2015: Continued results above 95%

This target is based on the expansion of this data set to include information from kindergarten report cards, as indicated in the Board of Trustees approval of modified indicators for Results 3, 4 and 5 on January 20, 2015.

3. Percentage of grade 12 students who report they think about the impact of their decisions and actions before they proceed; as measured by student surveys.

I think about the impact of my decisions and actions before I proceed			
Student Survey	2012	2013	2014
Strongly Agree	34.7%	28.8%	29.8%
Agree	52.3%	58.9%	59.2%
Disagree	9.6%	9.4%	8.8%
Strongly Disagree	3.4%	2.9%	2.2%
Overall Agreement	87.0%	87.7%	89.0%

Target for 2014: 88%

¹ Indicators for this report card measure are: identifies possible choices in decision-making processes and evaluates them in light of the needs of self and others; makes decisions that reflect high regard for self and others; reflects on and takes responsibility for the impact of actions and decisions; and shows courage and conviction in raising issues and making difficult decisions.

This target was met.

Target for 2015: Continued results at or above 89%

4. Percentage of grade 12 students who report they follow community expectations and their own convictions as they participate in and represent their learning; as measured by student surveys.

I follow community expectations and my own convictions as I participate in and represent my learning			
Student Survey	2012	2013	2014
Strongly Agree	32.8%	31.9%	25.3%
Agree	58.2%	56.8%	65.0%
Disagree	5.9%	6.8%	6.0%
Strongly Disagree	3.1%	4.5%	3.7%
Overall Agreement	91.0%	88.7%	90.3%

Target for 2014: 90%

This target was met.

Target for 2015: Continued results at or above 90%

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

Board-approved Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will demonstrate a sense of responsibility for the well-being of other people and the larger community.

The Chief Superintendent interprets *balance individual concerns with the rights and needs of others* to mean that students build relationships and contribute to a positive learning environment through respect, awareness and compassion.

Board-approved Indicators and 2013-2014 results |

1. Percentage of kindergarten students reported to develop positive relationships with others; as measured by student report cards.

Develops positive relationships with others				
	2011	2012	2013	2014
Strongly meeting expectations	33.5%	37.4%	36.3%	40.3%
Meeting expectations	61.2%	56.8%	58.0%	54.9%
Requires support to meet expectations	4.3%	4.6%	3.8%	3.4%
Not yet meeting expectations	0.1%	0.3%	0.1%	0.1%
Individual Program Plan	1.0%	1.3%	1.3%	1.3%
Overall results for independently meeting expectations	94.7%	94.2%	94.3%	95.2%

Target for 2014: Continued results at or above 94%

This target was met.

No target is being set for this measure for 2015 as data for kindergarten students will be amalgamated with data for students in grades 1-9 as indicated in the Board of Trustees approval of modified indicators for Results 3, 4 and 5 on January 20, 2015.

2. Percentage of students in grades 1-9 reported to treat others with respect and compassion; as measured by student report cards.²

Treats others with respect and compassion				
	2011	2012	2013	2014
Exemplary strengths	32.0%	33.1%	35.2%	36.0%
Evident strengths	50.7%	53.3%	52.1%	52.0%
Emerging strengths	14.0%	11.5%	10.8%	10.4%
Network of support required	2.5%	1.6%	1.5%	1.4%
Individual Program Plan	0.7%	0.5%	0.4%	0.2%
Overall levels of	96.7%	97.9%	98.1%	98.4%

² Indicators for this report card measure are: shows respect for the contributions and achievements of others; and responds and is sensitive to the needs and welfare of others.

success				
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Target for 2014: Continued results at or above 97%

This target was met.

Target for 2015: Continued results at or above 97%

This target is based on the expansion of this data set to include information from kindergarten report cards, as indicated in the Board of Trustees approval of modified indicators for Results 3, 4 and 5 on January 20, 2015.

- Percentage of grade 12 students who report they think about their own needs and the needs of others when making decisions; as measured by student surveys.

I think about my needs and the needs of others when making decisions				
Student Survey	2011	2012	2013	2014
Strongly Agree	37.8%	41.3%	35.2%	31.8%
Agree	53.3%	51.3%	55.3%	59.2%
Disagree	6.6%	5.2%	6.4%	5.5%
Strongly Disagree	2.3%	2.2%	3.1%	3.5%
Overall Agreement	91.1%	92.6%	90.5%	91.0%

Target for 2014: 92%

This target was not met. Improvement is noted.

Target for 2015: 92%

- Percentage of grade 12 students who report they listen to and respond to the needs of others; as measured by student surveys.

I listen to and respond to the needs of others				
Student Survey	2011	2012	2013	2014
Strongly Agree	38.6%	40.7%	33.4%	32.4%
Agree	54.8%	51.1%	58.4%	59.5%
Disagree	5.1%	5.2%	4.7%	4.7%
Strongly Disagree	1.6%	3.0%	3.5%	3.4%
Overall Agreement	93.4%	91.8%	91.8%	91.9%

Target for 2014: 92%

The 2014 result is within one-tenth of a percentage point of the target. This target was essentially met.

Target for 2015: 92%

ATTACHMENT I: Student-Contributed Examples of Character in Action

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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

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

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

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

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

attachment

5.1 Students will possess the strength of character to do what is right

- In Grade 7, I was given a project in which I had to create a model of earth with a partner. My partner and I created a model and so did everyone else. The day that the project was due, we found out that one of our classmate's project had been stolen. Later that day, they found the project in the garbage can, in pieces. No one knew who did it. That night, when I was at home, my partner messaged me and told me that she was the one who had stolen and ruined the project. I was shocked and disappointed. She said that she did it because she was jealous of their project and made me promise not to tell anyone.

The next day, I went to my teacher and told her what my partner had done. Even though I had promised, I knew that it was wrong and I needed to do what was morally right. I was strong and smart enough to do what was right. I didn't want to tell anyone what my partner had done because she was my best friend at the time and I didn't want her to get in trouble.

When I look back to this incident, I always feel proud of myself for telling the truth and doing what was right. I am glad that I was strong enough to do that. I learned that you should always tell the truth and do what is right from this incident.

- Throughout my time in school, there have been a few occurrences when my teachers have added my marks incorrectly on tests. When they do so, I will inform them of the error, even if it does not benefit me personally. For example, if I actually achieved higher than how they added it up, I will inform them, and if I actually did not do as well as when they added it up, I will also inform them. The latter is despite the fact that I would like to achieve as high marks as possible. However, I feel guilty receiving marks I have not actually earned, and so will inform my teachers to ensure that the mark they write down is how I actually did even if it does not benefit me.
- I continually have academic integrity for my studies. If work is not mine, I will not claim it as my own. I believe that I should have to work for everything I achieve. The best feeling for me is to complete something that I can call my own and be proud of. I will not get this feeling if it is not my work, or if I share what I did with someone else. Due to my strong beliefs that all students should act with academic integrity, I have acted upon them. It is hard for me to do so, but it is for the best. I have told multiple teachers of mine when students in my class did not write their own answers down on their test. It is not the popular action to do, but I feel that it is necessary. If I saw a student doing that and just let them continue, I would not be happy with myself. When I tell a teacher my concerns, not only does it clear my conscience, but it makes sure all students are acquiring hard work skills and learning everything they need to in their courses.

5.2 Students will act morally with wisdom

- This school year, I tend to try and achieve for the highest possible grade on my tests in math. I have a lot of trouble on these tests because math isn't my greatest subject and I don't get great marks on them. Sometimes, I have opportunities to cheat on these tests but I always tell myself no because it isn't the right thing to do.



I know that it does not help my learning in any way if I cheat off other people. I have shown good character by not cheating and keeping my eyes on my own paper. This was a struggle for me because I was bad at math. I now have been getting more help in class by friends and I'm now achieving better marks on my tests in math class.

- During my journey with the Calgary Board of Education, I have gained good character qualities. These qualities have made me a better person and have helped me to make smart decisions versus bad decisions. During class time, I had the choice to not work and be distracted by my friends that weren't working but I made the decision to keep working on my assignment. This kept me up to date with all my projects and allowed me to not have homework that night. This was a hard decision for me because I would have liked to go join my friends and not work but I decided not to go join them. Also, during a group project some group members became distracted but I worked with them to get back on task and this resulted in us finishing our project early. Another experience I have had with good character was when I was in math. My class was doing our math homework and a student asked me for the answer to a question he didn't understand, I decided that I wouldn't give him the answer but I would help him achieve the correct answer. I then explained to him the question and helped him understand it better. He then resulted in getting the correct answer.
- Emma is a grade seven student. In her class, there was a boy who everyone picked on; no one was friends with him. He was different; he had a strange accent and was hard to understand, he was a bit chubby, and he kept to himself. People constantly bullied this boy, and Emma was the only person who was nice to him. One day, a friend of Emma's began to pick on this boy. Emma was challenged; she didn't want to be rude to her friend or start a fight, but she knew that picking on the boy was wrong. She didn't want to be a bystander to an act of bullying; she wanted to act morally and stand up for the student.

She didn't, however, want to be unkind to her friend. Emma knew that her friend was a good person, and wasn't one to normally pick on someone, but Emma also knew that bullying was wrong. After a few moments, she made up her mind. She walked over to the bully, and told her to leave the boy alone. Emma said that bullying was not cool, and that it was pointless and mean. She said all of this respectfully, not wanting to hurt the bully's feelings either. She acted morally, doing what she thought was right by standing up for the boy and respecting her peer.

5.3 Students will balance individual concerns with the rights and needs of others

- A big part of having a good character for me is doing what is right and considering the needs of other people over my personal wants. I have been in a situation like this when I had to make a decision while weighing the needs of others over my wants. In grade 6 once, I had to work in a group for a science project. It wasn't a very big project, but we had to present it to the class. The day before our presentation, we had some class time to practice our presentation. That was the same day my cousins from BC had come to Calgary and my whole family was going to Banff with them. Because it wasn't the presentation day, I thought it wasn't as important and I could have missed it easily and gone to Banff with my whole family. However I decided to go to school.

Even though I wanted to go to Banff, I still decided that my presentation at school was more important because my group members would be counting on me to come to school and practice with them. I considered the needs of my group members over what I wanted. At the time, I felt really bad about missing all the fun my family

would have, but now that I look back at it, I feel that I actually made the right decision. It was a hard decision, but I know that it was the right one. Although this was a very small incident, it was one choice that truly reflected my character. Today, I feel very proud when I reflect on my decision and it serves as an inspiration for me to continue to have good character in life!

- One of my top priorities in life is to act with compassion and care towards others. The one characteristic that I have been working on is trying to be committed to what I'm doing and being punctual. I am part of our schools spring production and we have at least 3 practices a week. I have not missed a single practice despite having Badminton, CSJAC and being sick. Signing up for something means that you need to commit your time, even if you don't feel like it sometimes. Time is a precious thing to me and I never feel like I have enough. However if someone needs help, I always try my best to give my time to help them. Whether it is reading over someone's essay for editing or helping them understand math concepts, I know that although it may take some of my time, it will help the other person a lot more than I would usually think.
- In the CBE, I learned how to balance my learning needs with the needs of others by learning how to collaborate and learn individually. Over my past twelve years in the CBE, I have worked in many different groups whether it's assigned or chosen by us. There were occasionally some group problems (as there always are), but all the groups I have ever been in were learning experiences. In groups, I usually take charge of the group and do a lot of the work in order to ensure the best possible mark. I learned to try to reduce my drive for good marks and allow others to take more responsibility for their part of the work and use the group work as an opportunity to learn the content and develop more collaboration skills.
- When I was in grade 3 there was this boy in my class who was very shy. I would see him every day at recess sitting alone on the steps or by the trees. At first I didn't really think much of it, I was focused on not being a "rotten egg" and getting to the monkey bars first. But near the end of the year it was evident that he wasn't sitting alone by choice. I wasn't the most outgoing kid by a long shot; in fact I was a very quiet kid. But one day, a friend and I saw him alone on the steps again at recess and instead of ignoring him, pretending he wasn't our problem, we decided to do something about it. We didn't do anything incredible; we just invited him to play soccer with us. And while it might not have seemed like a life changing move at the time, our group and our newly acquired friend became really close. Just that simple invitation didn't just change his life, it made me more compassionate and willing to take a risk to help someone else. I still see him from time to time. While we might not be the best of friends anymore, there is a mutual understanding of the difference we made in each other's lives.
- In grade eight there was a very shy girl in my social studies class who was timid around other people and didn't talk much. One day in the middle of class her pencil case fell on the floor and all of her pencils, pencil crayons, erasers, highlighters, and pens fell out. It was evident that she was embarrassed because it made a loud noise and all of a sudden all of the attention was on her. I stood up to help her pick everything up and was surprised at how many others in the class started doing the same thing. This was shortly after I had moved to Calgary and joined the CBE so I was impressed with how well the students treated each other. Not hesitating to help a classmate who looked like she was struggling showed true character in all of us.
- The CBE values having its students to be able to balance their individual concerns with the rights and needs of others, however, there are many instances in which myself, and those around me have put the rights and needs of others above their

own individual concerns. For myself, my strongest showing of the progression of my character was my pursuit of a large social media campaign for mental health this January. Looking back on the three week campaign that was initially only supposed to run for five days, I cant help but think about how much what I have learned from this endeavour reflects back on the values that are reflected in Results 5. Myself and a group of my peers came together at the beginning of the year to discuss what we thought to be the most important issues to pursue over the following months, we knew that mental health was something that was rarely addressed and needed to come into conversation. This is something that we absolutely needed to do because we knew it was right, an endeavour that would have such a large impact on many of the individuals throughout the school community.

Throughout this journey, we all learned many lessons that we have found to be incredibly important to us. Firstly, that we as individuals are more alike than we are unlike and we must treat every person we meet equally. That is an extremely valuable lesson to learn the fundamental nature of character development that the CBE wishes to instil into each of its students. Secondly, that the needs of others supersede the needs of the individual at times and in order to give back to the community and promote greater personal development we must sacrifice at times. Throughout this experience each of us had the incredible opportunity to get in touch with individuals who were struggling with their mental health and wished to reach out and get help. This is the absolute greatest thing that came out of this campaign was the ability for each of us to know that we had impacted people's lives in a significant way, no matter how much money we raised. The greatest results for us were the lessons that we learned following this campaign that have had impacts long after its ending. This is in the same way that the CBE promotes the values of Results 5, in hopes of creating citizens that have effective and positive character traits. Something that I truly believe they strongly achieve, each day their tens of thousands of students attend school.

report to Board of Trustees

Review of Results 2 Indicators

Date	June 9, 2015
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson Chief Superintendent of Schools
Purpose	Decision
Originator	David Stevenson, Chief Superintendent of Schools
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board Results 2: Academic Success
Resource Person(s)	Ronna Mosher, Director, Office of the Chief Superintendent

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the indicators for Governance Policy Results 2: Academic Success, including, but not limited to, those indicators provided in the report.

2 | Issue

The Board of Trustees has directed the Chief Superintendent to review the indicators for Results 2: Academic Success.

3 | Background

On December 2, 2014, following their determination that reasonable progress had been made with Results 2 during the 2013-2014 school year, the Board of Trustees passed the following motion:

THAT the Board of Trustees directs the Chief Superintendent to review the indicators for Results 2: Academic Success and report to the Board prior to June 30, 2015.

4 | Analysis

The Chief Superintendent understands that the Board's motion reflects an interest in expanding the indicators used to describe and provide evidence of students' academic success within Results 2 and an interest in re-examining the way information is presented within those indicators. The Chief Superintendent also understands that within the Board's Coherence Governance model the quality of indicators is of greater priority than quantity, given that the Board requires sufficient (but not exhaustive) information in order to understand and assess the performance of the organization as a whole.

The Chief Superintendent's review of the indicators for Results 2: Academic Success has been a process that has engaged many members of administration and the subject matter team that works with the different instructional programs and areas. The process used included both a review of existing indicators and a consideration of possible new indicators.

In both cases, the following criteria were used to define what would constitute good indicators and provide the Board of Trustees with the necessary information to understand and assess students' academic success.

For an individual indicator:

- responds to the policy through the agreed upon literal interpretations (last approved by the Board of Trustees on April 16, 2013)
- focuses on outcomes (not input)
- is quantifiable
- is consistent with the data sources used by Alberta Education in determining the organization's level of performance and progress
- is consistent with other Alberta Education expectations
- data is available or can be gathered without undo cost/resourcing
- is related to an external point of comparison where possible

For groups of indicators within a policy section:

- where possible (given the criteria above) indicators will include a triangulation of data – external sources (primarily Alberta Education), information provided by teachers, and information provided by students

Review of Indicators within Section 2.1

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

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

Review of Existing Indicators

Current Board-approved Indicators |

1. Percentage of students who achieve the acceptable standard and the standard of excellence on Provincial Achievement Tests and Diploma Examinations.
2. Percentage of students meeting learning expectations within each discipline; as measured by student report cards.
3. Percentage of students participating in 4 or more Diploma Exams within three years of starting high school.
4. Percentage of students eligible for the Rutherford Scholarship.
5. Percentage of grade 12 students who report they can use their reading skills in a variety of contexts, both in and out of school; as measured by the Calgary Board of Education student survey.
6. Percentage of grade 12 students who report they can use their writing skills in a variety of contexts, both in and out of school; as measured by the Calgary Board of Education student survey.
7. Percentage of grade 12 students who report they can use their math skills in a variety of contexts, both in and out of school; as measured by the Calgary Board of Education student survey.
8. Percentage of grade 12 students who report they can evaluate critically complex information and ideas; as measured by the Calgary Board of Education student survey.

9. Percentage of grade 12 students who report they can gather information, make connections and use reason to solve problems; as measured by the Calgary Board of Education student survey.

The analysis of the current Board-approved indicators for this section of Results 2: Academic Success, in relation to the identified criteria, is summarized in the following table (Given space constraints within the table, abbreviated language have been used to represent both the indicators and the criteria).

	Responds to the policy through the agreed upon interpretations	Focuses on outcomes	Quantifiable	Consistent with data sources used by AB Ed	Consistent with other AB Ed expectations	Data is available or can be gathered without undo cost	Related to an external point of comparison
1. PATs and Diploma Exams	√	√	√	√	√	√	√
2. Report cards	√	√	√	See note below ¹	√	√	
3. Diploma Exam Participation	√	√	√	√	√	√	√
4. Rutherford Scholarship	√	√	√	√	√	√	√
5. Survey reading	√	√	√	See note below ²	√	√	
6. Survey writing	√	√	√	↓	√	√	
7. Survey math	√	√	√		√	√	
8. Survey critical evaluation of info	√	√	√		√	√	
9. Survey gather info and solve problems	√	√	√		√	√	

Within this policy section, three indicators are drawn from Alberta Education's Accountability Pillar and meet all seven of the desired criteria for quality indicators.

¹ Alberta Education indirectly includes school-awarded marks in the Accountability Pillar through high school completion and Rutherford Scholarship rates. They do not use Report card marks directly nor do they include report card marks from courses that do not have Diploma exams.

² Alberta Education uses survey data from parents, teachers and students to assess student learning *opportunities* but not to consider the outcomes of those opportunities.

The other indicators (report card marks and student surveys) are similar to data sources used by Alberta Education but they are used in more expansive ways within Results 2 monitoring than in Alberta Education's Accountability Pillar. These indicators reflect the value placed on teachers' professional skills in evaluating student learning and the value given to student voice within our organization and the province. These additional measures also provide the Board with a greater breadth of information than provided through Alberta Education's Accountability Pillar and more fully address the values expressed by the Board of Trustees for students' Academic Success.

For example, Provincial Achievement Tests and Diploma Examination results include some subjects and courses, but not all courses nor all disciplines included with the Board of Trustees' policy. Data gathered from report cards includes additional courses and subjects that would not be captured within provincial achievement tests from kindergarten to grade 12. This is particularly relevant in capturing the results of high school students whose academic learning and path to high school completion does not include courses with diploma exams.

Report card data also provides the Board of Trustees with an assessment of student success with the full range of learning outcomes within the Programs of Study, including outcomes that cannot be assessed through standardized tests.

The existing indicators include data from all three key sources: Alberta Education, CBE teachers and CBE students. Together these data sets can provide the Board of Trustees and Calgarians a comprehensive view of the available data related to student achievement and use of higher order thinking skills. By examining CBE data over time, from multiple perspectives, and within the context of provincial data, the organization's degree of accomplishment and evidence of improvement can assure the Board and the public of the CBE's progress in ensuring success for each student.

The evidence sources are particularly comprehensive for Language Arts (English, French and other languages), Math, Science and Social Studies. Data that applies most specifically to Physical Education, the Arts, and Career and Technology Studies is currently only provided through report card measures. Standardized assessments would neither be appropriate nor available for these subject areas.

Survey measures within Results 2: Academic Success currently include data from grade 12 students. As the CBE survey strategy is reviewed and redesigned, the Chief Superintendent will seek opportunities to gather data from students in other grades. The wording of survey measures addressing reading, writing and math are being re-examined to ensure that today's students understand and can respond well to them.

- At this time, the Chief Superintendent recommends removing the phrase "grade 12" from each of the survey measures (indicators 5-9 in policy section 2.1). More comprehensive recommendations for changes to survey measures used in Results monitoring reports will be brought to the Board of Trustees following the review of the overall survey strategy.

Consideration of New Indicators |

In addition to reviewing the current Board-approved indicators and seeking survey information within existing measures from students beyond grade 12, consideration was given to possible new indicators that could be added to Results 2: Academic Success.

Data related to subject disciplines that comes from Alberta Education was reviewed as it offers comparisons on both a trend basis and in relation to provincial results and is data that is currently available.

The *Accountability Pillar Survey* is the source of information provided by Alberta Education in relation to the programs of study. The *Accountability Pillar Survey* is administered to students, parents and teachers and asks a number of questions such as this one:

- How satisfied or dissatisfied are you with the opportunities students at your school have to learn about the following topics: Art

Art is one example of a topic. The same question is asked about music, drama, computers, health, and another language. A similar question asks about the level of satisfaction students have of their opportunity to participate in physical education.

While these are important pieces of information the Chief Superintendent does not consider the *Accountability Pillar Survey* measures to be transferrable to Results 2 as they focus on questions of means – learning opportunities – rather than the results of those opportunities – learning outcomes.

These measures would not respond to the Board of Trustees' policy in a manner in keeping with the Coherence Governance Model adopted by the Board. They would not respond to the Board of Trustees' policy, which is the primary criteria used by the Chief Superintendent in considering any potential monitoring measure.

Data from Alberta Education that relates to overall student success in their learning program includes high school completion rates.

This information is provided by Alberta Education for students who complete high school in 3, 4 or 5 years. It focuses on outcomes, is quantifiable, is part of Alberta Education's Accountability Pillar and is of great public interest. It is available information, can be looked at over time, can be compared to provincial rates, and includes information on multiple pathways to success. This information is currently provided to the Board of Trustees through the CBE's Annual Results Report but it could also be valuable to the Board in monitoring students' academic success.

- The Chief Superintendent recommends adding the “percentage of students completing high school” as an indicator within the Reasonable Interpretation of Results 2.

Other data sets within the CBE were also examined for their applicability to Results 2.

Tell Them From Me survey information was examined and could not be connected to the Board’s governance model in general nor to Results 2 specifically. The data collected from *Tell Them From Me* reflects students experiences of their learning environment and is used to allow staff to seek ways to strengthen the processes and culture within the environment to create the conditions in which students can succeed. Like the *Accountability Pillar Survey* it reflects inputs rather than outcomes.

The *Early Years Evaluation: Teacher Assessment (EYE-TA)* was also considered. While part of its assessment considers students’ literacy and numeracy development, it does so from a preschool perspective. The *EYE-TA* is primarily an assessment of student capabilities as they enter school. It is predictive of rather than reflective of their success in school.

The data provided by the *EYE-TA* is not directly tied to the Alberta programs of study which define the Calgary Board of Education’s mandate for academic learning and has been established as the context for Results 2: Academic Success through the Board-approved Chief Superintendent’s Reasonable Interpretation.

- The Chief Superintendent interprets *knowledge, skills and attitudes* to mean the learning outcomes within Alberta Education’s authorized programs of study.

Again, this measure does not respond to the Board of Trustees’ policy so cannot be offered by the Chief Superintendent as a measure for Results 2: Academic Success.

ESL (English as a Second Language) Benchmarks are an existing data set within the Calgary Board of Education for English Language Learners. They provide valuable information to guide instruction and student progress in acquiring language but do not provide an assessment of student literacy as established in Results 2.

While recognizing the impact of a language base on literacy, maintaining a distinction between language acquisition and literacy is also important to ensuring that students receive the necessary support in their language development. In addition, the numbers of students being assessed at a particular benchmark level within the organization in any particular year would be as reflective of immigration patterns as it would be of the impact of the support and instruction provided by the Calgary Board of Education. ESL Benchmarks provide more useful information on an individual student level than they do at the scale of monitoring data. ESL Benchmarks do not meet the criteria of a good indicator for Results 2.

With the exception of the small number of students at the most early stages of language development, the academic success of students learning English as an additional language is represented within report card and provincial testing data.

Previous indicators were re-examined for possible re-introduction to the monitoring of Results 2

Earlier interpretations of Results 2: Academic Success included these indicators:

- Mean grade level on Advanced Placement exams.
- Mean grade level on International Baccalaureate exams.

These indicators do meet a number of the criteria indicated earlier in this report.

- they focus on outcomes
- they are quantifiable
- data is available
- there are external points of comparison
- they are not in conflict with other Alberta Education expectations

At the time these indicators were used, report card data was not used as part of system monitoring. Advanced Placement (AP) and International Baccalaureate (IB) courses, which include and extend upon the content of the Alberta programs of study, are now included within the subject area report card marks reported to the Board of Trustees. Students who write the AP and IB exams also write Diploma Exams and their results are included within the jurisdiction's results. The only additional information provided by these indicators is the students' results on the AP and IB exams themselves, which primarily focus on material external to the Alberta programs of study. The Chief Superintendent does not recommend adding these measures to the Reasonable Interpretation of Results 2: Academic Success.

Additional student survey measures were also included in previous interpretations of Results 2. One example is:

- Percentage of grade 12 students who report they use creative thinking to build understanding and represent their learning; as measured by the Calgary Board of Education student survey.

As with other survey questions it meets all of the criteria for a good indicator other than being a measure used by Alberta Education and having an external point of comparison.

This measure was removed from the Chief Superintendent's Reasonable Interpretation as the last review of Results 2 indicators asked for a reduction in the number of indicators being used. As mentioned earlier, an overall review of student surveys and data they can provide for Results monitoring is underway. More information on the results of the student survey review is pending and the Chief Superintendent does not recommend adding additional survey measures to Results 2 until that review is complete.

Ideas were also gathered for new indicators that could be created.

The ideas for new indicators involved introducing new ways of looking at success. For example:

- Percentage of students who can articulate enduring understandings within each subject discipline.

They also involved gathering information from teachers similar to information currently gathered from students through surveys. For example:

- Percentage of students reported to use their reading skills for lifelong learning and personal enjoyment.

These indicators would be seen to strengthen the data provided to the Board of Trustees in the monitoring of Results 2: Academic Success. They would expand the data sets available and they would provide additional perspectives on existing data. They would meet the following criteria.

- they respond to an aspect of the Results 2 policy and its Board-approved interpretation
- they focus on outcomes
- they are quantifiable

They would not, however, meet other elements of a good indicator. Of greatest concern is that new assessment protocols would need to be designed so that teachers would be able to assess these measures and provide data for them. In our current context, which includes directions from Alberta Education to address teacher workload concerns, this is not recommended.

Future changes to Alberta Education measures of success are expected. The Chief Superintendent will look to incorporate these new measures within the indicators for Results 2: Academic Success as soon as they are known and data becomes available.

- The transition from Provincial Achievement Tests to Student Learning Assessments is currently underway for grade 3 students. As Alberta Education determines how it will assess and communicate success on a jurisdictional level through the Student Learning Assessments, new data will be available that can be incorporated within Results 2.
- Similarly, any changes to other measures within Alberta Education's Accountability framework or any new measures introduced within an assurance perspective will be examined for how it can contribute to the Board of Trustees' monitoring of Academic Success.

Presentation of Information Within the Indicators of Policy Section 2.1

Information from student reports cards within the Calgary Board of Education is currently presented to the Board of Trustees in an amalgamated format. The success of students from kindergarten to grade 12 within each individual subject area is combined to present an overview of success within each subject area. The subject area results are then amalgamated again to present a single reporting point of academic success.

The introduction of a common kindergarten to grade 9 report card throughout the Calgary Board of Education offers an opportunity to present data to the Board of Trustees in new ways, including by grade level, subject area, or individual report card stem.

An area where more disaggregated report card data could be very valuable in understanding student success within the Calgary Board of Education is in information specific to the achievement of grade 3 students in Language Arts and Math. The cancellation of the grade 3 Provincial Achievement Tests has removed a significant piece of data on students' academic success that has not yet been replaced with information from the new provincial Student Learning Assessments.

The presentation of report card cohort information in Language Arts and Math for students between grades 2 and 4 could offer greater understanding of student achievement and progress in these subject areas in elementary school. The Chief Superintendent will offer this cohort based presentation of report card information beginning with the next monitoring of Results 2: Academic Success.

Review of Indicators within Section 2.2

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

The same process was used to review the indicators in the second policy section of Results 2: Academic Success – a review of both the existing indicators and a consideration of possible new indicators.

Current Board-approved Indicators |

1. Percentage of students who report they can use technology to help them learn; as measured by student survey.
2. Percentage of students who report they can use technology to communicate effectively with others; as measured by student survey.

3. Percentage of students who report they can use technology to investigate and solve problems; as measured student survey.
4. Percentage of students who report they can assess critically information presented in online environments; as measured by student survey.

	Responds to the policy through the agreed upon interpretations	Focuses on outcomes	Quantifiable	Consistent with data sources used by AB Ed	Consistent with other AB Ed expectations	Data is available or can be gathered without undo cost	Related to an external point of comparison
1. Survey technology to learn	√	√	√	See note 2 on page 4	√	√	
2. Survey technology to communicate	√	√	√	↓	√	√	
3. Survey technology to problem solve	√	√	√		√	√	
4. Survey evaluate online info	√	√	√		√	√	

As each of the four measures in section 2.2 is a student survey measure they share the same strengths and limitations. The data within this section does not include information with provincial comparisons as Alberta Education only collects “opportunity” or means-based information through the Accountability Pillar Survey (as described on page 6 in this report).

In addition, the Alberta Information and Communication Technology (ICT) “curriculum is not intended to stand alone, but rather to be infused within core courses and programs.”³ As such, it is not taught and assessed separately and is not included on student report cards.

Survey measures provide the best available information at this time. Survey data within these measures is currently gathered from students in grades 4 (survey question asking about using technology to learn) and grades 7, 10 and 12 (all four survey questions).

If the Board’s Results policies are amended and this policy section is moved to Results 4: Personal Development, further review of the indicators will be undertaken in that context.

³ Retrieved from <http://education.alberta.ca/teachers/program/ict/> and included within the ICT program’s philosophy and rationale.

5 | Conclusion

The Chief Superintendent has conducted a review of the indicators used in the Board of Trustees' monitoring.

Current indicators were compared to criteria consistent with Coherence Governance processes and expectations. These indicators were determined to provide a comprehensive view of the available data related to students' academic success.

Possible new indicators were also considered and evaluated in relation to the same criteria.

At this time, and recognizing that the review of indicators is an ongoing process, the Chief Superintendent recommends one addition and one modification to the indicators used within Results 2: Academic Success policy section 2.1

- The Chief Superintendent recommends removing the phrase "grade 12" from the survey measures (indicators 5-9).
- The Chief Superintendent recommends adding the "percentage of students completing high school" as an indicator.

With the Board's approval, the new indicators for policy section 2.1 within Results 2: Academic Success would be:

1. Percentage of students completing high school.
2. Percentage of students who achieve the acceptable standard and the standard of excellence on Provincial Achievement Tests and Diploma Examinations.
3. Percentage of students meeting learning expectations within each discipline; as measured by student report cards.
4. Percentage of students participating in 4 or more Diploma Exams within three years of starting high school.
5. Percentage of students eligible for the Rutherford Scholarship.
6. Percentage of students who report they can use their reading skills in a variety of contexts, both in and out of school; as measured by the Calgary Board of Education student survey.
7. Percentage of students who report they can use their writing skills in a variety of contexts, both in and out of school; as measured by the Calgary Board of Education student survey.
8. Percentage of students who report they can use their math skills in a variety of contexts, both in and out of school; as measured by the Calgary Board of Education student survey.
9. Percentage of students who report they can evaluate critically complex information and ideas; as measured by the Calgary Board of Education student survey.
10. Percentage of students who report they can gather information, make connections and use reason to solve problems; as measured by the Calgary Board of Education student survey.

In addition to these recommended changes to the Board-approved Reasonable Interpretation for Results 2: Academic Success, the Chief Superintendent offers the following:

- Changes to the presentation of data for Results 2: Academic Success will be made to provide the Board of Trustees with subject area information reports throughout the year and to connect Results 2 with Results 3: Citizenship, Results 4: Personal Development, and Results 5: Character and with OE-10: Instructional Program.
- Changes to the presentation to report card data within the Results 2: Academic Success monitoring report will be made to provide cohort information, beginning with students in grades 2 to 4 in Language Arts and Math
- The indicators for section 2.2 will be reviewed again if the Board of Trustees implements policy changes that move expectations for students' technological fluency from Results 2: Academic Success to Results 4: Personal Development.
- More comprehensive recommendations related to survey measures used in Results monitoring reports will be brought to the Board of Trustees following the review of the overall survey strategy.
- The Chief Superintendent will continue to monitoring the data used and made available by Alberta Education to inform possible future changes to indicators for Results 2: Academic Success.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

operational expectations monitoring report

Monitoring report for the school year 2014-2015

Report date: June 9, 2015

OE-1: Global Operational Expectations

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 1: Global Operational Expectations, the Chief Superintendent certifies that the proceeding information is accurate and complete.

- [x] In Compliance.
[] In Compliance with exceptions noted in the evidence.
[] Not in Compliance.

Signed: [Signature] David Stevenson, Chief Superintendent

Date: May 19/15

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 1: Global Operational Expectations, 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-1: Global Operational Expectations

Executive Summary

The Chief Superintendent shall not cause, allow, or fail to take reasonable measures to prevent any practice, activity, decision or organizational condition that is unlawful, unethical, unsafe, disrespectful, imprudent, in violation of Board policy or endangers the organization's public image or credibility.

This Operational Expectation establishes the global values and expectations of the Board of Trustees for the Calgary Board of Education regarding the operation of the organization.

The Chief Superintendent's reasonable interpretation for OE 1: Global Operational Expectations was approved on September 18, 2012. The Board of Trustees last monitored OE 1 on June 17, 2014. This report contains evidence to support the following findings:

- Indicator 1: Compliant
- Indicator 2: Compliant
- Indicator 3: Compliant

OE-1: Global Operational Expectations

The Chief Superintendent shall not cause, allow, or fail to take reasonable measures to prevent any practice, activity, decision or organizational condition that is unlawful, unethical, unsafe, disrespectful, imprudent, in violation of Board policy or endangers the organization's public image or credibility.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets that the Board of Trustees values an organization characterized and distinguished as:

- operating in accordance with the *School Act* and the related regulations, as well as other applicable legislation and regulations;
- operating using standards associated with sound professional and business practice;
- maintaining working and learning environments that endeavour to keep employees and students from harm;
- supporting a respectful work environment for employees, a respectful school environment for students and considerate, thoughtful interactions with the public.
- implementing well-informed and purposeful direction-setting and decision-making models;
- meeting the expectations set out in the Board of Trustees' Operational Expectations policies; and
- administering its operations in ways that meet or exceed the community's expectations for the conduct of a public institution.

Specifically, the Chief Superintendent interprets:

- *reasonable measures* to mean system-wide preventative internal controls.

OE-1: Global Operational Expectations

Chief Superintendent's Administrative Regulations lay a foundation for internal controls. Administrative Regulations are principle-driven and apply across the organization. They are built upon and align with the Alberta *School Act* and the policies of the Board of Trustees.

In relation to global operations, Administrative Regulation 4027 – Code of Conduct for Employees (Attachment I) defines standards of practice that meet the values of the Board of Trustees.

Administrative Regulation 4027 provides a foundation and guidance for employee conduct. The Three-Year Education Plan (Attachment II) provides the direction. The Chief Superintendent considers the four pillars of the Plan to support the stated values of the Board of Trustees.

- *practice, activity, decision or organizational condition* to mean the day-to-day operations of the Calgary Board of Education.

In a large, decentralized organization like the CBE, implementation of and adherence to internal controls is the responsibility of each employee. Administrative Regulations define standards of practice that meet the expectations of the Board of Trustees and the organization. The Chief Superintendent understands that the method used to determine whether the organization is compliant with the expectations of the Board is monitoring of Operational Expectations policies.

Board-approved Indicators and *Evidence of Compliance* |

1. 100 per cent of employees are informed of the expectations for their conduct in the context of their employment with the CBE:
 - a) at the point of hire, as evidenced by new employee acknowledgement;

All employees newly hired or re-hired to the CBE in the 2014-2015 school year completed a form indicating their acknowledgement and awareness of the employee code of conduct. This is confirmed by a review of the new hire checklist maintained in the Human Resources service unit.

- b) annually by school principals;

100 per cent of school principals responded Yes to the following statement:

“all employees in my school were informed of the expectations for their conduct in the context of their employment at my school.”

OE-1: Global Operational Expectations

- c) annually by supervisors.

100 per cent of service unit managers responded Yes to the following statement:

“all employees in this service unit were informed of the expectations for their conduct in the context of their employment in the Calgary Board of Education.”

100 per cent of area directors responded Yes to the following statement:

“all of my direct reports were informed of the expectations for their conduct in the context of their employment in the Calgary Board of Education.”

The organization is compliant with this indicator.

2. Each service unit will develop and implement a work plan directly linked to the system direction set by the Three-Year Education Plan, as measured by the Chief Superintendent’s accountability process.
- a) *100 per cent of service units developed a work plan for the 2014-2015 school year, identifying specific work connected to and in alignment with the Three-Year Education Plan. These work plans informed the system strategic implementation plan coordinated and led by Superintendents’ Team.*

The organization is compliant with this indicator.

3. 100 percent of monitoring reports for Operational Expectations 2 to 12 will be found by the Board of Trustees to be:
- a) in compliance, or
- b) in compliance with exceptions to individual subsections, all of which will have a plan to address, as measured by decisions of the Board of Trustees.

10 of the 11 Operational Expectations monitoring reports have been presented to the Board of Trustees in 2014-2015 meetings and were found to be in overall compliance by the Board. No reports were found to be in non-compliance. Of these 10 reports, one report had two exceptions and one report had four exceptions noted. Exceptions were noted by administration and a plan to address these exceptions was included in the

OE-1: Global Operational Expectations

capacity building section attached to the monitoring reports. The monitoring report for Operational Expectation 5: Financial Planning has yet to be presented to the Board due to issues of timing arising from the provincial budgeting process.

The organization is compliant with this indicator.

Evidence demonstrates the indicators in sub section 1 are in compliance.

ATTACHMENT I: Administrative Regulation 4027 – Code of Conduct for Employees

ATTACHMENT II: Three-Year Education Plan 2014-2017

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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

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

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

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

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

June 9, 2015
Attachment I

OE-1: Global Operational Expectations



CALGARY BOARD OF EDUCATION

Administrative Regulation 4027 - Code of Conduct for Employees

The Code of Conduct is intended as a guide for Board employees in their conduct in certain specified areas. It is not intended to be exhaustive or to provide specific guidance in every circumstance. Common sense, good judgement and discretion shall prevail in application of this regulation.

Further, the Code of Conduct is not intended to restrict or interfere with provincial statute, or the fundamental rights and freedoms that an employee enjoys as a citizen of Canada, or the rights that an employee may have as a member of a trade union to participate in authorized trade union activities, nor is it intended to regulate, restrict or interfere with any private interest or activities that are not detrimental to the interest or reputation of the Board.

A GENERAL

1. Employees, in the pursuit of their duties, shall treat students, parents and other members of the community with dignity, respect and consideration.
2. Employees shall adhere to their respective negotiated collective agreements. Employees who are exempted from collective bargaining shall adhere to the Employment Practices and Procedures for their respective employee group.
3. Employees shall adhere to the approved Policies and Regulations of the Calgary Board of Education.
4. Board employees shall conduct their employment responsibilities in an honest and diligent manner.
5. Employees should not engage in any activity of any nature which would conflict with their duty to the Board of which could reasonably be expected to be detrimental to the interest or reputation of the Board.
6. Private endeavors must not provide the appearance of an opportunity for wrongdoing or unethical conduct.
 - a. Private endeavors are all those aspects of an employee's activity outside those connected with official Board duties.
 - b. These include:
 - i. Financial interest;
 - ii. Paid and unpaid activities beyond official duty; and



1. Board property, including vehicles, equipment and material, shall be used only in the performance of assigned duties and shall not be used for personal benefit or non-Board use.
2. Principals or managers have the authority to develop procedures relevant to the use of Board-owned property in their particular school or department dependent upon the nature of assigned duties and the equipment or property used to perform same.
3. Principals or managers may authorize the use of supplies or equipment by Board personnel off Board-owned premises if they feel that such use will assist employees in their assigned work. It may be required that some personnel regularly retain Board-owned supplies or equipment in their possession.
4. Principals or managers releasing such equipment are responsible for maintaining a written record of same indicating the time of release, the signature of the user, and the date on which the item is returned.

E. MISUSE OF BOARD PROPERTY

1. Is other than a normal exchange of hospitality between people doing business, or offered for use by the Board.
 2. Affects the fair and unbiased reception or the evaluation of the materials or services
- Board employees shall not accept a gift, payment, favour or service from any individual or organization in the course of performance of their assigned duties if that gift, payment, favour or service:

D. GIFTS AND PAYMENTS

1. Employees shall be expected to notify the Superintendent of the Division of Human Resources of all criminal charges at the time the charge is issued, except for minor traffic violations.
2. Employees charged with an offence under the Criminal Code of Canada may be suspended from employment dependent on the nature of the offence and its relationship to their duties. Circumstances will dictate whether the suspension is with or without pay.
3. Conviction of any criminal offence may result in termination of employment with the Board.
4. Applicants for employment will be required to submit a statement declaring all convictions, except for minor traffic violations.

C. CRIMINAL CONDUCT

Calgary Board of Education Three-Year Education Plan 2014-2017

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

Outcome: Student Success

Personalize Learning

Success for each student, every day, no exceptions

Instructional design and leadership focus on:

- student agency and intellectual engagement
- active and effortful tasks designed for the contemporary learner
- assessment that informs teaching and learning
- students knowing what they know, how they know it, how they show it, and what they need to learn next

Build Professional Capital

Capacity building with a focus on results

Collaborative learning networks focus on:

- Intellectual engagement
- shared standards of practice
- data driven, research-informed and job-embedded professional learning
- staff knowing the decisions they have made, why they made them, what impact those decisions had, and what is required of them next

Engage our Public

Everyone participates in the success of public education

Internal and external community members:

- actively recognize public education as foundational to a democratic society
- acknowledge and accept different roles, responsibilities and contributions based on shared outcomes and engagement
- support, practice and benefit from open and responsive communication
- accept responsibility for the success of the organization

Steward our Resources

Resource management on behalf of student learning

Decisions at all levels of the organization are:

- based on values and priorities
- data driven
- strategic and responsive
- consistent with the learning agenda
- made within a coherent framework
- sustainable

Alberta Education Goals

An Excellent Start to Learning
Quality Teaching and School Leadership

Success for Every Student
Engaged and Effective Governance



report to Board of Trustees

Proposed Amendment to Governance Policies: Operational Expectations

Date	June 9, 2015
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joy Bowen-Eyre, Board Chair
Purpose	Decision
Governance Policy Reference	Governance Culture GC-2: Governing Commitments

1 | Recommendation

It is recommended:

That the Board of Trustees gives second reading, and thereby final approval, to the amendment of the following Operational Expectations Policies, as provided in the attachments to the report:

- OE-1: Global Operational Expectation
- OE-3: Treatment of Owners
- OE-4: Treatment of Employees
- OE-5: Financial Planning
- OE-8: Communication With and Support for the Board
- OE-9: Communicating With the Public
- OE-10: Instructional Program
- OE-11: Learning Environment/Treatment of Students

2 | Background

Trustees have had the opportunity to review the Operational Expectations policies, as a new Board, and on January 13, 2015 gave first reading to the proposed amendments. The proposed changes are not expected to have major organizational impacts. This was confirmed by the Chief Superintendent in the April 7 and May 12, 2015 reports "Impact of Proposed Changes to Operational Expectation Policy Statements" provided to the Board. It is anticipated that the



changes more specifically identify the Board's values and will add clarity to the policies.

GC-2: Governing Commitments provides that "the Board, by majority vote, may revise or amend its policies at any time. However, as a customary practice, a proposed policy revision will be discussed at one session of the Board prior to being acted upon at a subsequent Board meeting."

Giving board approval to these policies will allow the next steps of reasonable interpretation and review of indicators to commence.

The attachments show the proposed revisions in tracked changes:

- Attachment I: OE-1: Global Operational Expectation
- Attachment II: OE-3: Treatment of Owners
- Attachment III: OE-4: Treatment of Employees
- Attachment IV: OE-5: Financial Planning
- Attachment V: OE-8: Communication With and Support for the Board
- Attachment VI: OE-9: Communicating With the Public
- Attachment VII: OE-10: Instructional Program
- Attachment VIII: OE-11: Learning Environment/Treatment of Students

OPERATIONAL EXPECTATIONS

OE-1: Global Operational Expectation

Monitoring Method: Internal Report
Monitoring Frequency: Annually

The Chief Superintendent shall not cause, allow, or fail to take reasonable measures to prevent any practice, activity, decision or organizational condition that is unlawful, unethical, unsafe, disrespectful, imprudent, in violation of Board policy or endangers the organization's public image or credibility or risks the loss of public confidence.

Adopted: January 24, 2012



OPERATIONAL EXPECTATIONS
OE-3: Treatment of Owners

Monitoring Method: Internal Report
Monitoring Frequency: Annually

The Chief Superintendent shall maintain an organizational culture that treats all organization owners with respect, dignity and courtesy.

The Chief Superintendent will:

- 3.1 Manage information in such ways that confidential information is protected.
- 3.2 Effectively handle complaints.
- 3.3 Maintain an organizational culture that:
 - a. values individual differences of opinion;
 - b. reasonably includes people in decisions that affect them;
 - c. provides open and honest communication in all written and interpersonal interaction; and
 - d. focuses on common achievement of the Board's *Results* policies.
- ~~3.4 Conduct reasonable background inquiries and checks prior to utilizing the services of any volunteers who have contact with students.~~

~~Adopted: January 24, 2012~~



OPERATIONAL EXPECTATIONS
OE-4: Treatment of Employees**Monitoring Method:** Internal Report
Monitoring Frequency: Annually

The Chief Superintendent shall ensure the recruitment, employment, development, evaluation and compensation of the organization's employees in a manner necessary to enable the organization to achieve its *Results* policies.

The Chief Superintendent will:

- 4.1 Maintain an organizational culture that positively impacts the ability of employees to responsibly perform their jobs and work in an environment characterized by safety, professional support and courtesy.
- 4.12 Ensure that all paid personnel clear ~~Conduct~~ extensive background inquiries and checks prior to hiring any paid personnel. ~~their employment.~~
- 4.23 Select the most highly qualified and best-suited candidates for all positions.
- 4.34 Ensure that all employees are qualified to perform the responsibilities assigned to them.
- 4.45 Administer clear personnel rules and procedures for employees, including processes for suspension, transfer and termination actions.
- 4.56 Effectively handle complaints and concerns.
- 4.67 Maintain adequate job descriptions for all employee positions.
- 4.78 Protect confidential information.
- 4.89 Develop total compensation plans to attract and retain the highest quality "exempt" employees within available resources.



- | 4.910 Honour the terms of negotiated agreements.
- | 4.~~10~~11 Receive Board of Trustees' approval for the bargaining mandate and ratification of all collective agreements for unionized employees.
- | 4.~~11~~12 Receive Board of Trustees' approval for total compensation packages for all exempt employees.
- | ~~4.12~~ ~~Maintain an organizational culture that positively impacts the ability of employees to responsibly perform their jobs and work in an environment of professional support and courtesy.~~
- 4.13 Reasonably include people in decisions that affect them.

| Adopted: ~~June 19, 2012~~

OPERATIONAL EXPECTATIONS
OE-5: Financial Planning**Monitoring Method: Internal Report**
Monitoring Frequency: Annually

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

The Chief Superintendent will develop a budget that:

- 5.1 Is in a summary format understandable to the Board and presented in a manner that allows the Board to understand the relationship between the budget and the *Results* priorities and any *Operational Expectations* goals for the year as set out in the Annual Summative Evaluation.
- 5.2 Credibly describes revenues and expenditures.
- 5.3 Shows the amount spent in each budget category for the most recently completed fiscal year, the amount budgeted for the current fiscal year, and the amount budgeted for the next fiscal year.
- 5.4 Discloses budget-planning assumptions.
- 5.5 When future government funding commitments have been made, creates a multi-year budget and pPlans for fiscal soundness in future years.
- 5.6 Reflects anticipated changes in employee compensation, including inflationary adjustments, step increases, performance increases and benefits.
- 5.7 Includes amounts determined by the Board to be necessary for the Board to effectively and efficiently perform its governing responsibilities.



The Chief Superintendent may not develop a budget that:

- 5.8 Plans for the expenditure in any fiscal year of more funds than are conservatively projected to be available during the year.

| Adopted: ~~January 24, 2012~~

OPERATIONAL EXPECTATIONS**OE-8: Communication With and Support for the Board****Monitoring Method: Internal Report****Monitoring Frequency: Annually**

The Chief Superintendent shall ensure that the Board is supported in its work and is fully and adequately informed about matters relating to Board work and significant organizational concern.

The Chief Superintendent will:

- 8.1 Submit required monitoring data (see policy *B/CSR-5: Monitoring Chief Superintendent Performance*) in a thorough, accurate and understandable fashion, according to the Board's annual work plan schedule, and including both Chief Superintendent interpretations and relevant data to substantiate compliance or reasonable progress.
- 8.2 Provide for the Board in a timely manner, information about trends, facts and other information relevant to the Board's work.
- 8.3 Inform the Board of significant transfers of money within funds or other changes substantially affecting the organization's financial condition.
- 8.4 Ensure that the Board has adequate information from a variety of internal and external viewpoints to ensure informed Board decisions.
- 8.5 Inform the Board of anticipated significant media coverage.
- 8.6 Inform the Board, the Board Chair or individual members if, in the Chief Superintendent's opinion, the Board or individual members have encroached into areas of responsibility assigned to the Chief Superintendent or if the Board or its members are non-compliant with any *Governance Culture* or *Board/Chief Superintendent Relationship* policies.



- 8.7 Present information in simple and concise form, indicating clearly whether the information is incidental, intended for decision preparation, or for formal monitoring.
- 8.8 Treat all members equally and ensure that all members have equal and timely access to information.
- 8.9 Inform the Board in a timely manner of any actual or anticipated noncompliance with any Board *Operational Expectations* policy or any anticipated failure to achieve reasonable progress toward any *Results* policy.
- 8.10 Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Chief Superintendent, but required by law to be approved by the Board.
- 8.11 Inform the Board in advance of any deletions of, additions to, or significant modifications of any instructional programs.
- 8.12 Ensure that the Board has the support necessary for it to perform its duties in an effective manner.

| Adopted: ~~January 24, 2012~~

OPERATIONAL EXPECTATIONS
OE-9: Communicating With the Public**Monitoring Method: Internal Report**
Monitoring Frequency: Annually

The Chief Superintendent shall ensure that the public is adequately informed about the condition and direction of the organization.

The Chief Superintendent will:

- 9.1 Ensure the timely flow of information, appropriate input, and strategic two-way dialogue between the organization and the citizens of Calgary that builds understanding and support for organizational efforts.
- 9.2 Prepare and publish, on behalf of the Board, an annual progress report to the public that includes the following items:
 - a. data indicating student progress toward accomplishing the Board's *Results* policies;
 - b. information about strategies, programs and operations intended to accomplish the Board's *Results* policies; and
 - c. revenues, expenditures and a review of the organization's financial condition.
- 9.3 Ensure that all student accommodation decisions are made as far in advance as possible prior to the decision taking effect.
- 9.4 Collaborate with other levels of government and external partners in support of public education.
- 9.5 Ensure that school councils have the information and tools to perform their mandated role.

Adopted: January 24, 2012



OPERATIONAL EXPECTATIONS
OE-10: Instructional Program**Monitoring Method:** Internal Report
Monitoring Frequency: Annually

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

The Chief Superintendent will ensure that the instructional program:

- 10.1 Is personalized, enabling students to learn at their own pace, place and time.
- ~~10.2 Is competency-based.~~
- 10.3~~2~~ Supports children as individuals emotionally, intellectually, physically, socially and spiritually.
- 10.4~~3~~ Is based on provincially-approved programs of study, available in a variety of forms, in-person or virtually, collaboratively or independently.
- 10.5~~4~~ Includes multiple approaches to assessment, including qualitative measures, that effectively measure each student's progress toward achieving or exceeding standards and competencies.
- 10.6~~5~~ Is inclusive of new and innovative programs to meet students' interests and passions and accommodates different learning styles and needs.
- 10.7~~6~~ Is regularly evaluated and modified as necessary to assure its continuing effectiveness.

The Chief Superintendent will:

- 10.8~~7~~ Ensure that no program emphasizes a particular religion, notwithstanding the School Act definition of alternative programs.



~~10.9—Ensure that reasonable expectations and guidelines are established and clearly communicated to students, parents and/or guardians in regards to fees.~~

~~| Adopted: January 24, 2012~~



OPERATIONAL EXPECTATIONS**OE-11: Learning Environment/Treatment of Students**

Monitoring Method: Internal Report
Monitoring Frequency: Annually

The Chief Superintendent shall establish and maintain a learning environment that is safe, respectful and conducive to effective learning for each student.

The Chief Superintendent will:

- 11.1 Protect instructional time provided for students during the academic day by prohibiting interruptions due to unnecessary intrusions.
- 11.2 Provide safe learning conditions for each student.
- 11.3 Maintain a climate that is characterized by support and encouragement for high student achievement.
- 11.4 Ensure that all confidential student information is lawfully collected, used and protected.
- 11.5 Provide instructional programs and transportation services that consider the educational needs of students, the choices of families, and the fiscal and operational capacity of the organization.
- 11.6 Provide transportation services that are safe and reliable.
- 11.7 Ensure that no student will be denied access to instructional programs due to an inability to pay.
- 11.8 Ensure that all volunteers clear reasonable background inquiries and checks prior to having contact with students.

The Chief Superintendent shall not:



| **11.6-9** Tolerate any behaviors, actions or attitudes by adults who have contact with students that hinder the academic performance or the well-being of students.

| Adopted: ~~January 24, 2012~~



report to
Board of Trustees

EducationMatters Financial Statements as at March 31, 2015

Date	June 9, 2015
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Janice R. Barkway Office of the Corporate Secretary
Purpose	Information
Originator	Monica Bryan, Director, Finance and Administration, EducationMatters
Governance Policy Reference	Governance Culture GC-3: Board Job Description

1 | Recommendation

- The financial report for EducationMatters is provided for Board information.

2 | Background

The Board of Trustees has requested quarterly reporting from EducationMatters. The attached report is provided in response to this request.

Appendix I: Education Matters Financial Statements as at March 31, 2015



June 2, 2015

To the Calgary Board of Education Trustees

EducationMatters is pleased to share its March 31, 2015 unaudited internal financial report (the "Report") with you.

EducationMatters' management ("Management") has prepared the Report to the Trustees based on its internal reports and accounting records. While Management has used its best estimates in preparing the Report, please be advised that the Report has not been audited or reviewed nor have notes to the statements been prepared. Other readers may require additional information in order to rely on the Report for their own purposes.

The Report contains the following special purpose financial statements and other information:

- Unaudited Statement of Financial Position as at March 31, 2015 and audited December 31, 2014
- Unaudited Statement of Operations for the period ended March 31, 2015 and comparative for the year ended December 31, 2014
- Unaudited Operating Budget Comparison to March 31, 2015
- Statement of EducationMatters Funds Established as at March 31, 2015
- Statement of Grants Awarded for the year to date March 31, 2015
- A discussion of some of the amounts and transactions summarized in the statements

Respectfully submitted,

Monica Bryan - Director, Finance & Administration, EducationMatters

Mark Saar - Treasurer, EducationMatters

EducationMatters
Statement of Financial Position

As at Mar 31, 2015

\$'000

(unaudited)

	As At Mar 31/15 <u>(unaudited)</u>	As At Dec 31/14 <u>(audited)</u>
ASSETS		
Cash and cash equivalents	191	164
Investments	6,089	5,790
Accounts receivable	1	1
Prepaid expenses	4	4
Capital assets	35	32
Total assets	<u><u>6,320</u></u>	<u><u>5,991</u></u>
LIABILITIES		
Accounts payable	18	25
Deferred Contributions	-	440
Total liabilities	<u><u>18</u></u>	<u><u>465</u></u>
FUND BALANCES		
Endowment funds	4,388	4,093
Flow through funds	876	725
Operating funds	<u>1,039</u>	<u>708</u>
Total fund balances	<u><u>6,303</u></u>	<u><u>5,526</u></u>
Total liabilities and fund balances	<u><u>6,320</u></u>	<u><u>5,991</u></u>

EducationMatters
Statement of Operations
Year to Date to Mar 31, 2015
\$'000

(unaudited)

(audited)

	<u>Endowment</u>	<u>Flow-Thru</u>	<u>Operating</u>	<u>Total</u>	<u>Dec 31/14</u>
	\$	\$	\$	\$	\$
REVENUES					
Contributions	38	328	23	389	1,902
CBE grants			440	440	660
Gains/losses on investments	305		3	308	425
Interest & fees			15	15	47
Total revenue	343	328	481	1,152	3,034
GRANTS					
Grants issued	33	178		211	1,279
EXPENSES					
Salaries & benefits			114	114	532
Consulting & professional fees			9	9	31
Administrative expenses	14		27	41	163
Advertising & communications					24
Total expenses	14		150	164	750
FUND BALANCES					
Change during the period	296	150	331	777	1,005
Beginning balance	4,093	726	707	5,526	4,521
Balance, end of period	4,389	876	1,038	6,303	5,526

Total contributions since inception (\$'000):

2015 YTD	389
2014	1,903
2013	1,244
2012	2,279
2011	1,288
2010	862
2009	733
2008	1,197
2007	641
2006	865
2005	786
2004	612
2003	356
	13,155

EducationMatters
Operating Budget Comparison
Year-to-Date Mar 31, 2015
(\$'000)

	2015 BUDGET	31 Mar Actual <small>(unaudited)</small>
	\$	\$
Operating Expenses by function:		
Salaries and Employee Benefits	538	114
Events	90	-
Fund Development & Communications	54	3
Organizational Administration	174	33
Total Expenses	856	150

**EducationMatters
Funds Established
as at Mar 31, 2015**

	Fund Balance \$
Flow Thru Funds (Grants):	
Allan Markin Healthy Learners Fund	-
Athletics Flow Thru Fund, Helping Students in Need	35
Benjamin (Ben) Albert Legacy Fund	-
Beverley Hubert Global Citizenship Fund	-
Bowness High School Enhancement Flow Thru Fund	-
Bridlewood School Enhancement Fund	-
Calgary Flames Ambassadors Supports for Kids with the Gift of Dyslexia Fund	10
Campus Calgary Programs Flow Thru Fund	-
Career Pathways Flow Thru Projects Fund	7,730
Christine Meikle School Flow Thru Fund	-
Civil Society & Citizenship Flow Thru Fund	147
Cornerstone Fund, Enhancing Education for Economically Disadvantaged Students	237
Distinguished Alumni Fund	475
Dr. Brendan Croskery Aboriginal Culture Fund	-
Ernest Manning HS Enhancement Flow Thru Fund	-
Family Literacy Program Flow Thru Fund	-
For the Love of Learning Fund	-
French for the Future Program Fund	-
Fuel for School Program Flow Thru Fund	34,140
Future Leaders Flow Thru Fund	3,230
Heather and N. Murray Edwards Literacy Fund	-
High School Transition Program	-
Integro Legacy Fund	-
James Fowler HS Art Program Equipment Enhancement Fund	-
Lord Shaughnessy High School Enhancement Flow Thru Fund	-
Louise Dean School Fund	950
McGill University Faculty of Agricultural and Environmental Sciences Fund	-
Mawer Investment Management Literacy Flow Thru Fund	12,002
Public Education Enhancement Flow Thru Fund (Designated)	94,369
Public Education Enhancement Flow Thru Fund	3,623
Schools Helping Schools Fund	1,560
SPIRIT Program Fund	-
Stampede Foundation Fund	-
Students with Special Needs Flow Thru Fund	-
Supports for Students with Fetal Alcohol Spectrum Disorder Flow Thru	48
TEAM Leadership Flow Thru Fund	-
Tyler Zeer Flow Thru Fund	-
West Springs School Enhancement Fund	3,396
Willow Park School Program Enhancement Flow Thru Fund	33
Youth Mentorship Flow Thru Fund	-
Total Flow Through Funds (Grants)	\$161,985

	Fund Balance \$
Endowment Funds (Grants):	
Athletics Endowment Fund, Helping Students in Need	44,931
Bob Bannerman Memorial Fund	16,004
Beverly Hubert Global Citizenship Fund	22,048
Career Pathways Field of Interest Endowment Fund	78,625
Civil Society & Citizenship Education Endowment Fund	20,985
ConocoPhillips World Schools Debate Development Endowment Fund	53,767
Cornerstone Endowment Fund, Enhancing Education for Economically Disadvantaged	70,453
Creagh Family Fund	27,247
Dr. Brendan Croskery Aboriginal Culture Fund	37,500
EducationMatters Admin Endowment Fund	37,501
Enhancing Education for Students with Special Needs Endowment Fund	34,961
Enhancing ESL Education Endowment Fund	52,998
Future Leaders Endowment Fund	42,257
Georgie C Higgins Junior High Memorial School Fund	14,157
Georgie C Higgins Investment Fund for Lester B Pearson High School	14,011
Governors' Endowment Fund	8,026
Jason and Jane Louie Memorial Fund	7,941
Kaiti Perras Love of Dance Memorial Fund	88,378
Lehew-Wyman Family Endowment Fund	43,636
M.P. Hess Fund	9,521
Margaret and Bill Whelan Endowment Fund	70,306
Mary Nelson Memorial Fund	62,366
Mawer Investment Management Literacy Fund	26,795
McGill University Faculty of Agricultural and Environmental Sciences Fund	6,941
Public Education Enhancement Endowment Fund	314,586
Public Education Enhancement Endowment Fund (Designated)	45
Schools Helping Schools Fund	34,663
Southland Transportation Career Pathways Endowment Fund	7,434
Sunnyside School Endowment Fund	28,311
Supports for Students Born with Fetal Alcohol Spectrum Disorder Fund	39,010
TEAM Leadership Lord Beaverbrook HS Endowment Fund	6,761
Terry Wright Endowment Fund	7,646
Tiberious Publishing Program Fund	14,582
Tyler Zeer Endowment Fund	32,851
William Reid School Endowment Fund	19,479
Youth Mentorship Endowment Fund	9,622
Total Endowment Funds (grant availability capped @ 4.5% per annum)	\$1,406,345

**EducationMatters
Funds Established
as at Mar 31, 2015**

	Fund Balance \$
Flow Thru Funds (Scholarships):	
Adrienne Goudie Memorial Bursary	856
Arrata Family Award for New Canadians	408
Ataturk Peace Scholarship	-
Benjamin (Ben) Albert Legacy Fund	-
Bennett Jones Scholarship Fund	-
Calgary Bridge Foundation for Youth Student Awards Fund	11,135
Calgary Chamber of Commerce Play with the Presidents Scholarship Fund	-
City of Calgary Degree Granting Scholarship Fund	39,102
City of Calgary Post Secondary Scholarships	30,600
ConocoPhillips Canada Awards	12,195
CTS Scholarship Flow Thru Fund	-
David James Anderson Memorial Award Fund	533
EducationMatters Scholarship Flow Thru Fund	75,194
EllisDon Student Award Fund	6,634
ENMAX Scholarship Fund	7,969
Future Leaders Scholarship Flow Thru Fund	2,958
Gary Weimann Award for Community Service	238
Green & Gold Flow Thru Scholarship Fund	9,820
Hal Winlaw Health & Nutrition Legacy Award	-
Haworth & Heritage Bus Interiors Architecture/Interior Design Scholarship Fund	5,251
Henry Wise Wood Warriors Legacy Flow Thru Fund	3,895
Henry Wise Wood Class of 1970 Scholarship Fun	5,925
Hopewell Scholarship Fund	8,087
Integro Legacy Scholarship Fund	59,735
Ivy & Len Freeston Student Award Flow Thru Fund	430
Jennifer Ellen Shepherd Memorial Award Fund	12,000
Jim Hoepfner Award	1,520
Kermet Archibald & Jacoba Van Den Brink Memorial Scholarship at The Cgy Found	43,287
Lauber Student Award	9,750
Louise Dean High School Awards	6,768
The Marguerite Patricia P. Bannister Scholarship Fund at The Calgary Foundation	280,565
Marofke Family Aberhart Music Scholarship	116
Maureen Langston Memorial Fund	5,000
Pay It Forward Fund	7,400
Queen Eliz Deaf and Hard of Hearing Scholarship and Program Enhancement Fund	27,244
R.M. (Mac) Dobson Creative Writing Scholarship	872
Richard D. Tingle Student Award Flow Thru Fund	-
Richard Dunn Music Scholarship Fund	4,180
Southland Transportation Scholarship Flow Thru Fund	1,747
Tenaris Merit Awards Fund	10,000
Tom Inkster Memorial Scholarship Fund	3,899
Verna Hart Toole Legacy Award Fund	1,388
William & Toshimi Sembo Badminton Scholarship Fund	-
Total Flow Thru Funds (Scholarships)	\$715,815

	Fund Balance \$
Endowment Funds (Scholarships):	
Aaron, Harben Vocal Music Prize Fund	9,988
Aaron Family Scholarship Fund	13,671
Aberhart Alumni Scholarship Fund	75,620
Accomplished Angels Student Award Fund	585,033
Ann Strand Memorial Awards Fund	6,832
Anthony Ward Memorial Fund	3,418
Archie McKillop Student Award Endowment Fund	34,901
Arrata Family Award for New Canadians	49,022
Avis Hibbard Bursary	3,390
Benjamin (Ben) Albert Legacy Fund	249,702
Bennett Jones Scholarship Fund	8,760
Bob Clarke Memorial Scholarship	2,264
Bruce Leidl Composition Award Fund	13,525
Carolyn Baxter Memorial Award Fund	7,689
CNIB Memorial Scholarship Fund	3,585
Claire Poppit Award	7,764
Colonel Walker Community School 1950 to 1965 Alumni Award	12,320
CTS Scholarship Endowment Fund	80,732
David E. Mitchell Award	53,484
David James Anderson Memorial Award Fund	14,459
Doris Donald Memorial Bursary in Fine Arts	1,992
Douglas Norton Scholarship	2,021
Dr. Gordon Higgins Student Award Fund	23,341
Dustin Peers Memorial Visual Arts Award	207,656
Edith Berger Memorial Scholarship Fund	19,856
EducationMatters Endowed Scholarship Fund	2,337
EF Coste Scholarship	4,118
E George Brigden Memorial Scholarship	5,653
Ena Paul Memorial Award	3,491
F Margaret Milligan Scholarship	1,111
Frank L Woodman Scholarship	1,799
Frank Whipple Memorial Bursary	7,011
Future Leaders Scholarship Endowment Fund	26,625
Gary Weimann Award for Community Service	23,319
George Morley Memorial Scholarship	10,700
Green & Gold Endowment Scholarship Fund	186,721
Hal Winlaw Health & Nutrition Legacy Award Fund	3,559
Haworth & Heritage Business Interiors Architecture/Interior Design Scholarship Fund	33,127
HD Cartwright Memorial Award	9,347
Henry Wise Wood Warriors Legacy Endowment Scholarship Fund	38,710
Hugh Robertson Science Award Fund	17,466
Ivy & Len Freeston Student Award Endowment Fund	20,000
James Fowler School Award Fund	15,416
Jennifer Ellen Shepherd Memorial Award Endowment Fund	75,432
Jennifer Eyton Memorial Trust Fund	2,415
Joan Ethier Women in Science Scholarship	417,175
Joanne Mugford Memorial Art Award	7,219
John Bancroft Memorial Award	11,781
Keith Carswell Memorial Scholarship	10,574
Keith Yu Memorial Scholarship Fund	28,734
Laine McLeod Memorial Scholarship	7,581

	Fund Balance \$
Endowment Funds (Scholarships) cont'd:	
Lawrence Parker Memorial Scholarship	7,041
Lester B. Pearson Work Experience/RAPP Scholarship Fund	9,178
Marjorie Taylor Memorial Scholarship Fund	66,334
Marofke Family Aberhart Music Scholarship	32,812
Mary Belkin Memorial Scholarship Fund	26,088
Maurice A Spring (Vocational) Scholarship	7,926
MW & JR Tebo Memorial Journalism Fund	19,083
Pamela Jane Hardy Memorial Award Fund	44,346
Queen Elizabeth Deaf and Hard of Hearing Scholarship and Prog Enhancement Fund	60,736
Richard D. Tingle Student Award Fund	31,146
Rick Theriault Outstanding Athletic Contribution Award Fund	18,149
Ruth Ursula Leipziger Scholarship Fund	32,510
Shawn Whitney Memorial Award Fund	12,905
Sir Winston Churchill Enterprise & Innovation Scholarship	6,148
Southland Transportation Scholarship Endowment Fund	7,689
Steven Irving Memorial Music Scholarship	37,816
Susy Devlin Memorial Award Fund	31,343
Teens Against Drunk Drivers (TADD) Scholarship	6,499
Thomas Moore Memorial Bursary Fund	16,475
Thomas Walter Morrish Memorial Scholarship	8,972
Viscount Bennett Band Parents Association Award Fund	10,546
William Keir MacGougan Memorial Bursary	25,512
Total Endowment Funds (scholarship availability capped @ 4.5% per annum)	\$2,981,700

EducationMatters
Statement of Grants & Scholarships Awarded
Year-to-Date Mar 31, 2015

	\$
Calgary Youth Attendance Centre / West View School	2,801
CBE - International Youth Leadership Summit 2015	7,573
CBE – Leadership & Learning: Viviane Robinson presentation grant	3,800
CBE - Supply Chain Program	58,995
Dr. Oakley School - Enhancing Effective Literacy Intervention	9,469
Glenbriar Technologies Inc. - Computer purchases	5,038
James Short Memorial School - Library Collection Replenishment	4,750
Lester B. Pearson High School - Pride in the Properties Event	10,000
Thomas B. Riley School	2,842
Total Program Grants	\$105,268
Total Scholarships	106,109
Total Grants and Scholarships	\$211,377
Total Grants since Inception	\$6,543,056
Total Scholarships since Inception	\$1,720,845

EducationMatters
Discussion of Financial Position and Results of Operations

Statement of Financial Position

As a result of CBE and EducationMatters having different fiscal years, a portion of our operating grant contributions are deferred each year end to reflect the fiscal year for which we have received operating funds.

In October, 2014 we deferred \$440,000 of CBE operating contributions received in 2014 that relate to our fiscal year 2015.

Capital assets consist primarily of office equipment.

Statement of Operations

We are boldly pursuing the fund development targets set for 2015.

As is common with most not for profit or charitable organizations, donations are recognized only when they are received and not accrued as promises receivable.

Operating Budget Comparison

Expenditures reported include only cash expenses for budget comparison purposes.

Funds Established and Grants Awarded

Our report on Funds Established and their balances to March 31, 2105 reflect both realized and unrealized gains on funds. The first quarter of 2015 has shown excellent returns on EducationMatters' balanced funds. For the long term EducationMatters expects steady growth of their investments.

Grants and scholarships worth over \$200,000 have been issued year-to-date in 2015. They continue to provide a significant contribution back to public school students and systems at the CBE.

**report to
Board of Trustees**

**Implications of Proposed Changes to Results
Policies**

Date	June 9, 2015
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson Chief Superintendent of Schools
Purpose	Information
Originator	David Stevenson, Chief Superintendent of Schools
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board Results 2: Academic Success Results 3: Citizenship Results 4: Personal Development Results 5: Character
Resource Person(s)	Ronna Mosher, Director, Office of the Chief Superintendent

1 | Recommendation

It is recommended:

- THAT the Board of Trustees receives the following report for information

2 | Issue

The Board of Trustees has directed the Chief Superintendent to inform the Board of significant organizational impacts, if any, that would results from proposed changes to the Results Policies.

3 | Background

On January 13, 2015 the Board of Trustees gave first reading to policy amendments within Results 2: Academic Success, Results 3: Citizenship and Results 4: Personal Development. These changes are represented in an attachment to this report.

At that time, the Board of Trustees passed the following motion:

THAT the Chief Superintendent informs the Board of significant organizational impacts, if any, that would results from these proposed changes.

4 | Analysis

While the depth and extent to which the proposed changes impact the operation of Calgary Board of Education will not be fully realized until the reasonable interpretations and indicators for these changes have been approved and a full monitoring cycle has been completed, the following information begins to consider the implications of the proposed Results Policies changes.

Implications of proposed change between Results 2 and 4
(technological fluency)

Currently within Results 2: Academic Success

Students will:

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

Interpretation

- The Chief Superintendent interprets *technologically fluent* to mean that students can competently use information and communication technologies as tools in a variety of digital environments and media.
- The Chief Superintendent interprets *critically, ethically and safely* to mean that students make reasoned, reflective judgments about what to do or believe as they work to meet their learning goals.

Indicators

- 1 | Percentage of students who report they can use technology to help them learn; as measured by student survey.
- 2 | Percentage of students who report they can use technology to communicate effectively with others; as measured by student survey.
- 3 | Percentage of students who report they can use technology to investigate and solve problems; as measured by student survey.
- 4 | Percentage of students who report they can assess critically information presented in online environments; as measured by student survey.

Proposed move to Results 4: Personal Development

Moving this policy section from Results 2 to Results 4 will require a reinterpretation of the Board's values. The Chief Superintendent's reasonable interpretation of Results 4 will need to be modified to reflect the change in context from technological fluency for academic success to technological fluency for personal development. Some of the current indicators may still be usable within a modified interpretation; others may be eliminated and new indicators will be required.

Currently, classroom practice focuses on learning with and through technology as part of the K-12 Information and Communication Technology (ICT) Program of Study. This program of study focuses on what students are "to know, be able to do, and be like with respect to technology"¹ and is intended to be integrated with other Programs of Study. The current reasonable interpretation and indicators focus on student success in using technology to participate in and advance achievement within the broad scope of learning programs.

The ICT curriculum also includes the idea that "technology will serve today's students well—in entry-level work and beyond, in further study and lifelong learning, and in their personal lives as inquisitive, reflective, discerning and caring citizens."² This perspective offers a place from which to begin to design a modified interpretation of students' technological fluency consistent with the Board's anticipated policy changes.

¹ <http://education.alberta.ca/teachers/program/ict/programs.aspx>

² <http://education.alberta.ca/teachers/program/ict/programs/rationale.aspx>

As technological fluency is not taught and assessed as a separate subject, information regarding student performance with technology would not be readily available from teachers or external sources. It is expected that providing data to the Board would continue to require surveying students. Changes to student survey questions would be anticipated as part of Administration's response to this policy subsection moving to Results 4: Personal Development.

These changes could be expected to be addressed within the few months of the 2015-2016 school year. New data would not be available for the 2014-2015 school year. If the Board of Trustees does not accept student survey questions as reasonable indicators for the policy provision and require evidence to be gathered from other sources then the impact would be much greater both in terms of designing new indicators and gathering data for them.

There may also be implications from this policy change for the reasonable interpretation of Results 5: Citizenship. Results 5 currently has an indicator/survey question about students' ethical use of technology. This indicator was previously seen to be a better fit in the context of Results 5 than Results 2. With a new interpretation within the context of Results 4, this indicator may be found to be better suited to Results 4 than Results 5.

Currently within Results 5: Character

Students will:

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

Interpretation

- The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students conduct themselves in ways that are consistent with their understanding of the ethical action required of them.
- The Chief Superintendent interprets *to do what is right* to mean that students act beyond their self-interest on behalf of what is good for the learning community and that their actions reflect both their values and community standards

Indicators

- 1 | Percentage of grade 12 students who report they use technology responsibly and with integrity; as measured by student surveys.

Implications of proposed change between Results 4 and 3
(positive relationships with others)

Currently within Results 4

Students will:

- 4.6 Be able to lead and follow as appropriate, and to develop and maintain positive relationships with other individuals and groups in order to manage conflict and to reach consensus in the pursuit of common goals.

Interpretation

- The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will work well with others to advance individual and group learning.
- The Chief Superintendent interprets *lead and follow* to mean that students take multiple roles in contributing to the work of a group.
- The Chief Superintendent interprets *develop and maintain* positive relationships to mean that students communicate and interact effectively with others.
- The Chief Superintendent interprets *manage conflict and reach* consensus to mean that students communicate and problem solve together for their shared benefit.

Indicators

- 1 | Percentage of kindergarten students reported to work and communicate effectively with others; as measured by student report cards.
- 2 | Percentage of students in grades 1-9 reported to work and collaborate effectively with others; as measured by student report cards³.
- 3 | Percentage of grade 12 students who report they work and communicate effectively with others; as measured by the student surveys.

³ Indicators for this report card measure are: assumes leadership or contributing roles to advance learning and community goals; communicates with others to build understanding; and works with others to manage conflict and reach consensus.

Proposed move to Results 3: Citizenship

Moving this policy section from Results 4 to Results 3 is not expected to impact the experiences of students or staff. The reasonable interpretation of this policy subsection does not appear to require modification in moving it from the context of Personal Development to that of Citizenship.

5 | Financial Impact

Responding to any Board of Trustee policy change requires an allocation of human resources to respond to the governance processes associated with the change. In the case of the proposed changes to the Board of Trustees' Results policies, new reasonable interpretations would be required for Results 2, 3, 4 and possibly 5.

If new learning strategies are required for teachers and students to understand and work with information and communication technologies in new ways – as part of students' personal development – then additional personnel time would be required to create a communication and learning plan for teachers so they could understand and implement a new interpretation of technological fluency with students. The financial implications of responding to the proposed policy changes would be much greater if the nature of the indicators shifts from student surveys to teacher assessments.

6 | Implementation Consequences

No changes in operational matters would be seen to arise from the shift of the current Results 4. 6 - *Students will be able to lead and follow as appropriate, and to develop and maintain positive relationships with other individuals and groups in order to manage conflict and to reach consensus in the pursuit of common goals* - to Results 3.

Changes are expected in the repositioning of Results 2.2 – Students will be technologically fluent, able to use digital tools critically, ethically and safely – to Results 4.

A shift in understanding of the role of technological fluency within the Calgary Board of Education could be expected to shift the value and benefits that students receive through their technology-based learning experiences. Some of the emphasis currently placed on technology for academic success would shift to an emphasis on technology for personal development. These are not seen to be contradictory priorities but neither are they the same. The nature of students' learning experiences would need to become newly focused on students using technology to understand and develop their personal talents and interests.

Within the current limitations on resources available outside of CBE classrooms, and additional reductions expected in supports for teachers in 2015-2016, implementing a learning plan for teachers and students in support of the policy change would require reducing time within other aspects of professional support and learning. No new resources would be available to support the introduction of new understandings and expectations related to policy changes. This could result in decreased attention to building professional capacity in areas which have been identified through research and experience to have the greatest impact on student learning (formative assessment, microteaching and inclusive practice).

Modifications would need to be made to CBE student surveys or other data gathering sources identified and implemented in response to a new reasonable interpretation for student success in using technology. No data would be available to represent organizational success for new indicators during 2014-2015. This could create gaps in Results 4 monitoring data for the Board of Trustees.

7 | Conclusion

The information within this report provides an initial consideration of the implications of the proposed Results Policies changes.

Each of the proposed changes will require ongoing time and attention by Administration to review and revise reasonable interpretations and associated indicators. This impacts the operation of CBE as resources (human and financial) will be required to complete these tasks. In addition, a new reasonable interpretation for student success in becoming technologically fluent may require learning plans for staff and students, adjustments within teaching and learning practices, and modifications to student surveys.

The depth and extent to which the proposed changes impact the operation of CBE will not be fully realized until the reasonable interpretations and indicators have been approved and a full monitoring cycle has been completed.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: Results 2, 3, and 4 with the proposed policy changes noted

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.

Results

R-2: Academic Success

Monitoring Method: Internal
Monitoring Frequency: Annually

Each student will be literate and numerate, able to integrate and apply the knowledge, skills, attitudes and competencies acquired across all academic disciplines.

Students will:

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

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

~~2.2 Be technologically fluent, able to use digital tools critically, ethically and safely.~~

Adopted: ~~January 24, 2012~~

Results

R-3: Citizenship

Monitoring Method: Internal
Monitoring Frequency: Annually

Each student will be a responsible citizen.

Students will:

- 3.1 Participate in developing and maintaining our Canadian civil, democratic society.
- 3.2 Understand the rights and responsibilities of citizenship in local, national and international contexts.
- 3.3 Respect and embrace diversity.
- 3.4 Be responsible stewards of the environment by contributing to its quality and sustainability.
- 3.4.5 Be able to lead and follow, as appropriate, and to develop and maintain positive relationships with other individuals and groups in order to manage conflict and to reach consensus in the pursuit of common goals.

Adopted: January 24, 2012

Results

R-4: Personal Development

Monitoring Method: Internal
Monitoring Frequency: Annually

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

Students will:

- 4.1 Demonstrate resilience and perseverance to overcome failure and adapt to change.
- 4.2 Take initiative, set goals, self-evaluate and strive to continuously improve.
- 4.3 Have the confidence to embrace ambiguity and complexity.
- 4.4 Take risks appropriately.
- 4.5 Make lifestyle choices based upon healthy attitudes and actions, and be able to assume responsibility for personal well-being.
- 4.6 ~~Be able to lead and follow, as appropriate, and to develop and maintain positive relationships with other individuals and groups in order to manage conflict and to reach consensus in the pursuit of common goals.~~ Be technologically fluent, able to use digital tools critically, ethically and safely.

Adopted: ~~January 24, 2012~~

report to Board of Trustees

Chief Superintendent's Update

Date	June 9, 2015
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board

1 | Recommendation

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

2 | Issue

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

OE-8: Communication With and Support for the Board requires "the Board is supported in its work and is fully and adequately informed about matters relating to Board work and significant organizational concern." With other reports submitted to the Board of Trustees, this update meets the requirement of OE-8 for the provision of information in a timely, simple and concise form.



Records Management Quarterly Report

BACKGROUND

At the Board of Trustees' meeting on January 24, 2012, administration was directed to provide quarterly updates to the Board regarding the Calgary Board of Education's progress to address records management and retention issues. The following update is the twelfth report presented in response to this directive.

Quarterly reports reference Generally Accepted Recordkeeping Principles as a means of contextualizing the work and overall progress. The Principles are an industry standard that forms the basis for the Corporate Records Management Program. Following are the Principles of Records Management:

- Accountability
- Transparency
- Integrity
- Protection
- Compliance
- Accessibility
- Retention
- Disposition

QUARTERLY UPDATE

Principle of Accountability

Official Student Record Folder RFP

In accordance with the School Act and the Student Records Regulation of Alberta, an Official Student Record (OSR) must be created and maintained for every Calgary Board of Education student. Consistent with this requirement, a standardized physical folder that maintains the Official Student Record (OSR) will be introduced during the next school year across all CBE schools.

Following the receipt and evaluation of 2 vendor responses to the OSR Request for Proposal (RFP), an award was made to Acme Visible.

Prior to a system wide rollout, the OSR folders will be piloted with 31 schools. This means that the OSR folders will be used by the pilot schools for their 2015/16 kindergarten student intake. Once the pilot project has concluded, a brief evaluation exercise will be completed and the system wide rollout will progress based on the findings of that evaluation.

OSR Protocol Update

An updated OSR protocol has been developed to accompany the impending introduction of standardised Official Student Record folder. The updated protocol is expected to enhance effectiveness and understanding as it is consistent with the structure of the new folder and includes updated images of the new Official Student Record folder.

Benefits

Establishing a standardized Official Student Record Folder along with processes and protocols are meant to enhance efficiency by eliminating duplications like multiple file reorganizations, while simultaneously improving the general care and maintenance of student records. In addition, centrally acquiring the standardized Student Folders should result in savings as a result of bulk purchasing.

Principles of Retention and Disposition

Offsite Storage of CBE Records

The focus on retention and disposition continues and as of the end of April 2015:

Records received from schools and departments

962 administrative and 854 student record boxes were received, classified and retained in accordance to the organization's Classification and Retention schedule.

Records boxes provided to schools and departments

946 boxes were distributed to CBE schools and administrative offices.

Off-site Disposition

The disposition process has been initiated for 1006 boxes of records that are eligible for destruction.

On-site Active Disposition

Using the Active Disposition process, 266 boxes of records of records located at schools and administrative offices were disposed.

Benefits

- Provides the means and opportunity to refocus the CBE's Records Management program from a purely warehousing function to one that supports students, teachers and the community by more broadly administering the Records Management Program.
- Provides facilities more appropriate for the maintenance of semi-active and inactive records (primarily fire suppression, enhanced security and protective racking to shield physical boxes from damage).
- Addresses overcrowding at the CBE's onsite facilities together with related occupational safety concerns.
- Reduces storage of active records by allowing the disposition of inactive, duplicate, or obsolete material.
- Record boxes provided to schools and departments provide superior protection of records during transit and resists crushing during long term storage.
- Reduces unnecessary monthly costs associated with record storage since records whose significance has passed are disposed.
- Reduces and/or eliminates ad-hoc and uncontrolled destruction of records.

Principle of Protection and Availability

Records requests

Following from the previously implemented process to track record requests as a means of understating related time, effort and costs, during the quarter, 275 requests were received and responded to. Of these approximately 78% represented requests from the public (including past students or on behalf of past students) and the remaining 22% were internal requests.

Confidential Shred Bins

With inappropriate disposal of information being a key area where protected or sensitive information can be compromised, Corporate Records Management staff closely manages the CBE's Shred Bin Program. Specifically, staff continuously monitor, adjust and adapt elements of the program to ensure adequate and efficient coverage at schools and administrative sites.

The existing schedule of shred bin pickups has been reviewed and updated and additional bins have been provided to schools to address peak times throughout the school year. In addition, throughout the CBE, records were securely disposed of via a total of the emptying of 2405 Shred Bins.

Benefits

The results have meant greater efficiency in the program, assistance in compliance with EL-12 Asset Protection and increased awareness of security issues with student information.

The Shred Bin program adjustments have resulted in greater efficiency of and satisfaction with the program. In addition the program has contributed significantly to compliance on related Operational Expectations and has helped to increase awareness of security issues with student information.

Principles of Integrity and Transparency

Archives Training

Establishing and maintaining an Archives program even to rudimentary standards will require additional skills. With the objective of enhancing staff capacity in the specialized area of archives, two members of the Records Management team attended a six (6) day intensive, immersion-style course organized by the Archive Society of Alberta.

This program introduced participants to the fundamentals of archival science. Each component built upon the previous one until the entire process of acquisition, appraisal, arrangement, description, preservation and access were covered and their intricate inter-relationships were revealed.

Onsite Training

Site visits and Record Management consultations and training sessions were provided to the following schools during the reporting period:

Onsite Training to Schools	
Branton School	Monterey Park School
James Short Memorial School	Mount View School
Jack James High School	Mayland Heights School
Vista Heights School	Colonel J. Fred Scott School
Canyon Meadows School	Terrace Road School
Beddington Heights School	Buchanan School
R.T. Alderman School	Langevin School
Elbow Park School	G.W. Skene School
Sherwood School	Keeler School
John Ware School	Ian Bazalgette School
Panorama Hills School	Bob Edwards School
King George School	Taradale School
Erin Woods School	Ernest Morrow School
Nickle School	Dr. J.K. Mulloy School
Rideau Park School	Silver Springs School
Cecil Swanson School	Sam Livingston School
Maple Ridge School	Riverbend School
Cappy Smart School	Banting and Best School
Bishop Pinkham School	Radisson Park School
Willow Park School	Children's Village School
Valley Creek School	Chief Justice Milvain School
Tuscany School	Clarence Sansom School
Bowcroft School	Captain John Palliser School
Chinook Park School	

Benefits

In order for Records Management practises to be adopted and become standard organizational practise, they must be supported by on-going training and appropriate communications. In particular, new understandings and processes often require targeted training and specific communication to employees to build the foundations for achieving a mature RM program.

Records Management Support

Records Management Technicians continue to assist schools with a variety of Records Management tasks including:

- File clean-up and organization
- Preparation of record for transfer to the Records Centre
 - Sorting records based in similar retention
 - Packing records in appropriate RM Boxes
 - Completing Transmittal Forms
 - Separating and gathering records that were past their retention period
- Providing hands-on RM training as required by schools

Specifically, during the reporting period, 40 schools received support from the RM Technicians.

RM Support/Assistance to Schools	
Simon Fraser School	John G. Diefenbaker High School
Sir John Franklin School	Cappy Smart School
Mountain Park School	Willow Park School
Pineridge School	Christine Meikle School
Georges P. Vanier School	Mayland Heights School
Marlborough School	Terrace Road School
Crescent Heights High School	Langevin School
Jack James High School	Abbeydale School
R.T. Alderman School	Ian Bazalgette School
West Dalhousie School	Valley Creek School
Sherwood School	Bob Edwards School
John Ware School	Ernest Morrow School
King George School	Start Outreach (Bowness)
Erin Woods School	Sam Livingston School
Forest Lawn High School	Buchanan School
Riverbend School	Taradale School
Radisson Park School	Children's Village School
Panorama Hills School	Beddington Heights School
Chief Justice Milvain School	Bowcroft School
Keeler School	Richmond School

Benefits

Direct contact with Schools and School Administrative staff has resulted in much improved practices as reflected in increased awareness of and appreciation for the Records Management program. School Record inventories provide vital information for administering the Corporate Records Management Program as they contribute to mapping all the information stored at school sites which in turn are critical for locating, retrieving and managing records.

Principle of Compliance

School Records Request Form

In order to assist in compliance with security and access to Student Records as per Administrative Regulation 6024 - Student Records, Records Management has developed a request form for use at schools. Completion of the form, when school staff receive requests ensures that:

- the necessary consent is obtained for releasing records
- recipients are appropriately identified
- there is clarity with what is being requested
- conditions for requesting mature/independent student records are satisfied

The School Records Request Form is available from the Records Management insite page and its use has been encouraged/promoted through the school visits of Records Management staff.

Benefits

This form provides schools with a standardized, formal means of handling record requests that is consistent with obligations under Administrative Regulation 6024 - Student Records.

Records Management Audit

Consistent with the practise of the last two (2) years, preparations were started to facilitate the 2015 Records Management Audit. Thirteen (13) Schools from all Areas will participate in the audit that will be conducted by a qualified and experienced RM professional in conjunction with staff from the Records Management team.

On completion, a comprehensive Audit Report will be presented to Superintendents team together with appropriate follow-up with Schools and Area Offices.

Benefits

The Records Management Audit will assess compliance with Generally Accepted Record Keeping Principles and internal policies and protocols. In addition, the audit will provide important insights into the level of awareness that CBE staff have regarding records management in general as well as elements of record classification and retention.

The Audit will permit benchmarking and annual progress comparisons that could be important for measuring program success as well as for identifying areas for improvement.



DAVID STEVENSTION
CHIEF SUPERINTENDENT OF SCHOOLS

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report to Board of Trustees

Construction Projects Status Report

Date	June 9, 2015
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Information
Originator	Frank J. Coppinger, Superintendent, Facilities & Environmental Services
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board OE-12: Facilities
Resource Person(s)	Eugene Heeger, Director, Design & Property Development Robert Ashley, Manager, Design Services

1 | Recommendation

It is recommended:

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

2 | Issue

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



3 | Background

Following the demolition of the old Ernest Manning High School, the National Sport School was moved temporarily into leased office accommodation at Calgary Olympic Park. On September 26, 2012, the Alberta Government approved provincial funding of \$3 million for the National Sport School on the condition that the Calgary Board of Education (CBE) funds an additional \$6 million for a total project value of \$9 million. The proposed new National Sport School at Canada Olympic Park is on hold, subject to funds being raised to enable a construction start in 2015. Discussions have recommenced with WinSport on potential funding strategies and options.

On July 7, 2012, the Alberta Government approved provincial funding for the Booth Centre modernization for Chinook Learning Services. In June 2013, significant damage occurred to the building as a result of the Calgary floods. Engineering and insurance assessments have been finalized. Meetings have been held with the Alberta Government (Justice, Infrastructure and Education) and the Calgary Municipal Land Corporation to review different concepts for the potential redevelopment of Booth Centre site with a private developer. Discussions are ongoing.

On May 1, 2013, the Alberta Government announced the approval of six new schools for the CBE as part of Building Alberta Schools Construction Program (BASCP). This was the fourth phase of a Provincial alternative procurement program. The six schools included the North East High School, two middle schools located in Royal Oak and Saddle Ridge and three K-4 schools located in Copperfield, Evanston and New Brighton.

On January 21, 2014, the Alberta Government announced the approval of four major modernizations for the CBE. The four projects are: Christine Meikle School – A New Replacement, Harold W Riley School – An Aboriginal Family School Modernization, Jack James High School – A Modernization and Bowness High School - A Modernization.

On February 10, 2014, the Alberta Government announced the approval of six new schools for the CBE as part of the Provincial Government's commitment to build 50 new schools. The six schools include three K-4 schools located in Auburn Bay, Panorama and Tuscany and three middle schools located in Evergreen, McKenzie Towne and New Brighton-Copperfield.

On February 12, 2014, the Alberta Government advised that CBE's request for capital funding to rebuild Elbow Park School had been approved by the Flood Relief Ministerial Task Force.

On March 11, 2014, the Alberta Government also advised that Elbow Park School was eligible for flood mitigation funding up to \$2.5 million. The new school will be built on the original site and will incorporate flood mitigation in the design. On March 13, 2015, the Alberta Government advised that the CBE's request for flood mitigation funding had been approved.

On March 11, 2014, the Alberta Government advised that Rideau Park School was eligible for flood mitigation funding up to \$2.5 million. These funds will be used to implement measures that will better protect the school infrastructure to ensure that the facility is able to withstand future flood events. On March 13, 2015, the Alberta Government advised that CBE's request for flood mitigation funding had been approved.

In June 2014, the Provincial Government announced that they would not be pursuing the BASCP school package, that was originally announced in May 2013, and that these new schools, with the exception of the North East High School, would be handed over to the CBE for development and construction.

On September 22, 2014, the Provincial Government announced a \$30.6 million investment for four starter schools in Calgary. These schools will be located in West Springs/Cougar Ridge (middle school), Cranston (middle school), Saddle Ridge (elementary school) and Aspen Woods (elementary school). In addition \$2.8 million of funding has been approved for the supply and installation of modular classrooms for Westgate School and \$1.0 million for the design development of the new high school in South East Calgary.

On October 8, 2014, the Provincial Government announced Phase 3 of a consolidated advancement of education capital projects. The new projects for the CBE included the design of schools located in Martindale and Silverado (elementary schools) and Springbank Hill/Discovery Ridge (elementary/middle school). In addition, the designs of two major modernization projects at Lord Beaverbrook and James Fowler High Schools were approved.

In November 2014, Alberta Education granted the CBE flexibility regarding the use of modular classroom capital originally intended for Westgate School. A revised plan has been developed to install additional modular units to the Glenmeadows School, which is scheduled to be returned from a charter school use to the CBE in September 2016.

On February 19, 2015, the Provincial Government advised the CBE that the four starter schools announced in September 2014 would proceed as full build-out developments, subject to the CBE committing to completing the middle schools by December 2016 and the elementary schools by September 2016.

On March 31, 2015, the Premier announced that the Province was proceeding ahead with the construction of the Phase 3 schools announced in 2014. They included four new schools and two modernization projects.

On May 24, 2015, Premier Rachel Notley announced appointment of David Eggen as the Minister of Education and Brian Mason as the Minister of Infrastructure and Transportation.

4 | Analysis

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

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

The following fifteen Project Steering Committees have been setup for the twenty four school projects being managed by CBE Administration:

- Aboriginal Learning Centre
- Christine Meikle School
- Bowness HS
- Jack James HS

- Elbow Park ES
- Evergreen MS (Bundle 1)
- Panorama Hills ES, Tuscany ES, Auburn Bay ES, McKenzie Towne MS and New Brighton-Copperfield MS (Bundles 2 and 3)
- Royal Oak and Saddle Ridge MS (Bundle 4)

- Evanston ES (Bundle 5)
- Copperfield and New Brighton ES (Bundle 6)
- West Springs and Cranston Starter MS (Bundle 7)
- Saddle Ridge and Aspen Woods Starter K-4 School (Bundle 8)

- Springbank Hill/Discovery Ridge K-9 (Bundle 10)
- Martindale and Silverado ES (Bundle 11)
- Seton High School.

These Steering Committees are scheduled to meet on a monthly basis. Individual project management committees meet on a more frequent basis.

The status of the BASCP North East High School, being managed by Alberta Infrastructure, is provided in **Attachment I**.

The Province also recently announced their approval of a modernization project at Sir William Van Horne High School, which is currently leased to Westmount Charter School.

Modular Classrooms

Administration submitted the 2015/16 Modular Classroom Plan, which was approved by the Board on October 14, 2014, to the Province for approval. This request included 28 modular classrooms in eleven CBE schools. On January 22, 2015, the Province advised that 19 modular classrooms were approved.

Details of these new modular units are provided in **Attachment III**.

A map showing the locations of the modular receiving schools is shown in **Attachment IV**.

An internal project team has been set up to administer the roll-out and installation of these modular classrooms.

Photos of the commencement of construction work are shown on **Attachment V**.

5 | Conclusion

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

It is provided to the Board of Trustees as monitoring information in compliance with Operational Expectation 8: Communication With and Support for the Board.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I:	New/Modernized Facilities Construction Status
Attachment II:	Project Location Map
Attachment III:	New Modular Classrooms
Attachment IV:	Modular Classrooms Location Map.
Attachment v:	Project Photos

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's performance.

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
June 2015**

Building	Orig. Open Date	Rev. Open Date	Notes/Comments
1. National Sport School	Dec -14	TBD	The National Sport School is currently located in leased premises at Canada Olympic Park. Planning for the permanent school at Canada Olympic Park started in 2009 and has progressed to design stage. Design brief is complete. Comments sent to consultants for final revisions. Development Permit conditions are under review, a response has been submitted to the City. Until a source of capital funding is secured, no further architectural or engineering work will be completed. Discussions have commenced with WinSport on potential funding strategies, and with the City on progressing the Development Permit approval application extension.
2. Booth Centre (Chinook Learning Services) Capacity 675 students	Mar -14	TBD	Booth Centre modernization for Chinook Learning Services central location was approved for provincial funding on July 7, 2012. Prime Consultants were appointed through a request for proposal process on July 23, 2012. Alberta Infrastructure has provided technical documentation on the existing facility. Schematic design and functional space layouts have been finalized. Different concepts are being assessed for the potential redevelopment of the site with the Calgary Municipal Land Corporation and developers. Discussions are ongoing. An Expression of Interest (EOI) proposal call was issued to developers in January 2015. Following the review of EOI submissions, four developers will be invited to submit RFPs in Summer 2015. An educational program charrette will be held in June to determine the functional program needs and requirements.
3. Evanston School Grades K-4 Capacity 600 students	Fall-16		Project handed over to the CBE to develop and construct in June 2014. Sahuri + Partners Architecture Inc. appointed as Prime Consultant. Steering Committee set up. Working drawings were prepared for a fixed price lump sum tender. Tenders were issued November 2014 and closed in December 2014. Altus Group was appointed as Project Manager. The Development Permit was approved by the City. On January 29, Alberta Infrastructure approved the construction contract award. An Open House was held on February 25, 2015, at the Education Centre. A Letter of Award was issued to APM Construction Services Ltd. and mobilization and construction commenced on April 14, 2015 following the issuing of a partial Building Permit by the City. Excavation is complete with foundation rebar being installed and concrete footings being placed. The full Building Permit has been approved.
4. Saddle Ridge School Grades 5 – 9 Capacity 900 students	Fall-16		Project handed over to the CBE to develop and construct in June 2014. Gibbs Gage Architects appointed as Prime Consultant. Steering Committee set up. Working drawings were prepared for a fixed price lump sum tender. Tenders were issued November 2014 and closed in December 2014. Pivotal Projects was appointed as Project Manager. The Development Permit was approved by the City. An Open House was held on February 25, 2015, at the Education Centre.

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
June 2015**

Building	Orig. Open Date	Rev. Open Date	Notes/Comments
			<p>A Letter of Award was issued to LEAR Construction Management Ltd. and mobilization and construction commenced in mid-March 2015. Site piling is complete and ground beams formwork is progressing. DSSP has been approved. Awaiting full Building Permit approval.</p>
5. Copperfield School Grades K-4 Capacity 600 students	Fall-16		<p>Project handed over to the CBE to develop and construct in June 2014. Group 2 Architecture appointed as Prime Consultant. Steering Committee set up. Working drawings were prepared for a fixed price lump sum tender. Tenders were issued November 2014 and closed in December 2014. Pivotal Projects was appointed as Project Manager. The Development Permit was approved by the City. On January 29, Alberta Infrastructure approved the construction contract award. An Open House was held on February 25, 2015, at the Education Centre.</p> <p>A Letter of Award was issued to Tribuild Contracting (Calgary) Ltd. and mobilization and construction commencing in mid-March 2015. Site piling is complete and ground beam formwork is progressing. DSSP has been approved. Awaiting full Building Permit approval.</p>
6. New Brighton School Grades K-4 Capacity 600 students	Fall-16		<p>Project handed over to the CBE to develop and construct in June 2014. Group 2 Architecture appointed as Prime Consultant. Steering Committee set up. Working drawings were prepared for a fixed price lump sum tender. Tenders were issued November 2014 and closed in December 2014. Pivotal Projects was appointed as Project Manager. The Development Permit was approved by the City. On January 29, Alberta Infrastructure approved the construction contract award. An Open House was held on February 25, 2015, at the Education Centre.</p> <p>A Letter of Award was issued to Tribuild Contracting (Calgary) Ltd. and mobilization and construction commenced in mid-March 2015. Site piling is complete and ground beams are being installed. DSSP has been approved. Awaiting full Building Permit approval.</p>
7. Royal Oak/Rocky Ridge School Grades 5 – 9 Capacity 900 students	Fall-16		<p>Project handed over to the CBE to develop and construct in June 2014. Gibbs Gage Architects appointed as Prime Consultant. Steering Committee set up. Working drawings were prepared for a fixed price lump sum tender. Tenders were issued in November 2014 and closed in December 2014. Pivotal Projects was appointed as Project Manager. The Development Permit was approved by the City. An Open House was held on February 25, 2015, at the Education Centre.</p> <p>A Letter of Award was issued to LEAR Construction Management Ltd. and mobilization and construction commenced in mid-March 2015. Site piling is complete and ground beams are being installed. The full Building Permit has been approved.</p>
8. Northeast High School Grades 10 – 12 Capacity 1800 students	Fall-16		<p>School approved for Provincial funding May 1, 2013, as part of BASCP using the Design/Build delivery process, with the CBE to look after maintenance. Bridging Consultants worked with CBE to develop the site layout and floor plans for the proponent RFP. Gibbs Gage Architects and the Bird Construction team were the successful design build proponents.</p>

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
June 2015**

Building	Orig. Open Date	Rev. Open Date	Notes/Comments
			<p>Alberta Education approved an increase in capacity of the school to 1800 students. Construction has commenced on site. Furniture, fixtures and equipment fit-up and commissioning will commence after the school is turned over to the CBE. Two successful open houses were held in April and September 2014.</p>
9. Harold W. Riley School Aboriginal Learning Centre	Sep -16		<p>Harold W. Riley modernization for the Aboriginal Learning Centre was announced January 21, 2014. A provincial pre-design charrette was held on November 25 and 26, 2013 as part of a Value Management exercise to gather support for the project. The Provincial kick-off meeting occurred February 25, 2014. The Leblond Partnership has been selected as Prime Consultant.</p> <p>The design process has been completed. Pivotal Projects Incorporated has been selected as Project Managers. Public engagement and open house held on June 18 and September 17, 2014. Development Permit application submitted in August 2014. Working drawings were finalized for tender, which was scheduled for mid-January 2015. Hazmat abatement work has commenced and is underway. Tenders closed on March 24, 2015.</p> <p>Following the tender reviews by Alberta Infrastructure and the recommendation approval by Trustees, Everest Construction Management Ltd. was awarded the construction contract in mid-April 2015. Mobilization and construction has commenced on site. Demolition has commenced and DP has been released. Awaiting full Building Permit approval.</p>
10. Christine Meikle School (Replacement school)	Dec -16		<p>Christine Meikle School replacement for students with complex learning needs was announced January 21, 2014. This new school located on a greenfield site will combine attributes of both educational and health care facilities to address the special needs of the students. A provincial program charrette was held on February 12, 2014 as part of a Value Management exercise to gather information on the project. The Provincial kick-off meeting occurred February 25, 2014.</p> <p>Marshall Tittmore Architects has been selected as Prime Consultant. Resource Planning Group has been retained to complete the functional program for the project. Stantec Consulting Ltd. has been selected as Project Manager. Public engagement and open house held on June 19, August 6 and September 17, 2014. Development Permit application submitted in September 2014. A Statement of Claim has been registered by a group of residents who are opposed to the development. No judgment has been made by the courts. Design development has been completed. Working drawings were finalized for tender, which was scheduled for mid-January 2015. Tenders closed on March 19, 2015.</p> <p>Following the tender reviews by Alberta Infrastructure and the recommendation approved by Trustees, Starcraft Construction Ltd. was awarded the construction contract in mid-April 2015. Mobilization and construction has commenced on site. The full Building Permit has been approved.</p>

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
June 2015**

Building	Orig. Open Date	Rev. Open Date	Notes/Comments
11. Bowness High School Modernization	Sep -16		<p>Modernization of Bowness High School was announced January 21, 2014. The modernization will update the spaces to meet the current and future needs of the students. The Provincial kick-off meeting occurred February 25, 2014. BKDI Architects has been selected as Prime Consultant. The design process is underway. MHPM Project Managers Inc. has been selected as Project Manager. Public engagement and open house held on June 18, August 6 and September 17, 2014. Development Permit application submitted in August 2014. On October 1, 2014, Alberta Infrastructure approved the appointment of Chandos Construction Ltd. as the Construction Manager. Working drawings have been prepared for sequential tendering, which will commence at the end of January 2015. A Design Development Cost Report has been completed and submitted to Alberta Infrastructure for staged Tender Approval reviews. The first tender package was released in March 2015, and approved for award.</p> <p>Tender Package #2 (Remaining Scope) was submitted to Alberta Infrastructure in Mid-April 2015 for approval to proceed to tender. A partial Permit for Demolition was received from the City in mid-April and construction demolition activities have commenced. Tender Package #2 is currently being tendered. Awaiting full Building Permit approval.</p>
12. Jack James High School Modernization	Sep -16		<p>Modernization of Jack James High School was announced January 21, 2014. The modernization will update the spaces to meet the current and future needs of the students. The Provincial kick-off meeting occurred February 25, 2014. Dialog Alberta Architecture has been selected as Prime Consultant. The design process is underway. Turnbull Construction Services Ltd. Has been selected as Project Manager. Public engagement and open house held on June 18, August 6 and September 17, 2014. Development Permit application was submitted in August 2014 and approved by the City in December 2014. On October 1, 2014, Alberta Infrastructure approved the appointment of Carbon Constructors Inc. as the Construction Manager.</p> <p>Working drawings have been completed and sequential tendering has commenced since the end of January 2015. A Design Development Cost Report has been completed. Alberta Infrastructure has reviewed and approved the Tender Documents and Cost Report. The first Bid Package for work has been approved for award by Alberta Infrastructure. Construction mobilization has commenced.</p> <p>A second Bid Package (balance of work) was approved by Alberta Infrastructure and the Trustees and awarded to the Construction Manager in mid-April. A full Building Permit has been issued and mobilization and construction activities have commenced.</p>
13. Evergreen School Grades 5 - 9 Capacity 900 students	Sep -16		<p>The new Middle school was announced February 10, 2014, as part of the Provincial government's commitment to build 50 new schools. The Provincial kick-off meeting occurred February 25, 2014. Zeidler Partnership Architects has been selected as Bridging Consultant. The design process is completed. Public engagement and open house held on June 18, August 6 and September 17, 2014. Development Permit application submitted in August 2014.</p>

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
June 2015**

Building	Orig. Open Date	Rev. Open Date	Notes/Comments
14. Tuscany School Grades K-4 Capacity 600 students	Sep -16		<p>Design-Build proposal documents have been issued and contractor proposals were received and assessed in February 2015. The Design-Build responses were unsatisfactory and over budget. The Design Team will finalize a new set of working drawings and lump sum Tender Documents will be issued in June 2015 for award and commencement of construction by July 2015.</p> <p>The new K-4 school was announced February 10, 2014, as part of the Provincial government's commitment to build 50 new schools. The Provincial kick-off meeting occurred February 25, 2014 Group 2 Architecture has been selected as Bridging Consultant. The design process is completed. Public engagement and open house held on June 18, 2014. The Development Permit application was submitted in August 2014 and was approved by the City. Design-Build proposal documents have been issued and contractor proposals will be received and assessed in February 2015.</p> <p>The Design-Build responses were unsatisfactory and over budget. The Design Team has finalized a new set of working drawings and lump sum Tender Documents were issued in March 2015.</p> <p>Tender closed in early April 2015. After tender reviews and approvals by Alberta Infrastructure and the Trustees, a Letter of Award has been issued to Everest Construction Management Ltd. Mobilization and construction has commenced. SWMR approved. DSSP not approved. A Building Permit application is to be submitted following City approvals.</p>
15. Panorama School Grades K-4 Capacity 600 students	Sep -16		<p>The new K-4 school was announced February 10, 2014, as part of the Provincial government's commitment to build 50 new schools. The Provincial kick-off meeting occurred February 25, 2014. Group 2 Architecture has been selected as Bridging Consultant. The design process is underway. Public engagement and open house held on June 18, 2014. The Development Permit application was submitted in August 2014 and was approved by the City. Design-Build proposal documents have been issued and contractor proposals will be received and assessed in February 2015.</p> <p>The Design-Build responses were unsatisfactory and over budget. The Design Team has finalized a new set of working drawings and lump sum Tender Documents were issued in March 2015.</p> <p>Tender closed in early April 2015. After tender reviews and approval by Alberta Infrastructure and the Trustees, a Letter of Award has been issued to Westcor Construction. Mobilization and construction has commenced. SWMR not approved. DSSP not approved. A Building Permit application is to be submitted following City approvals.</p>
16. Auburn Bay School Grades K-4 Capacity 600 students	Sep -16		<p>The new K-4 school was announced February 10, 2014, as part of the Provincial government's commitment to build 50 new schools. The Provincial kick-off meeting occurred February 25, 2014. Group 2 Architecture has been selected as Bridging Consultant. The design process is underway. Public engagement and open house held on June 18, 2014.</p>

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
June 2015**

Building	Orig. Open Date	Rev. Open Date	Notes/Comments
			<p>Development Permit application submitted in August 2014 was approved by the City. Design-Build proposal documents have been issued and contractor proposals will be received and assessed in February 2015.</p> <p>The Design-Build responses were unsatisfactory and over budget. The Design Team has finalized a new set of working drawings and lump sum Tender Documents were issued in March 2015.</p> <p>Tender closed in early April 2015. After tender reviews and approvals by Alberta Infrastructure and the Trustees, a Letter of Award has been issued to Starcraft Construction Ltd. Mobilization and construction has commenced. SWMR has been approved. DSSP not approved. A Building Permit application is to be submitted following City approvals.</p>
17. McKenzie Towne School Grades 5 - 9 Capacity 900 students	Sep -16		<p>The new Middle school was announced February 10, 2014, as part of the Provincial government's commitment to build 50 new schools. The Provincial kick-off meeting occurred February 25, 2014. Group 2 Architecture has been selected as Bridging Consultant. The design process is underway. Public engagement and open house held on June 18, 2014. The Development Permit application was submitted in August 2014 and was approved by the City. Design-Build proposal documents have been issued and contractor proposals will be received and assessed in February 2015.</p> <p>The Design-Build responses were unsatisfactory and over budget. The Design Team will finalize a new set of working drawings and lump sum Tender Documents will be issued in May 2015 for award and commencement of construction by July 2015.</p>
18. New Brighton-Copperfield School Grades 5 - 9 Capacity 900 students	Sep -16		<p>The new Middle school was announced February 10, 2014, as part of the Provincial government's commitment to build 50 new schools. The Provincial kick-off meeting occurred February 25, 2014. Group 2 Architecture has been selected as Bridging Consultant. The design process is underway. Public engagement and open house held on June 18, 2014. The Development Permit application was submitted in August 2014 and was approved by the City. Design-Build proposal documents have been issued and contractor proposals will be received and assessed in February 2015.</p> <p>The Design-Build responses were unsatisfactory and over budget. The Design Team will finalize a new set of working drawings and lump sum Tender Documents were issued in May 2015 for award and commencement of construction by July 2015.</p>
19. Elbow Park School (Replacement school)	Dec -16		<p>The June 2013 flood caused significant structural damage to the existing Elbow Park School due to differential settlement. As a result, a replacement of the Elbow Park School was approved by the Provincial government on February 12, 2014. The Provincial kick-off meeting occurred on February 25, 2014. Gibbs Gage Architects were selected as the Prime Consultant. The new school will meet current building standards including barrier free access and will address flood mitigation in the design. The library will reflect the original aesthetic design.</p>

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
June 2015**

Building	Orig. Open Date	Rev. Open Date	Notes/Comments
			<p>The first information meeting with the community was held on April 2, 2014. The consultant team led by Gibbs Gage Architects and advised by Donald Luxton & Associates and MMP Engineering recommended the preservation of the North, West and East exterior walls along with a partial preservation of the South façade, while demolishing the remainder of the school.</p> <p>This design concept for the Elbow Park Replacement School was presented to the public on July 3, 2014. Comments received were consistently favorable. A new and modern school is planned to be constructed within the historic walls, with a new brick veneer and glass curtain wall gymnasium addition to the South. The new roofs are to emulate the original sloped roofs between the historic facades, while the new addition will have a flat roof with clerestory lighting over the central ancillary spaces.</p> <p>In June 2014, Duke Evans Inc. was retained as the Project Manager. Due to the nature of this project a Construction Management construction procurement process is to be followed to meet the phased schedule of activities. The Schematic Design Report has been completed and has been approved by Alberta Infrastructure. A Development Permit application has been approved. On October 1, 2014, Alberta Infrastructure approved the appointment of Stuart Olson Construction Ltd. as the Construction Manager.</p> <p>The first Tender Package for the specialist foundation work, demolition and structural wall stabilization was retendered and has been awarded. The balance of the work has been tendered. Hazmat abatement work has been completed. Demolition work has started. Tender Package 2 (balance of work) is being assessed for recommendation and award by Alberta Infrastructure.</p>
20. Rideau Park School (Flood mitigation)	TBD		<p>Rideau Park School was approved for flood mitigation funding on March 11, 2014. Engineering Consultants have been appointed to commence flood mitigation design. It is anticipated that construction of this work will commence in the summer 2015.</p>
21. West Springs/ Cougar Ridge School Grades 5 – 9 Capacity 900 students	Jan - 17		<p>A new starter middle school was announced September 22, 2014, as part of the Provincial government's commitment to build four starter schools. On October 8, 2014, the Province committed to the immediate planning of the final school design. Riddell Kurczaba Architects was appointed to commence planning and design. Steering Committee Meetings have commenced and Schematic Design options have been developed for phasing the construction build-out.</p> <p>On February 19, 2015, full build-out was approved. Detailed Design and Tender Documents have been prepared for a Tender issued in June 2015. An Open House was held on February 25, 2015, at the Education Centre.</p>

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
June 2015**

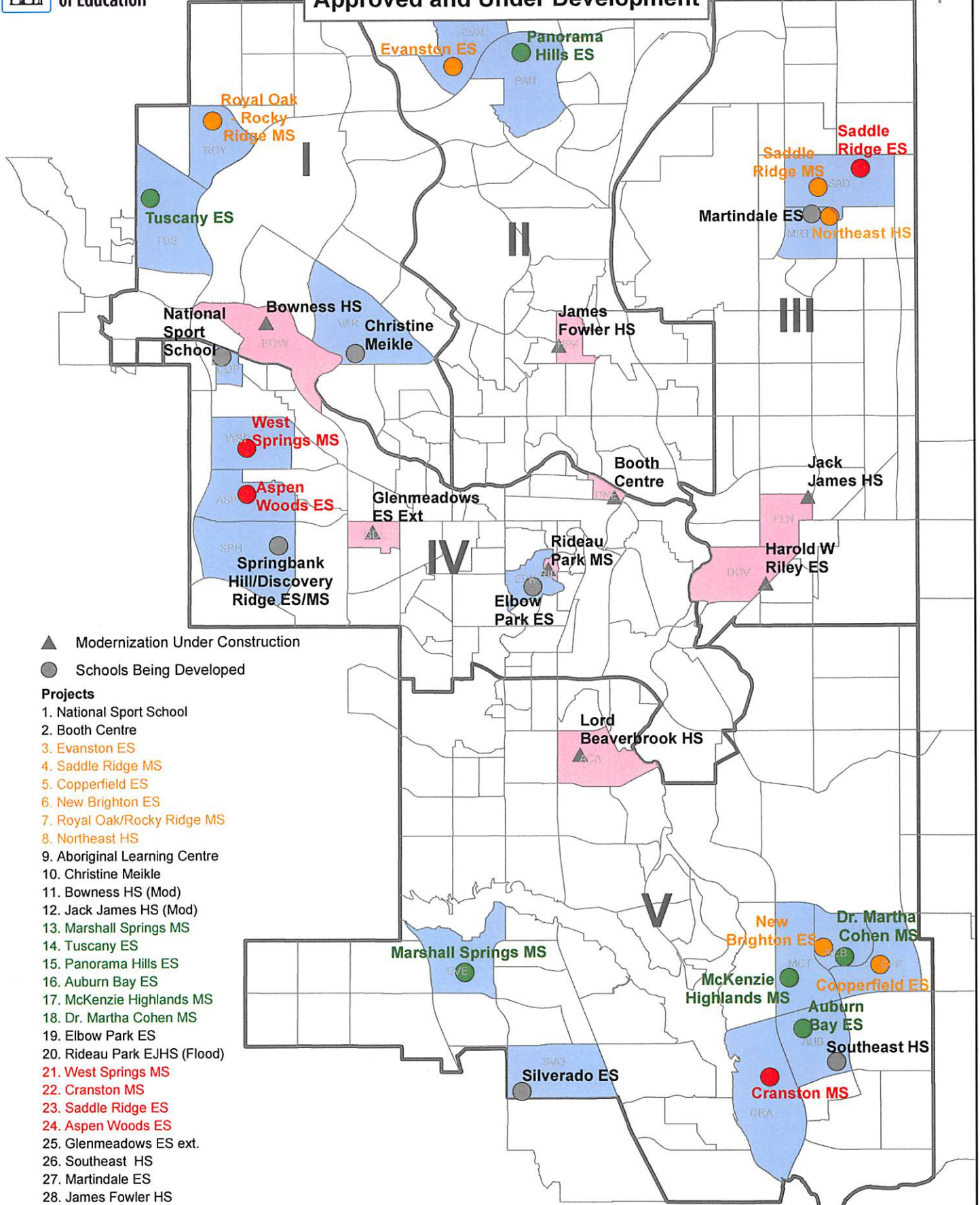
Building	Orig. Open Date	Rev. Open Date	Notes/Comments
22. Cranston School Grades 5 - 9 Capacity 900 students	Jan -17		<p>A new starter middle school was announced September 22, 2014, as part of the Provincial government's commitment to build four starter schools. On October 8, 2014, the Province committed to the immediate planning of the final school design. Riddell Kurczaba Architects was appointed to commence planning and design. Steering Committee meetings have commenced and schematic design options have been developed for phasing the construction build-out.</p> <p>On February 19, 2015, full build-out was approved. Detailed Design and Tender Documents has been prepared for a Tender issue in June 2015. An Open House was held on February 25, 2015, at the Education Centre.</p>
23. Saddle Ridge School Grades K-4 Capacity 600 students	Sep -16		<p>A new starter elementary school was announced September 22, 2014, as part of the Provincial government's commitment to build four starter schools. On October 8, 2014, the Province committed to the immediate planning of the final school design. Manasc Isaac Architects was appointed to commence planning and design. Steering Committee meetings have commenced and schematic design options have been developed for phasing the construction build-out.</p> <p>On February 19, 2015, full build-out was approved. Detailed Design and Tender Documents have been prepared for a Tender issue in June 2015. An Open House was held on February 25, 2015, at the Education Centre.</p>
24. Aspen Woods School Grades K-4 Capacity 600 students	Sep - 16		<p>A new starter elementary school was announced September 22, 2014, as part of the Provincial government's commitment to build four starter schools. On October 8, 2014, the Province committed to the immediate planning of the final school design. Manasc Isaac Architects was appointed to commence planning and design. Steering Committee meetings have commenced and schematic design options have been developed for phasing the construction build-out.</p> <p>On February 19, 2015, full build-out was approved. Detailed Design and Tender Documents have been prepared for a Tender issue by June 2015. An Open House was held on February 25, 2015, at the Education Centre.</p>
25. Glenmeadows School Grades K-6 Extension	Sept -15		<p>The original plan to place eight modular units on the Westgate School site (Provincial approval September 22, 2014) has been changed to a revised plan to install six modular units (five classrooms and a washroom) at the Glenmeadows School site.</p> <p>A Development Permit application has been made to the City. A meeting with the Glenmeadows Community Association was held on January 12, 2015.</p>
26. Southeast High School Grades 10 -12 Capacity 1800 students	Sept-18		<p>The Province announced the design development funding for the new high school on September 22, 2014. Proposals for a prime consultant have been assessed. Gibbs Gage Architects was appointed on February 10, 2015, to commence Design Development Services. Site investigation studies have commenced. Steering Committee Meetings have commenced. CTS Programs have been identified.</p>

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
June 2015**

Building	Orig. Open Date	Rev. Open Date	Notes/Comments
27. Martindale School Grades K-6 Capacity 600 students	Sept - 17		On October 8, 2014, the Province committed to the immediate planning and design of the elementary school. Request for Proposals were issued for design services and proposals were reviewed in December 2014. Design Services Contract was awarded to Sahuri + Partners Architecture Inc. Steering Committee Meetings have commenced. Schematic Designs have been developed.
28. James Fowler High School Modernization	Sept - 17		On October 8, 2014, the Province committed to the immediate planning and development of design scope of the high school modernization. Onsite inspections and program assessments are being undertaken with the Province to determine an agreed scope of work. Design consultants are yet to be appointed.
29. Springbank Hill/ Discovery Ridge School Grades K-9 Capacity 900 students	Sept - 17		On October 8, 2014, the Province committed to the immediate planning and design of the elementary/middle school. Request for Proposals have been issued for design services and proposals were reviewed in December 2014. Design Services Contract was awarded to CEI Architecture Planning Interiors. Steering Committee Meetings have commenced. Schematic Designs have been developed.
30. Lord Beaverbrook High School Modernization	Sept - 17		On October 8, 2014, the Province committed to the immediate planning and development of design scope of the high school modernization. Onsite inspections and program assessments are being undertaken with the Province to determine an agreed scope of work. Design consultants are yet to be appointed.
31. Silverado School Grades K-4 Capacity 600 students	Sept - 17		On October 8, 2014, the Province committed to the immediate planning and design of the elementary school. Tenders were issued November 2014 and proposals were reviewed in December 2014. Design Services Contract was awarded to Sahuri + Partners Architecture Inc. Steering Committee Meetings have commenced. Schematic Designs have been developed.



CBE New/Modernized Schools Approved and Under Development



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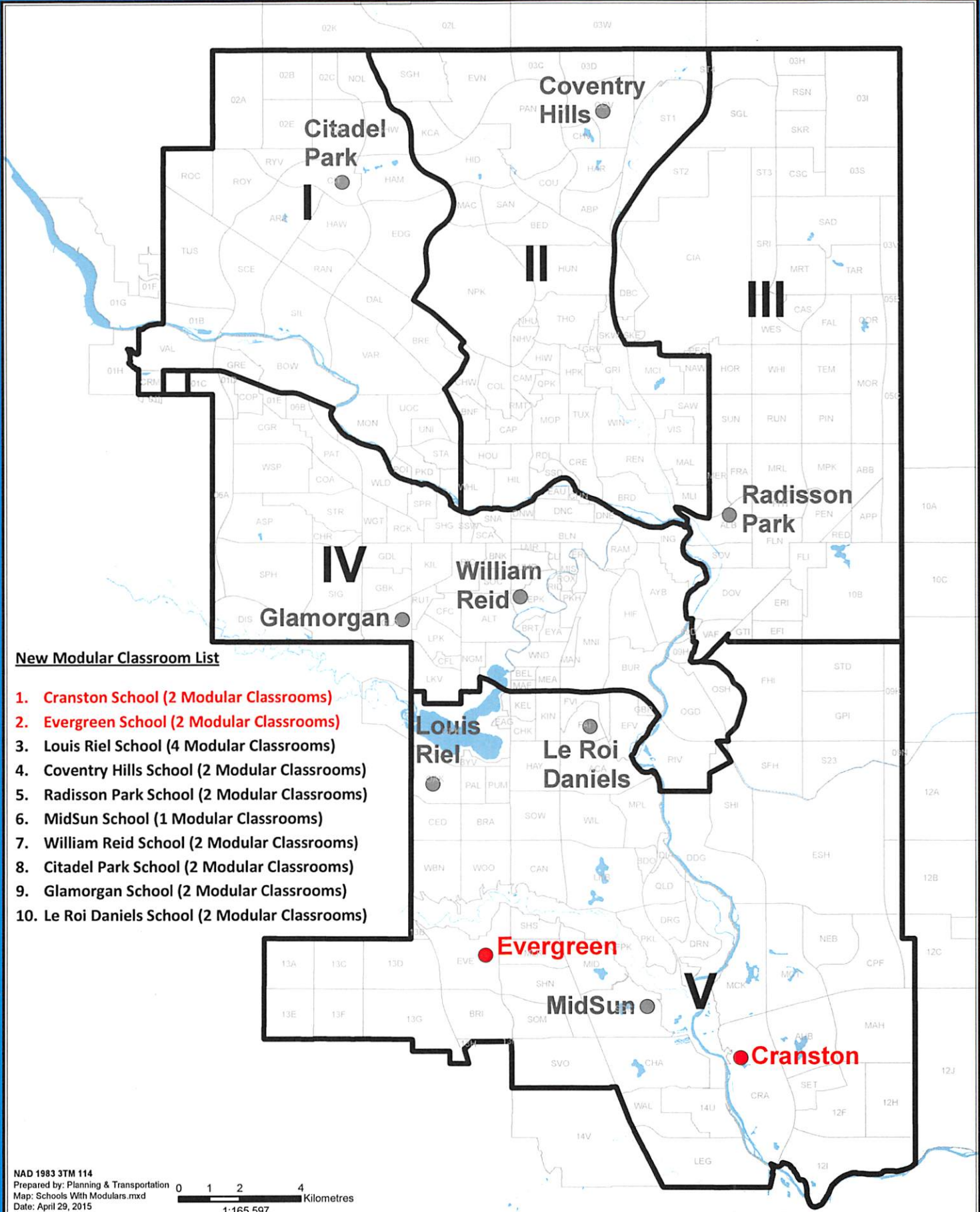
**CALGARY BOARD OF EDUCATION
NEW MODULAR CLASSROOM CONSTRUCTION STATUS
June 2015**

School	Orig. Open Date	Rev. Open Date	Notes/Comments
1. Cranston ES (k-4)	Sept-15		Two modular classrooms requested in the 2015/16 Modular Classroom Plan have been approved. Alberta Infrastructure is to organize the supply of the modular units and their installation by the P3 contractor.
2. Evergreen ES (k-4)	Sept-15		Two modular classrooms requested in the 2015/16 Modular Classroom Plan have been approved. Alberta Infrastructure is to organize the supply of the modular units and their installation by the P3 contractor.
3. Louis Riel E/MS (k-9)	Sept-15		Four of the six modular classrooms requested in the 2015/16 Modular Classroom Plan have been approved. CBE Administration is arranging for the supply and installation of these modular units.
4. Coventry Hills ES (k-3)	Sept -15		Two modular classrooms requested in the 2015/16 Modular Classroom Plan have been approved. CBE Administration is arranging for the supply and installation of these modular units.
5. Radisson Park ES (k-5)	Sept-15		Two modular classrooms requested in the 2015/16 Modular Classroom Plan have been approved. CBE Administration is arranging for the supply and installation of these modular units.
6. MidSun MS (5-9)	Sept -15		One of the two modular classrooms requested in the 2015/16 Modular Classroom Plan has been approved. CBE Administration is arranging for the supply and installation of this modular unit.
7. William Reid ES (k-4)	Sept -15		Two modular classrooms requested in the 2015/16 Modular Classroom Plan have been approved. CBE Administration is arranging for the supply and installation of these modular units.
8. Citadel Park ES (k-4)	Sept -15		Two modular classrooms requested in the 2015/16 Modular Classroom Plan have been approved. CBE Administration is arranging for the supply and installation of these modular units.
9. Glamorgan E/MS (k-9)	Sept -15		Two modular classrooms requested in the 2015/16 Modular Classroom Plan have been approved. CBE Administration is arranging for the supply and installation of these modular units.
10. Le Roi Daniels ES (k-4)	Sept -15		Two modular classrooms requested in the 2015/16 Modular Classroom Plan have been approved. CBE Administration is arranging for the supply and installation of these modular units.



Calgary Board of Education

Schools With Modular Classrooms 2015-2016



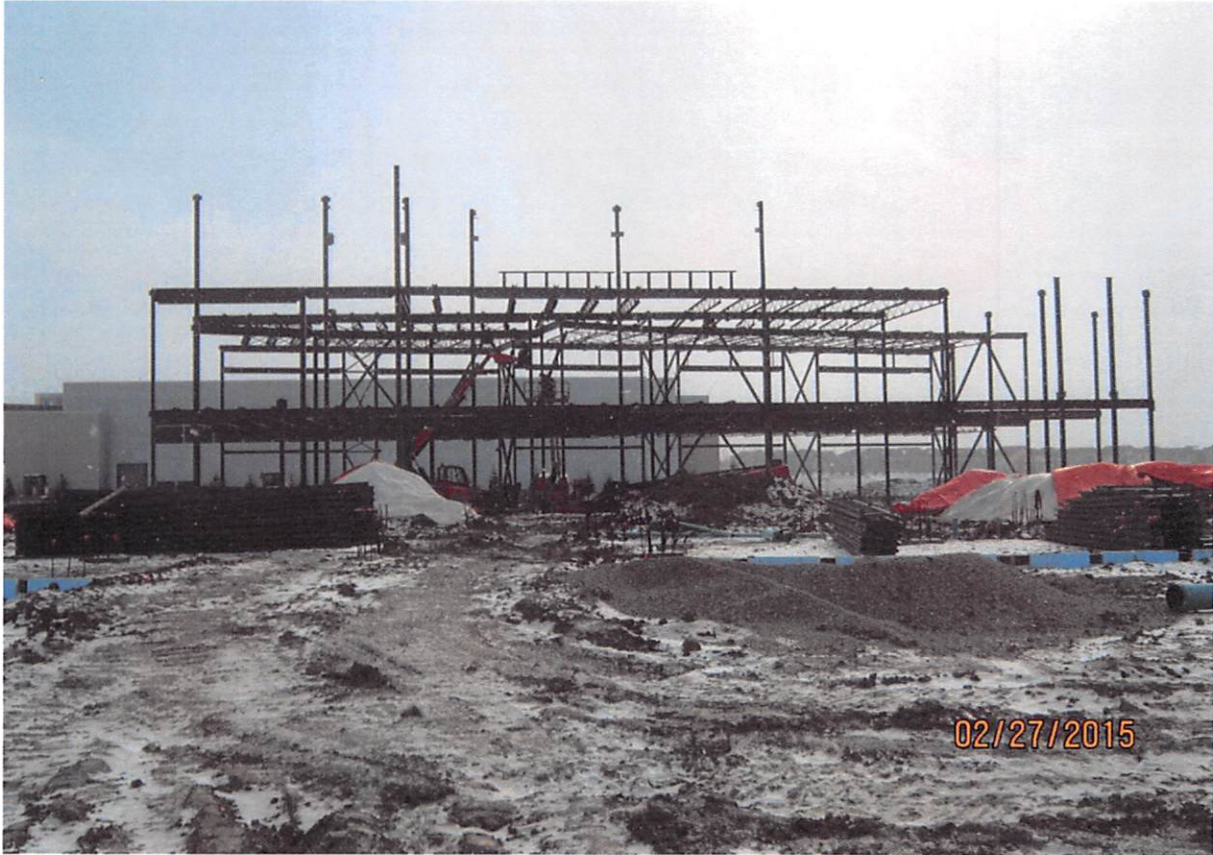
New Modular Classroom List

1. Cranston School (2 Modular Classrooms)
2. Evergreen School (2 Modular Classrooms)
3. Louis Riel School (4 Modular Classrooms)
4. Coventry Hills School (2 Modular Classrooms)
5. Radisson Park School (2 Modular Classrooms)
6. MidSun School (1 Modular Classrooms)
7. William Reid School (2 Modular Classrooms)
8. Citadel Park School (2 Modular Classrooms)
9. Glamorgan School (2 Modular Classrooms)
10. Le Roi Daniels School (2 Modular Classrooms)

NAD 1983 3TM 114
 Prepared by: Planning & Transportation
 Map: Schools With Modulares.mxd
 Date: April 29, 2015

0 1 2 4 Kilometres
 1:165,597

North East High School



Aboriginal Learning Centre



Saddle Ridge



Royal Oak

