

# public agenda

## Regular Board Meeting

October 6, 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.	<b>1   Call to Order, National Anthem and Welcome</b>			
	<b>2   Consideration/Approval of Agenda</b>		GC-2	
	<b>3   Awards and Recognitions</b>			
10 mins	3.1 Lighthouse Award	J. Everett	GC-3	
	<b>4   Results Focus</b>			
15 mins	4.1 Results 3: Citizenship – Reasonable Interpretation	D. Stevenson	R-3	Page 4-1
	<b>5   Operational Expectations</b>			
20 mins	5.1 OE-3: Treatment of Owners - Annual Monitoring	D. Stevenson	B/CSR-5; OE-8	Page 5-1
15 mins	5.2 Extraordinary Monitoring Report <i>(THAT the Board directs the Chief to provide regular quarterly updates on progress towards creating and implementing a public engagement framework.)</i>	D. Stevenson	OE-3, 8, B/CSR-2	Page 5-14
	<b>6   Public Comment [ PDF ]</b>		GC-3.2	
Max 20 mins	Requirements as outlined in Board Meeting Procedures			



Time	Topic	Who	Policy Ref	Attachment
	<b>7   Matters Reserved for Board Action</b>			
15 mins	7.1 2016/17 Modular Classroom Plan <i>(THAT the Board approves the 2016/17 Modular Classroom Plan and the submission of the recommended modular classroom requests to Alberta Education.)</i>	F. Coppinger	OE-8, 9, 11, 12	Page 7-1
	<b>8   Consent Agenda</b>	Board	GC-2.6	
	8.1 Approval of Minutes			
	<ul style="list-style-type: none"> <li>▪ Regular Meeting held September 8, 2015 <i>(THAT the Board approves the minutes of the Regular Meeting held September 8, 2015, as submitted.)</i></li> </ul>			Page 8-1
	8.2 Nelson Mandela High School <i>(THAT the Board requests that the Minister of Education approves funding of \$5 million for construction of a gym at Nelson Mandela High School, and authorizes the Chair to correspond with the Minister in accordance with this request.)</i>		OE-8, 12	Page 8-8
3:00 p.m.	<b>9   Adjournment</b>			
	<b>Debrief</b>	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](mailto:corpsec@cbe.ab.ca).

**report to  
Board of Trustees**

**Reasonable Interpretation  
Results 3: Citizenship**

Date	October 6, 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 3: Citizenship
Resource Person(s)	Ronna Mosher, Director, Learning



## 1 | Recommendation

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It is recommended:

- THAT the Board of Trustees confirms the Chief Superintendent's Reasonable Interpretation of Results 3: Citizenship

## 2 | Issue

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On June 16, the Board of Trustees approved modifications to the Results Policies. This requires an accompanying update of the Chief Superintendent's Reasonable Interpretation of each of those policies.

## 3 | Background

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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.

On June 9, 2015 the Chief Superintendent provided a report to the Board of Trustees outlining the anticipated organizational impacts of the proposed policy changes, and on June 16, 2015 the Board of Trustees approved the policy changes. This report responds to the changes made to Results 3 and confirms the transfer of previous Results 4 interpretations and indicators to Results 3.

## 4 | Analysis

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The policy change that impacts Results 3: Citizenship is the move of the section previously identified as policy subsection 4.6 and now identified as policy subsection 3.5.

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.

In the report of June 9, 2015 the Chief Superintendent informed the Board that “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.”

The Chief Superintendent is now presenting to the Board the previously approved Reasonable Interpretation for Results 3: Citizenship, that has been modified to include the previously approved Reasonable Interpretation of this policy section from Results 4: Personal Development. The Chief Superintendent anticipates that the monitoring targets for this policy section that were established for 2014-15 will also transfer to Results 3 to ensure continuity of the monitoring of organizational performance in this area.

Following the Board of Trustees approval of an updated Reasonable Interpretation for Results 2: Academic Success, which included removing the specific identification of grade 12 students within survey measures, the Chief Superintendent has also modified survey measures within Results 3: Citizenship to create the possibility for students beyond grade 12 to respond to those survey measures. At times the survey measures are identified as specific to high school students. At other times the grade levels for the survey measures are not identified.

The updated Reasonable Interpretation of Results 3: Citizenship is presented here in its entirety.

### Reasonable Interpretation Results 3: Citizenship

Each student will be a responsible citizen.

#### Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to affirm the responsibility of public education to contribute to the development of informed and engaged community members.

The Chief Superintendent interprets *each student will be a responsible citizen* to mean that in and through their learning program, every individual learner in the Calgary Board of Education will understand and act within the rights and obligations of community membership and that they will be prepared to assume the social and civic responsibilities of adulthood.

## Students will:

3.1 Participate in developing and maintaining our Canadian civil, democratic society.

### Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will be involved members of their communities.

The Chief Superintendent interprets *participate in developing and maintaining our Canadian civil, democratic society* to mean that students will exercise the democratic rights and responsibilities afforded to them by the community, including actions that help to create positive change.

Specifically, this means that students will:

- act on behalf of themselves, others and the community;
- contribute to events of common concern; and
- help groups work together.

### Indicators |

1. Percentage of students in kindergarten-grade 9 reported to exercise their democratic rights and responsibilities within the learning community; as measured by student report cards.
2. Percentage of high school students who report that they exercise their democratic rights and responsibilities within the learning community; as measured by student surveys.
3. Percentage of high school students who report they have participated in community service, school service or volunteer work to help others; as measured by student surveys.<sup>1</sup>

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<sup>1</sup> In 2015-16 data for indicators 2 and 3 within policy section 3.1 are expected to be collected from students in grades 10 and 12.

3.2 Understand the rights and responsibilities of citizenship in local, national and international contexts.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will be informed about and able to contribute to their immediate communities and the larger world.

The Chief Superintendent interprets *rights and responsibilities of citizenship* to mean the freedoms and obligations of all Canadian citizens.<sup>2</sup>

The Chief Superintendent interprets *local, national and international contexts* to include home, neighbourhood and school groups as well as Calgary, Alberta, Canada and the world.

Indicators |

1. Percentage of students successfully demonstrating understanding of Social Studies issues, information and ideas; as measured by school report cards.
2. Percentage of students who report they understand what it means to be a responsible citizen in their local and national communities; as measured by student surveys.
3. Percentage of students who report they understand what it means to be a responsible global citizen; as measured by student surveys.<sup>3</sup>

3.3 Respect and embrace diversity.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students appreciate the cultural pluralism and individual equality that are foundational to Canadian society.

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<sup>2</sup> Government of Canada, Citizenship and Immigration Canada, Study Guide – Discover Canada: The rights and responsibilities of citizenship. Retrieved April 25, 2012 from <http://www.cic.gc.ca/english/resources/publications/discover/section-04.asp>

<sup>3</sup> In 2015-16 data for indicator 2 policy section 3.2 is expected to be collected from students in grades 7, 10 and 12 and data for indicator 3 is expected to be collected from students in grades 10 and 12.

The Chief Superintendent interprets *respect and embrace* to mean to see as equal, learn from and treat with dignity.

The Chief Superintendent interprets *diversity* to mean the full range of uniqueness within humanity.

#### Indicators |

1. Percentage of students in kindergarten-grade 9 reported to demonstrate respect and appreciation for diversity; as measured by student report cards.
2. Percentage of high school students who report they value other cultures; as measured by student surveys.
3. Percentage of high school students who report they appreciate and learn from the perspectives of others; as measured by student surveys.<sup>4</sup>

**3.4 Be responsible stewards of the environment by contributing to its quality and sustainability.**

#### Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will care for the diversity and health of the land, its ecosystems and climate by minimizing the impact of their activities.

The Chief Superintendent interprets *responsible stewards* to mean that students will act to protect resources and minimize waste.

The Chief Superintendent interprets *environment* to mean the surroundings and conditions that affect the development of all living things.

The Chief Superintendent interprets *quality and sustainability* to mean the ability of the environment to support the needs of diverse life forms now and into the future.

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<sup>4</sup> In 2015-16 data for indicators 2 and 3 within policy section 3.3 are expected to be collected from students in grades 10 and 12.



## Indicators |

- 1 | Percentage of students who report they take action to protect the environment; as measured by student surveys.
- 2 | Percentage of students who report they use resources responsibly; as measured by student surveys.<sup>5</sup>

3.5 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.

## 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 students in kindergarten-grade 9 reported to work and collaborates effectively with others; as measured by student report cards.
- 2 | Percentage of high school students who report they work and communicate effectively with others; as measured by student surveys.<sup>6</sup>

## 5 | Conclusion

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The Chief Superintendent's updated Reasonable Interpretation for Results 3: Citizenship responds to the Board of Trustees' policy change for Results 3, and creates consistency with recent changes within the Reasonable Interpretation for Results 2: Academic Success.

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<sup>5</sup> In 2015-16 data for indicators 1 and 2 within policy section 3.4 are expected to be collected from students in grades 4, 7, 10 and 12.

<sup>6</sup> In 2015-16 data for indicator 2 within policy section 3.5 is expected to be collected from students in grades 10 and 12.

The updated Reasonable Interpretation for Results 3 maintains the values and indicators that have served the organization well since the Board created the Results policies in 2012. It creates possibilities for expanded data sets within survey measures, and ensures continuity in student and staff experiences as well as the Board's monitoring of the Results policies.



DAVID STEVENSON  
CHIEF SUPERINTENDENT OF SCHOOLS

#### ATTACHMENTS

Attachment I: Results 2, 3, and 4 with 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.~~

## 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.

## 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.

operational expectations monitoring report

Monitoring report for the school year 2014-2015

Report date: October 6, 2015

OE-3: Treatment of Owners

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 3: Treatment of Owners, 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: Sept. 22/15

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 3: Treatment of Owners, 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-3: Treatment of Owners

### Executive Summary

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

This Operational Expectation establishes the values and expectations of the Board of Trustees for the Calgary Board of Education regarding the actions that support relationships between the organization and members of the Calgary community.

The Chief Superintendent's reasonable interpretation for OE 3: Treatment of Owners was approved on September 4, 2012. The Board of Trustees last monitored OE 3 on October 7, 2014.

3.1 Manage information in such ways that confidential information is protected.	Compliant
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Indicator 1a): Non-compliant  
 Indicator 1b): Compliant  
 Indicator 2): Compliant  
 Indicator 3): Compliant

3.2 Effectively handle complaints.	Compliant
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Indicator 1): Compliant  
 Indicator 2): Compliant  
 Indicator 3): Compliant  
 Indicator 4): Compliant

OE-3: Treatment of Owners

<p>3.3 Maintain an organizational culture that:</p> <ul style="list-style-type: none"> <li>a. values individual differences of opinion;</li> <li>b. reasonably includes people in decisions that affect them;</li> <li>c. provides open and honest communication in all written and interpersonal interaction; and</li> <li>d. focuses on common achievement of the Board's <i>Results</i> policies.</li> </ul>	<p>Compliant</p>
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Indicator 1: Compliant  
 Indicator 2: Compliant  
 Indicator 3: Compliant  
 Indicator 4: Compliant  
 Indicator 5: Compliant  
 Indicator 6: Compliant

<p>3.4 Conduct reasonable background inquiries and checks prior to utilizing the services of any volunteers who have contact with students.</p>	<p>Compliant</p>
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Indicator 1: Compliant  
 Indicator 2: Non-compliant



### OE-3: Treatment of Owners

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

#### Board-approved Interpretation |

The Chief Superintendent interprets the Board of Trustees values a relationship between the Calgary Board of Education and its owners that is characterized by:

acknowledgement of roles, responsibilities and contributions;  
clear and understood decision-making processes where voice is valued; and  
collective support for student learning.<sup>1</sup>

The Chief Superintendent interprets:

*organizational owners* to be those Albertans with the greatest vested interest in public education in our city: the citizens of Calgary. Owners are “those individuals whose lives are benefited, either directly or indirectly, by what the organization does.”<sup>2</sup> In this context, the Calgary Board of Education serves the Calgary community. Where the interpretation of an OE-3 subsection targets a specific owner group, the group is named.

*organizational culture* to mean the superglue that bonds an organization, defines the working environment, unites people and helps an enterprise accomplish its desired results—the distinctive values, customs and regulations of the Calgary Board of Education. Culture is both a product and a process. As a product, it embodies wisdom accumulated from experience. As a process, it is renewed and re-created as newcomers learn the old ways and begin to shape innovation and change.<sup>3</sup>

*respect* to mean the diverse perspectives of owners are valued;

*dignity* to mean the perspectives of owners are considered with serious intent;

*courtesy* to mean the interactions with owners are characterized by civility and helpfulness.

<sup>1</sup> *Working Relationship Commitment*, Calgary Board of Education (2010)

<sup>2</sup> Dawson, Linda J. and Quinn, Randy. *Boards that matter*. Rowan & Littlefield Education (2011)

<sup>3</sup> Bolman, Lee G. and Deal, Terrence E. *Reframing organizations – artistry, choice and leadership*. Jossey-Bass. (2008)

## The Chief Superintendent will

3.1 Manage information in such ways that confidential information is protected.	Compliant
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### Board-approved Interpretation |

The Chief Superintendent interprets:

*confidential information* to mean information about owners with the exception of employees and students. Confidential employee information is addressed in OE-4: Treatment of Employees and confidential student information is addressed in OE-11: Learning Environment/Treatment of Students.

Information collected in the course of operations relating to owners as described above includes and is not limited to:

- banking information;
- credit card information;
- tax information;
- custody agreements;
- divorce agreements;
- immigration status;
- demographic information.

Further, this confidential information exists in the form of a record. A record is defined as information that is written, photographed, scanned or stored in any manner.

*protected* to mean secure in three areas: physical, technical and administrative. Examples include secure storage of records (physical), access controls (technical) and protocols governing the release of personal information (administrative).

The Calgary Board of Education records management program is designed in accordance with Generally Accepted Recordkeeping Principles (GARP). CBE information security protocols are maintained in accordance with Information Technology industry best practices.

The creation, establishment, implementation and maintenance of a comprehensive strategic records management program for the Calgary Board of Education is a multi-year process. Development and implementation of systematic processes require analysis, determination and organizational change management. Generally, this represents a multi-year endeavor with many interdependencies and complexities.

### Board-approved Indicators and *Evidence of Compliance* |

1. a) 100 per cent of confidential information about owners (as described

in the above interpretation) is received, maintained, preserved or disposed by the CBE in accordance with Generally Accepted Recordkeeping Principles, as measured by internal tracking.

*The organization is non-compliant with this indicator.*

*During the reporting period, there were instances where the expected standards for the Principles of Protection as defined by Generally Accepted Recordkeeping Principles were not met. Specifically, there were several incidents where staff members were deceived into disclosing their passwords to individuals who were not entitled or authorized to access CBE systems or the owner information they contained.*

- b) Targets set for completion of records management tasks required to achieve compliance will be met, as measured by the Records Management time line.

*The organization is compliant with this indicator.*

*Consistent with the quarterly updates on the records management work that were shared with the Board of Trustees in Chief Superintendent written update reports on October 7, 2014, January 13, 2015, March 3, 2015, and June 9, 2015. All targets defined in the timeline for the 2014-2015 school year were met.*

*The Corporate Records Management Program timeline is available at: <http://www.cbe.ab.ca/about-us/board-of-trustees/trusteepublicdocuments/corporate-records-management-program-high-level-timeline.pdf>*

2. 100 per cent of critical/sensitive/confidential electronic information and data within CBE-managed systems is access controlled with passwords, as measured by internal tracking.

*The organization is compliant with this indicator.*

*Internal controls confirm that 100 per cent of critical/sensitive/confidential electronic information and data within CBE-managed systems is access controlled with passwords. Encryption had previously been applied to all CBE desktops and laptops and these standards were extended during the 2014-2015 school year to include all mobile devices that connect to the corporate mail system. An IT audit of the Financials System including the examination of password controls was conducted. No user password issues were identified.*

3. 100 per cent of orders resulting from investigations by the Office of the Information and Privacy Commissioner into CBE responses to privacy and/or access inquiries indicate the Office upholds decisions made by the CBE, as measured by internal tracking.

*The organization is compliant with this indicator.*

*In the 2014-2015 year, 100 per cent of orders resulting from investigations by the Office of the Information and Privacy Commissioner into CBE responses to privacy and/or access inquiries upheld decisions made by Calgary Board of Education. There was one inquiry conducted during the 2014-2015 school year.*

Evidence demonstrates three of the four indicators in sub-section 3.1 are in compliance. The exception is indicator 1 a).

3.2 Effectively handle complaints.	Compliant
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**Board-approved Interpretation |**

The Chief Superintendent interprets:

*effective* to mean interactions are characterized by respectful and courteous dialogue with Calgary Board of Education employees;

*handle* to mean CBE employees are reasonably accessible and respond to complaints in a timely fashion;

*complaints* to mean a criticism or concern from an owner:

- about the values, customs or regulations of the CBE;
- within the context of their relationship with the CBE; and
- requiring a response.

**Board-approved Indicators of Compliance |**

1. 90 per cent of voice mail and e-mail criticisms or concerns received at the system level are acknowledged within two business days, as measured by internal tracking.

*The organization is compliant with this indicator.*

*All 13 offices confirmed that more than 90 per cent of complaints received in their office during the 2014-2015 school year received an initial response within two business days. Confirmation was received from the following offices: Office of the Chief Superintendent, Communications, Facilities and Environmental Services, Finance and Supply Chain Services, Human Resources, Learning Innovation, Learning Services, Legal Services, and five Area offices.*

2. 10 per cent or less of the criticisms or concerns received at the system level require direct and personal interaction between the complainant and a superintendent, as measured by internal tracking.

*The organization is compliant with this indicator.*

*Confirmation that 10 per cent or less of the criticisms or concerns received at the system level required direct and personal interaction between the complainant and a superintendent was received from the following offices: Office of the Chief Superintendent, Communications, Facilities and Environmental Services, Finance and Supply Chain Services, Human Resources, Learning Innovation, Learning Services, and Legal Services.*

3. 100 per cent of school principals confirm a minimum of one half-day is provided for student mark and/or student grade placement appeals, as measured by Action Manager.

*The organization is compliant with this indicator.*

*For 2014-2015, 100 per cent of school principals responded "Yes" to the following statement:*

*"provisions were made for a minimum of one half-day for student mark and/or grade placement appeals".*

4. 100 per cent of school principals confirm that provision is made during the school year for individual conferences when requested by the parent or considered necessary by the teacher, as measured by Action Manager.

*The organization is compliant with this indicator.*

*For 2014-2015, 100 per cent of school principals responded Yes to the following statement:*

*"provisions were made during the school year for individual conferences when requested by the parent or considered necessary by the teacher."*

**Evidence demonstrates all indicators in sub-section 3.2 are in compliance.**

<p>3.3 Maintain an organizational culture that:</p> <ol style="list-style-type: none"> <li>a. values individual differences of opinion;</li> <li>b. reasonably includes people in decisions that affect them;</li> <li>c. provides open and honest communication in all written and interpersonal interaction; and</li> <li>d. focuses on common achievement of the Board's <i>Results</i> policies.</li> </ol>	<p>Compliant</p>
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## Board-approved Interpretation |

The Chief Superintendent interprets:

*values individual differences of opinion* to mean consideration is given to the diverse viewpoints and feedback of parents/guardians, students and members of the Calgary community;

*reasonably includes people in decisions that affect them* to mean those owners most directly impacted by decisions are provided with an appropriate opportunity to provide feedback to the decision-making process,

*provides open and honest communication* to mean CBE employees state what is understood to be true at the time, and share information that is validated and respects confidentiality as required;

*focuses on common achievement of the Board's Results policies* to mean the values, customs and regulations of the CBE regarding student learning act as the filters for interactions and decision-making.

## Board-approved Indicators of Compliance |

1. 100 per cent of community engagement processes are organized for appropriate participation and input in decision-making, as measured by internal tracking.

*The organization is compliant with this indicator.*

*Approximately 20 public engagement sessions were held to provide information and solicit feedback on issues including student accommodation, new school construction, and modernization projects. Posted agendas and invitations identified the purpose of the meeting and the level of engagement. Additionally, community members were offered opportunities to provide feedback through surveys regarding topics that included transportation, budget and school websites.*

2. 100 per cent of schools have a School Council or a School Council establishment meeting, as measured by Action Manager.

*The organization is compliant with this indicator.*

*For 2014-2015, 100 per cent of school principals responded Yes or NA to the following statement in Action Manager:*

*"my school had a school council and/or an establishment meeting was held."*

3. 100 per cent of schools communicate regularly with parents and guardians through a school newsletter and/or active website, as measured by Action Manager.

*The organization is compliant with this indicator.*

*For 2014-2015, 100 per cent of school principals responded Yes or NA to the following statement in Action Manager:*

*“my school distributed a newsletter or other form of communication to parents and/or maintained an active school website.”*

4. The Chief Superintendent provides a school newsletter insert a minimum of four times during a school year, as measured by internal tracking.

*The organization is compliant with this indicator.*

*The Chief Superintendent provided five newsletter inserts to Calgary Board of Education schools for the following months: October and December 2014, and February, April and June, 2015.*

5. CBE administration produces and maintains an active and current public website, as measured by internal tracking.

*The organization is compliant with this indicator.*

*The public website averages from 1 to 2 million hits, meaning page views or document downloads, per month. New content is added daily, including frequent timely updates to key sections such as budget information, school construction and modernization projects. There is a new interactive map that provides the public direct and easy access to current relevant information. Since the launch of our new website at the end of 2014, the number of calls to the public information line has been reduced by almost 50% compared to the same months last year. Additionally, over 200 news stories have been posted during this time frame.*

6. The Calgary Board of Education annual Parental Involvement result is intermediate (74.6 per cent or higher), as measured by Alberta Education's Accountability Pillar Survey. The Alberta Education parental involvement measure states, "Percentage of teacher and parents satisfied with parental involvement in decisions about their child's education."

*The organization is compliant with this indicator.*

*In the 2014-2105 school year, the Calgary Board of Education Parental Involvement achievement result was 77.2%: intermediate (range: 74.58-78.50).*

**Evidence demonstrates the indicators in sub-section 3.3 are in compliance.**

3.4 Conduct reasonable background inquiries and checks prior to utilizing the services of any volunteers who have contact with students.	Compliant
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**Board-approved Interpretation |**

*volunteers* to mean persons who assist schools and/or students either in curricular or extra-curricular activities, including volunteer drivers and students volunteering outside their school. It does not include guest speakers, presenters, escorted visitors to the school, parents assisting their own children in the school, or school council members in their position as school council members;

*contact with students* to mean instances when volunteers interact with CBE students either in curricular or extra-curricular activities;

*reasonable background inquiries* to mean a current police security check including a vulnerable sector search;

*checks* to mean the “Driver Agreement – Volunteers” form including all terms, conditions, notes and instructions for any volunteer who intends to transport CBE students to school functions or activities in a privately owned passenger vehicle.

**Board-approved Indicators of Compliance |**

1. 100 per cent of volunteers provide a valid document to the school principal confirming they passed the vulnerable sector police security check before beginning their volunteer service, as measured by Action Manager.

*The organization is compliant with this indicator.*

*In 2014-2015, 100 per cent of school principals responded Yes or NA to the following statement:*

*“all volunteers in my school were confirmed as passing the vulnerable sector police security check before beginning their volunteer service.”*

2. 100 per cent of volunteers transporting students in a privately owned passenger vehicle meet all terms and conditions of the “Driver Agreement – Volunteer” form before transporting students, as measured by Action Manager.

*The organization is not compliant with this indicator.*

*In 2014-2015, 99.29 per cent of school principals responded Yes or NA to the following statement in Action Manager:*



*“all volunteers in my school transporting students in a privately owned passenger vehicle met all terms and conditions of the “Driver Agreement – Volunteer” form before transporting students.”*

*There was one instance where a student was driven home by an individual that did not have the appropriate completed documentation.*

**Evidence demonstrates that one of two indicators in sub-section 3.4 is in compliance.**

**ATTACHMENT: OE-3 Treatment of Owners Capacity Building and Process Information**

**GLOSSARY – Developed by the Board of Trustees**

Board: The Board of Trustees

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

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

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

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

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

| attachment |

OE-3: Treatment of Owners

Capacity Building Information

Non-compliance

October 6, 2015.

- 3.1 Manage information in such ways that confidential information is protected.

Once CBE became aware of the password issues, all incidents were thoroughly investigated, reported and appropriately addressed including referral to Calgary Police Services for development of criminal proceedings. Furthermore, administration has directed work toward investigating and implementing measures to strengthen authentication and authorization methods.

- 3.4.2 100 percent of volunteers transporting students in a privately owned passenger vehicle meet all terms and conditions of the "Driver Agreement-Volunteer" form before transporting students.

In the one instance where an individual drove a student home without completing the Driver agreement form, the principal discussed the issue with the individual and explained the process. Information, expectations and clarification regarding driving students will continue to be provided at the outset of the school year to all staff in that school as in all other schools.

## report to Board of Trustees

# Extraordinary Monitoring Report

Date	October 6, 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
Governance Policy Reference	Board/Chief Superintendent Relationship B/CSR-2: Single Point of Connection  Operational Expectations OE-8: Communication With and Support for the Board OE-3: Treatment of Owners

## 1 | Recommendation

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It is recommended

- that the Board of Trustees receives the following report for information
- that the Board of Trustees directs the Chief Superintendent to provide regular quarterly updates regarding the progress towards creating and implementing a public engagement framework.



## 2 | Issue

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The Board of Trustees directed the Chief Superintendent to provide an extraordinary monitoring report regarding OE-3: Treatment of Owners, with specific reference to subsection 3.3(b).

## 3 | Background

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On September 15, 2015 the Board of Trustees passed the following resolution:

THAT the Board of Trustees directs the Chief Superintendent to provide to the Board, at its October 6, 2015 Regular Meeting, a monitoring report regarding OE-3: Treatment of Owners, with specific references to subsection 3.3(b), which reads “Maintain an organizational culture that reasonably includes people in decisions that affect them,” in relation to the decision to significantly change transportation service levels for regular and alternative programs and the decision to eliminate the Calgary Transit rebate.

## 4 | Analysis

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Coherent Governance® provides the opportunity for the Board of Trustees to monitor organizational compliance with its Operational Expectations policies. A monitoring report presents evidence related to identified and approved indicators that support the reasonable interpretation of policy and policy subsections. The determination of compliance is made for each indicator which then contributes to the determination of compliance with the related policy statement.

Operational Expectation 3: Treatment of Owners states that “The Chief Superintendent shall maintain an organizational culture that treats all organization owners with respect, dignity and courtesy”. Specifically, policy subsection 3.3 states: The Chief Superintendent will 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.

The Board has approved the reasonable interpretation of this policy subsection. In part, the Chief Superintendent interprets:

*Reasonably includes people in decisions that affect them* to mean those owners most directly impacted by decisions are provided with an appropriate opportunity to provide feedback to the decision-making process.

Currently there are six Board approved indicators that provide evidence in support of determining compliance with policy statement 3.3. A review of the evidence and the six related approved indicators as identified in policy subsection 3.3 suggests compliance. These findings are presented in a monitoring report presented to the Board on October 6, 2015.

At the September 15 meeting, a public apology was issued by the Chief Superintendent regarding the impact of changes in transportation services. Details outlining the factors considered in the transportation planning process are set out in other reports presented on September 15, 2015 and in discussions at that Board meeting. These public reports to the Board are entitled “Student Travel Distance for Yellow School Bus Riders” and “Extraordinary Monitoring Report Request”.

Administration recognizes, however, that feedback related to changes in transportation service levels indicates there is a need to revise the reasonable interpretation of this policy subsection. Specifically no evidence was collected related to the reasonable inclusion of people in decision making that would provide assurance to the Board of Trustees. Recognizing this gap, Administration will move forward to rectify this situation.

The events related to changes in transportation service levels further highlight the direction the CBE is taking towards the development of a coherent, public engagement framework. We believe this work is a priority and resources will need to be committed to support it.

“Engaging our Public” is one of the four pillars of the CBE’s Three-Year Education Plan. The draft Three-Year Plan shared at the September 9, 2015 leadership meeting highlighted that the creation and implementation of a comprehensive public engagement framework is a priority for the CBE during the 2015-2016 school year. Within the Three-Year Plan we state that “Everyone participates in the success of public education.” This same idea is reflected in the Education Act and its regulations.

The CBE established a Public Engagement Working Group earlier this year to review what needed to be done to ensure compliance with the new Education Act in addition to exploring opportunities for building a system approach to public engagement. The working group’s main recommendation was to create a system-wide public engagement framework.

Communication Services will lead the development of a framework that is in alignment with the CBE’s mission, results and values. It is anticipated the framework will provide a common system-based understanding of public engagement by:

- creating a shared understanding of language, processes and guiding principles,
- providing clarity about how and when stakeholders’ contributions influence CBE decisions
- defining roles and responsibilities and

- dedicating system resources to support engagement at the school, system and board level.

A public engagement framework will help guide the process of public engagement and help us ensure public engagement practices are applied consistently and effectively across our system. A solid framework will provide staff and stakeholders who participate in consultations or engagements with a clear understanding of how and when their contributions influence decisions that directly affect them.

One of the first steps to develop a public engagement framework is to ensure common understanding of what public engagement means, when and how it happens, and what resources are needed to make this work successful. At the same time, we will be applying what we learn through the framework development process to enhance and integrate our existing processes. We will also be working to create the conditions for public engagement to thrive at the CBE.

Our goal is to share a project plan and timelines with the Board of Trustees later in the fall. Trustees, Administration and other key stakeholders will be involved in the development of our public engagement framework.

Successful implementation will require a long-term commitment with a view to embedding public engagement processes into our planning cycles. Having a common framework will provide a means to consistently review the circumstances and timelines to determine if the situation reasonably warrants a level of public engagement. As was the case when we made the shift to the personalization of learning, this shift will also be of great long-term benefit to the CBE. We are committed to working with our stakeholders as we develop this framework, which will allow us to consistently determine when public engagement would be appropriate and what steps we can take to ensure that engagement is effective.

The CBE currently consults with stakeholders on specific initiatives such as new school development, program changes, budget, satisfaction with transportation service and other initiatives using the IAP2 model and a variety of other engagement tools and techniques (surveys, focus groups, open houses). The CBE does not have an overarching systemic engagement framework integrated throughout the organization. We believe it is important to have one public engagement framework that applies system-wide and enables stakeholders to share perspectives on decisions that affect them. A coherent public engagement framework will guide how, when and to what extent stakeholders participate.

It is our intention to have the public engagement framework to present to the Board of Trustees by spring 2016. Regular quarterly updates to the Board regarding the progress of this work will commence in January 2016. There may be significant budgetary implications when considering the allocation and dedication of resources to support this work across our organization.

Once we have confirmed a systemic public engagement framework, we will be better able to review the reasonable interpretation and indicators for policy subsection 3.3

and make the necessary revisions to more successfully support the reasonable interpretation of “reasonably including people in decisions that affect them”.

## 5 | Conclusion

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Upon review of the approved indicators associated with OE 3, policy subsection 3.3, the evidence supports a finding of compliance. Recent public feedback surrounding the changes to transportation service levels and the elimination of the Calgary Transit rebate have highlighted the need to develop alternative monitoring indicators to provide evidence in support of maintaining an organizational culture that reasonably includes people in decisions that affect them. The revision of indicators is predicated on the creation and implementation of a public engagement framework. The CBE has prioritized this work and will resource it accordingly.



DAVID STEVENSON  
CHIEF SUPERINTENDENT OF SCHOOLS

### **GLOSSARY – Developed by the Board of Trustees**

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

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

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

report to  
Board of Trustees

2016/17 Modular Classroom Plan

Date	October 6, 2015
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Decision
Originator	Frank J. Coppinger, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board OE-9: Communication With the Public OE-11: Learning Environment/Treatment of Students OE-12: Facilities
Resource Person(s)	Eugene Heeger, Director, Design & Property Development Robert Ashley, Manager, Design Services Carrie Edwards, Director, Planning & Transportation Anne Trombley, Manager, Planning

1 | Recommendations

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It is recommended:

- THAT the Board of Trustees approves the 2016/17 Modular Classroom Plan and the submission of the recommended modular classroom requests to Alberta Education.

2 | Issue

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In November 2013, the Provincial Government initiated the requirement that all jurisdictions prioritize modular requests as part of their submission. If approved by the Board of Trustees, the modular recommendations will be submitted to the Province before November 1, 2015. Should the Province approve by February,





2016, there should be sufficient time for the units to be constructed, delivered and set up in time for the 2016-2017 school year.

### 3 | Background

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The implementation of annual modular plans is dependent upon Provincial approvals and the availability of capital funds. Based on last year's November 1, 2014 submission:

Two new modular classroom requests were approved at each of the following schools:

- Citadel Park
- Coventry Hills
- Cranston
- Evergreen
- Glamorgan
- Le Roi Daniels
- Louis Riel
- Radisson Park
- William Reid

Although two modular classrooms were requested, only one new modular classroom request was approved for Midsun School.

The modular classrooms for all the schools noted above, with the exception of Citadel Park, Coventry Hills and Radisson Park, were installed and ready for use when students returned to school this September. The modular classrooms for Citadel Park, Coventry Hills and Radisson Park were inspected and approved for student use by the end of September.

In the fall of 2014 the Province announced the approval of eight modular classrooms for installation at Westgate School to alleviate a short-term accommodation challenge at the school. Calgary Board of Education (CBE) Administration received approval from the province to explore alternate solutions for use of these modular classrooms. In late November the CBE met with parents of both the Spanish Bilingual program and the French Immersion program at Westgate School to share a plan for moving forward with the placement of six of the eight approved modular classrooms at Glenmeadows School. The timing of the installation of the units is dependent on approval of a development permit as well as the move of the Calgary Arts Academy to their new location on the Stampede grounds in either 2016 or 2017.

The two approved modular classrooms which were not required for the accommodation plan at Glenmeadows School were allocated to Louis Riel School.

In spring 2015, the Province informed CBE Administration that construction was complete on the six modular classrooms that are to be placed on Glenmeadows School. Five of the units are classrooms and one is a washroom unit. The five classroom units could be used to fulfill the first two priorities in this request provided the CBE had assurances that new units would be supplied for Glenmeadows School when they are required in 2016 or 2017.

## 4 | Analysis

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In fall 2014, CBE approved Eligibility Filters for Modular Classrooms (Attachment I). Schools that meet all of the eligibility filters are then assigned points using the Modular Classroom Ranking Criteria (Attachment II) to determine priority.

Using the established CBE criteria for modular classrooms, a Modular Classroom Eligibility Filter Review was conducted in September 2015. A list of all schools over 90% utilization (based on rated room capacity) using September 2015 opening day enrolments was assembled. (Attachment III).

The Provincial capacity may not always reflect the amount of usable space available for instructional purposes in a particular school. The number of students an individual school may accommodate is best measured through assessing the number of teaching spaces in the school. For this reason, the rated room capacity is used in determining schools that are over 90% capacity or anticipated to be over 90% capacity within the next three years.

Administration has identified four schools that are currently over 90% utilization, or projected to be over 90% utilization in the next three years, and meet all the filters to be eligible for points ranking.

One school was screened out through the modular classroom filter process but is included in the points ranking for modular classrooms for the following reasons:

- Samuel W. Shaw is a new school (opened in the past five years) and was not fully built out with the maximum number of modular classrooms that the core school could support.
- Although adding modular units to this school may not accommodate all designated students for the three to five year time frame, adding modular units to this school will maximize the number of students that may be accommodated from these new communities within their designated community school.

The *Student Accommodation and Facilities Strategy 2015-2024* indicates that some modular classrooms in the CBE inventory are older and have exceeded their design life and show the wear of time and usage. Demolition and replacement of approximately 12 or more modular units a year was identified as target for addressing modular classrooms that have exceeded their lifecycle. Modular classrooms identified for demolition and/or demolition and replacement are selected by administration based on condition and school utilization not through the ranking process used to identify placement of new modular classroom.

The request to demolish and replace four modular classrooms at John G. Diefenbaker High School has been included in the annual modular classroom request for several years. This request has yet to be approved and therefore remains on this plan as a carry forward item. In keeping with the strategic direction out lined in the *Student Accommodation and Facilities Strategy 2015-2024* administration has identified the following additional schools for demolition and replacement of modular classrooms:

- two modular classrooms at Rosedale School
- six modular classrooms at Chris Akkerman School
- six modular classrooms at Falconridge School
- six modular classrooms at Deer Run School.

The Modular Classroom Points Assignment (Attachment IV) provides a summary of the point assignments for the schools which met all of the eligibility criteria, as well as Samuel W. Shaw as mentioned above.

Priorities for modular classrooms for the 2016/17 school year are as follows:

School	New or Existing	Attached with Corridor or Stand Alone	Number of Modular Units Requested
Samuel W. Shaw	New	Attached with corridor	4
Midsun	New	Stand-alone	1
Lake Bonavista	New	Stand-alone	2
Queen Elizabeth Elementary	New	Stand-alone	4
Bridlewood	New	Attached with corridor	1
John G. Diefenbaker	Existing/ Replacement	Stand-alone	4
Rosedale	Existing/ Replacement	Stand-alone	2
Chris Akkerman	Existing/ Replacement	Attached with corridor (4) Stand-alone (2)	6
Falconridge	Existing/ Replacement	Attached with corridor	6
Deer Run	Existing/ Replacement	Attached with corridor	6

The plan above is recommended for submission to Alberta Education for the November 1, 2015 deadline, and implementation for the 2016/17 school year.

A map showing the locations of the requested modular classrooms is shown in Attachment V.

## 5 | Financial Impact

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As part of last year's modular classroom program, Alberta Education paid for the cost of building and installing the modular classrooms. The CBE was responsible for the cost of furniture and equipment for the new units. The funding provided for this was \$12,000 per modular classroom.

The budget targets for 2015/16 have not yet been set by the Province. As a result, it is not known whether the CBE will be required to pay for furniture and equipment the new units requested. Assuming the same funding arrangement as last year, the cost to the CBE is estimated at \$144,000 if all the requested units were approved. This cost excludes costs for the replacement units requested as the furniture and equipment in the existing units at the schools could be used in the new units.

Funds may need to be requested from the Capital Budget or reserves, following any announcement of the details of Provincial funding approvals.

## 6 | Implementation Consequences

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The request for any new modular classrooms for 2015-2016 is to be submitted to the Province by November 1, 2015.

Should these Administration recommendations be approved by the Board of Trustees and submitted to the Province, there should be sufficient lead time for the CBE to obtain development and building permit approvals, if Provincial approval is obtained by February. This would enable sufficient time to tender, award and install modular classrooms during the summer of 2016, in order for them to be ready for the upcoming school year.

John G. Diefenbaker, Rosedale, Chris Akkerman, Falconridge and Deer Run schools are well utilized facilities that are projected to continue to be well utilized in the future and will not be impacted by the opening of any new schools under development. Therefore any modular classrooms approved for demolition will need to be replaced. The existing modular classrooms will remain in place and continue to be used for students until approval to both demolish and replace the units is provided.

## 7 | Conclusion

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The prioritized list of modular classrooms follows CBE approved filters and ranking criteria for modular classroom requests.

If approval and funding is not received, alternative accommodation plans may be required for students.



DAVID STEVENSON  
CHIEF SUPERINTENDENT OF SCHOOLS

Attachment I: Eligibility Filters for Modular Classrooms  
Attachment II: Modular Classroom Ranking Criteria  
Attachment III: Modular Classroom Eligibility Filter Review September 2015  
Attachment IV: Modular Classroom Points Assignment  
Attachment V: Map of Modular Classroom Requests

### GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

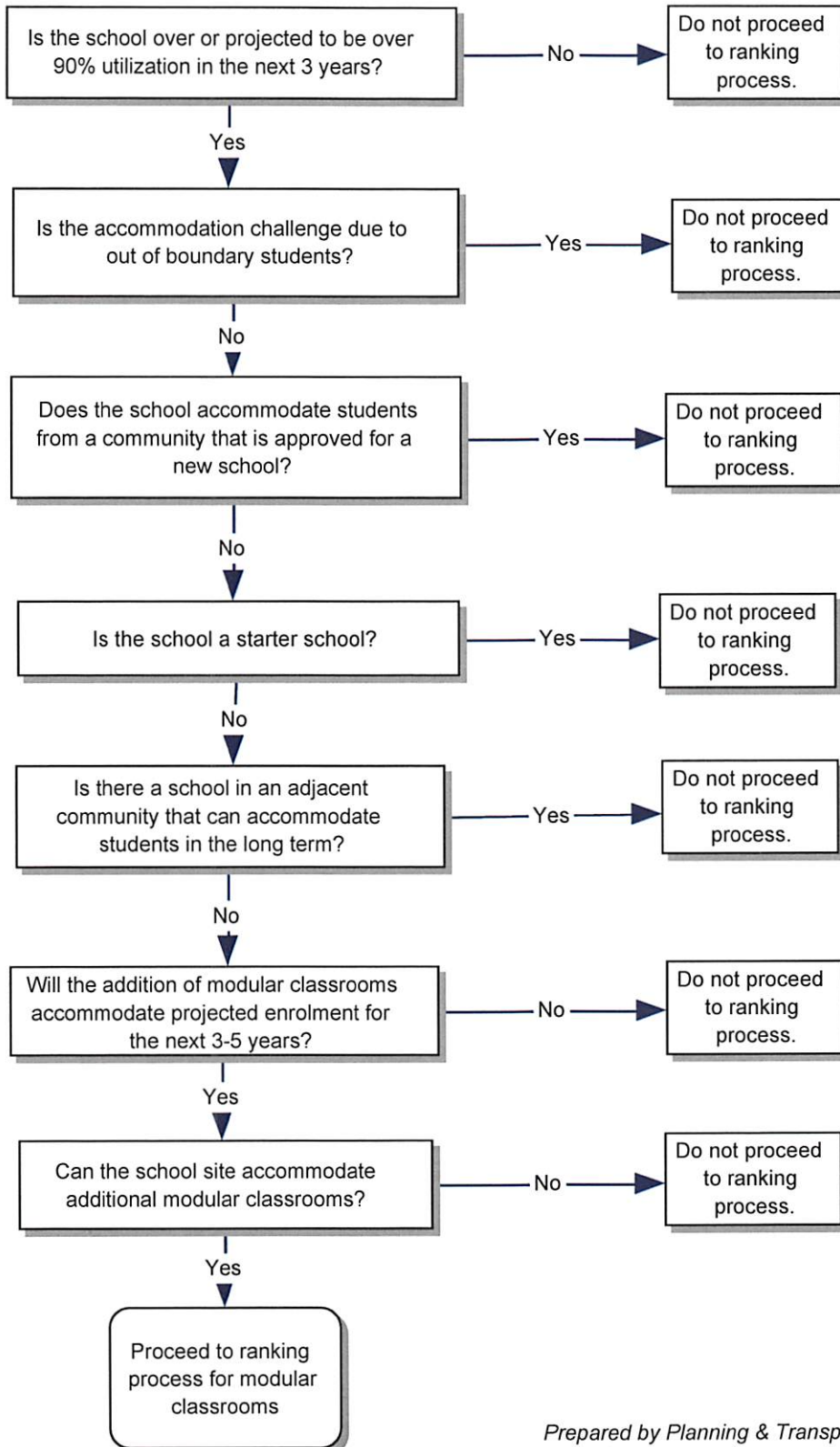
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**Attachment I: Eligibility Filters for Modular Classrooms**



*Prepared by Planning & Transportation Sept.2014*

<b>Category A</b>	<b>Points</b>
<b>Enrolment, Utilization, Projection</b>	
<b>Strength of enrolment and utilization into the future (Projected 5 Year Utilization)</b>	
Projected Utilization is less than 79%	0
Projected Utilization is between 80 to 84%	5
Projected Utilization is between 85 to 89%	10
Projected Utilization is between 90 to 94%	15
Projected Utilization is between 95 to 99%	20
Projected Utilization is greater than 100%	25

**Category B**

**Site Features, Location**

**Ability to add modular units to the site**

Site Size - ability to accommodate portables	1
Physical Obstructions (large trees, playground equip, catch basins, elec. Transformers, etc)	1
Site Grading, contours (slope to portables not good)	1
Additional Parking Requirements	1
Additional Washroom stall / sink requirements	1
Sight lines for Security, creates concealed areas	1
Ability to locate portables near entrance	1
Ability to connect with a corridor	1
Ease of connecting services, ie gas, power, data	1
Proximity to underground services restricting placement (ie: main elec, water, sewer)	1
Proximity and quantity of windows opposite the modulars	1
Fire rating of school exterior wall	1
Existing Firewall on school to accommodate addition	1
Distance from Street (within 15m will allow for more)	1
Location on site for aesthetics.....front vs. rear vs. side	1
Existing catch basins in vicinity to portables for roof drainage	1
Proximity to main sidewalks (downspouts cause icing)	1

**Ranking Range: 0 (difficult) to 1 (easy)**

**Category C**

**Cost to Add Modular Units Compared to Average Cost to Add Modular Units to a Site**

**What is the anticipated cost of modular units at this site?**

1 = Poor	\$\$\$\$\$ (more than 25% more)	5
2= Fair	\$\$\$\$ (Between 20 to 24% more)	10
3 = Good	\$\$\$ (Between 15 to 19% more)	15
4 = Very Good	\$\$ (Between 10 to 14% more)	20
5 = Excellent	\$ (Less than 9% more)	25

Attachment III: Modular Classroom Eligibility Filter Review September 2015

Current Utilization (Based on Opening Day Enrollment and Rated Room Capacity)	School	Is school over or projected to be over 90% utilization in next 3 years?	Is accommodation challenge due to out of boundary students?	Does school accommodate students from a community that is approved for a new school?	Is the school a starter school?	Is there a school in an adjacent community that can accommodate students in the long term?	Will the addition of modular classrooms accommodate projected enrolment for next 3-5 years?	Can the school site accommodate additional modular classrooms?	Does the school meet all the filters to proceed to the ranking process for modular classrooms?
90%	ANNIE GALE	No	-	-	-	-	-	-	-
90%	BANFF TRAIL	No	-	-	-	-	-	-	-
91%	BISHOP PINKHAM	No	-	-	-	-	-	-	-
95%	CECIL SWANSON	No	-	-	-	-	-	-	-
105%	CRESCENT HEIGHTS	No	-	-	-	-	-	-	-
90%	HIGHWOOD	No	-	-	-	-	-	-	-
100%	NICKLE	No	-	-	-	-	-	-	-
96%	STANLEY JONES (incl. Alice)	No	-	-	-	-	-	-	-
97%	WESTGATE	No	-	-	-	-	-	-	-
106%	WILDWOOD	No	-	-	-	-	-	-	-
98%	ALEXANDER FERGUSON	Yes	Yes	-	-	-	-	-	-
100%	ALTADORE	Yes	Yes	-	-	-	-	-	-
124%	BALMORAL	Yes	Yes	-	-	-	-	-	-
103%	BELFAST	Yes	Yes	-	-	-	-	-	-
119%	CENTENNIAL	Yes	Yes	-	-	-	-	-	-
111%	DR E P SCARLETT	Yes	Yes	-	-	-	-	-	-
94%	DR E W COFFIN	Yes	Yes	-	-	-	-	-	-
103%	ERNEST MANNING	Yes	Yes	-	-	-	-	-	-
95%	ERNEST MORROW	Yes	Yes	-	-	-	-	-	-
116%	JOHN G DIFENBAKER	Yes	Yes	-	-	-	-	-	-
112%	LESTER B PEARSON	Yes	Yes	-	-	-	-	-	-
93%	PRINCE OF WALES	Yes	Yes	-	-	-	-	-	-
116%	ROBERT THIRSK	Yes	Yes	-	-	-	-	-	-
97%	ROSEDALE	Yes	Yes	-	-	-	-	-	-
116%	SIR WINSTON CHURCHILL	Yes	Yes	-	-	-	-	-	-
93%	WEST DALHOUSIE	Yes	Yes	-	-	-	-	-	-
101%	WESTERN CANADA	Yes	Yes	-	-	-	-	-	-
105%	WILLIAM ABERHART	Yes	Yes	-	-	-	-	-	-
96%	ACADIA	Yes	No	Yes	-	-	-	-	-
96%	ANDREW SIBBALD	Yes	No	Yes	-	-	-	-	-
96%	CAMBRIAN HEIGHTS	Yes	No	Yes	-	-	-	-	-
109%	CAPTAIN NICHOLA GODDARD	Yes	No	Yes	-	-	-	-	-
99%	COLONEL MACLEOD	Yes	No	Yes	-	-	-	-	-
108%	CRANSTON	Yes	No	Yes	-	-	-	-	-
105%	DAVID THOMPSON	Yes	No	Yes	-	-	-	-	-
91%	JAMES FOWLER	Yes	No	Yes	-	-	-	-	-
92%	MAPLE RIDGE	Yes	No	Yes	-	-	-	-	-
90%	MCKENZIE TOWNE	Yes	No	Yes	-	-	-	-	-
100%	PANORAMA HILLS	Yes	No	Yes	-	-	-	-	-
95%	ROYAL OAK	Yes	No	Yes	-	-	-	-	-
107%	SIMON FRASER	Yes	No	Yes	-	-	-	-	-
110%	TWELVE MILE COULEE	Yes	No	Yes	-	-	-	-	-
97%	VINCENT MASSEY	Yes	No	Yes	-	-	-	-	-
95%	EDGE MONT	Yes	No	No	No	Yes	-	-	-
93%	THORNCLIFFE	Yes	No	No	No	Yes	-	-	-
110%	CAPTAIN JOHN PALLISER	Yes	No	No	No	No	-	-	-
90%	DR GORDON HIGGINS	Yes	No	No	No	No	-	-	-
100%	ETHEL M JOHNSON	Yes	No	No	No	No	-	-	-
97%	FAIRVIEW	Yes	No	No	No	No	-	-	-
98%	FISH CREEK	Yes	No	No	No	No	-	-	-
104%	GUY WEADICK	Yes	No	No	No	No	-	-	-
91%	HAWKWOOD	Yes	No	No	No	No	-	-	-
108%	RUNDLE	Yes	No	No	No	No	-	-	-
91%	SAMUEL W. SHAW	Yes	No	No	No	No	-	-	-
101%	SIMONS VALLEY	Yes	No	No	No	No	-	-	-
117%	THOMAS B RILEY	Yes	No	No	No	No	-	-	-
91%	GEORGES P VANIER	Yes	No	No	No	No	-	-	-
103%	ARBOUR LAKE	Yes	No	No	No	No	Yes	No	-
94%	BATTALION PARK	Yes	No	No	No	No	Yes	No	-
92%	BEDDINGTON HEIGHTS	Yes	No	No	No	No	Yes	No	-
116%	CHAPARRAL	Yes	No	No	No	No	Yes	No	-
90%	CHIEF JUSTICE MILVAIN	Yes	No	No	No	No	Yes	No	-
101%	CHRIS AKKERMAN	Yes	No	No	No	No	Yes	No	-
100%	COLONEL J F SCOTT	Yes	No	No	No	No	Yes	No	-
96%	COLONEL SANDERS (TLC)	Yes	No	No	No	No	Yes	No	-
104%	CROSSING PARK	Yes	No	No	No	No	Yes	No	-
95%	EVERGREEN	Yes	No	No	No	No	Yes	No	-
91%	FALCONRIDGE	Yes	No	No	No	No	Yes	No	-
101%	GRANT MACEWAN	Yes	No	No	No	No	Yes	No	-
105%	HILLHURST	Yes	No	No	No	No	Yes	No	-
102%	JANET JOHNSTONE	Yes	No	No	No	No	Yes	No	-
104%	LANGEVIN	Yes	No	No	No	No	Yes	No	-
102%	LOUIS RIEL	Yes	No	No	No	No	Yes	No	-
100%	MOUNTAIN PARK	Yes	No	No	No	No	Yes	No	-
94%	NOSE CREEK	Yes	No	No	No	No	Yes	No	-
102%	OLYMPIC HEIGHTS	Yes	No	No	No	No	Yes	No	-
117%	SADDLE RIDGE	Yes	No	No	No	No	Yes	No	-
92%	SUNDANCE	Yes	No	No	No	No	Yes	No	-
95%	TARADALE	Yes	No	No	No	No	Yes	No	-
94%	TOM BAINES	Yes	No	No	No	No	Yes	No	-
90%	VALLEY CREEK	Yes	No	No	No	No	Yes	No	-
93%	WEST SPRINGS	Yes	No	No	No	No	Yes	No	-
90%	WILLIAM REID	Yes	No	No	No	No	Yes	No	-
94%	WILLOW PARK	Yes	No	No	No	No	Yes	No	-
98%	BRIDLEWOOD	Yes	No	No	No	No	Yes	Yes	Yes
93%	LAKE BONAVISTA	Yes	No	No	No	No	Yes	Yes	Yes
108%	MIDSUN	Yes	No	No	No	No	Yes	Yes	Yes
98%	QUEEN ELIZABETH	Yes	No	No	No	No	Yes	Yes	Yes



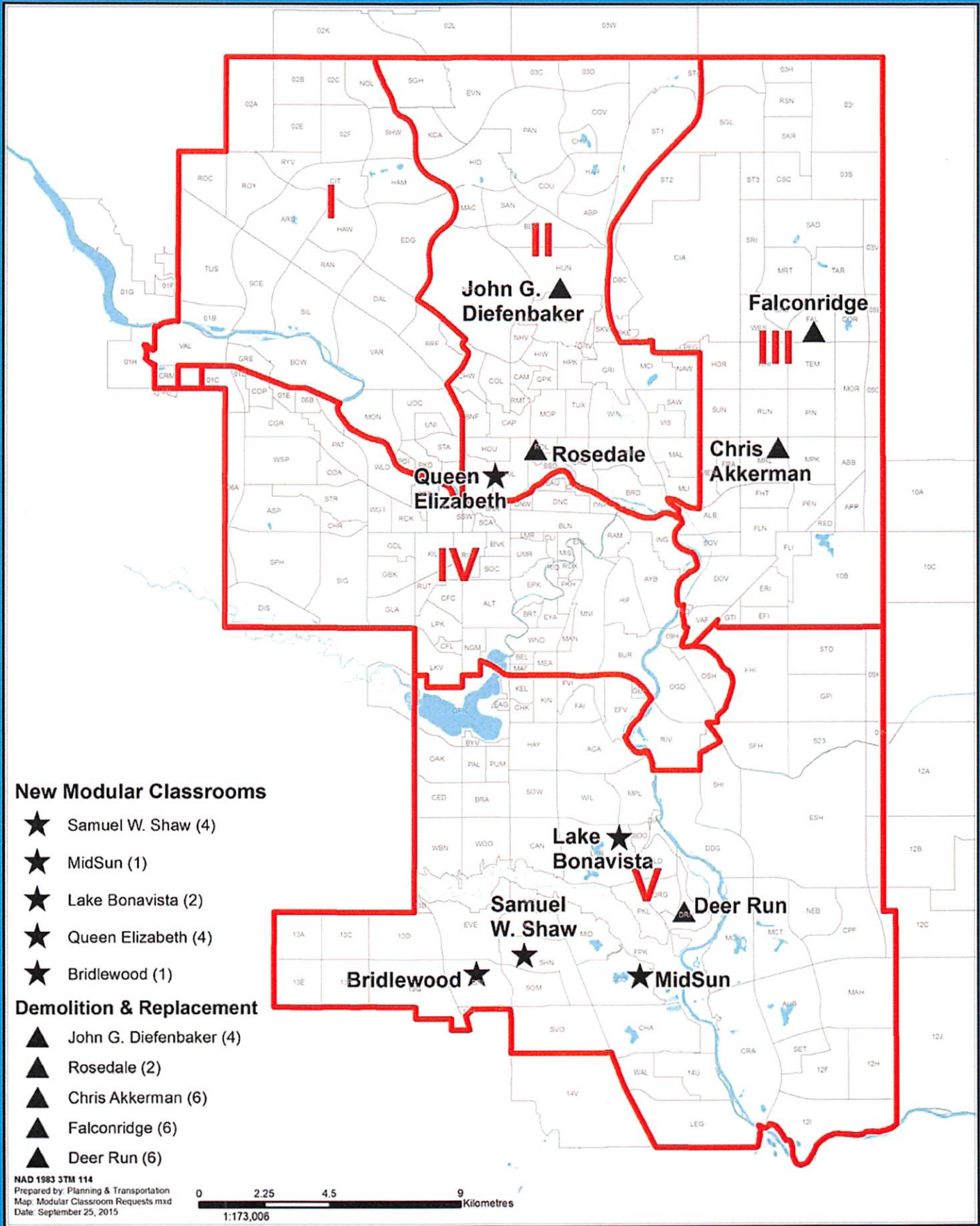
**Attachment IV: Modular Classroom Points Assignment**

SCHOOL	Program	CATEGORY A Enrolment/Projection/Utilization	CATEGORY B Site Features/Location	CATEGORY C Cost Compared to Average	TOTAL
SAMUEL W. SHAW	Regular Program	25	15	20	60
MIDSUN	Regular Program	25	9	15	49
LAKE BONAVISTA	Montessori	20	11	15	46
QUEEN ELIZABETH ELEMENTARY	Regular Program	25	11	10	46
BRIDLEWOOD	Regular Program	15	12	10	37

Note: \* Samuel W. Shaw does not meet all the filter requirements for proceeding to the criteria ranking. This school opened within the last 5 years and was not fully built-out with the maximum number of modular units attached. Administration has made an exception and ranked this school with the criteria.



# Modular Classroom Requests 2016-2017



## report to Board of Trustees

### Nelson Mandela High School

Date	October 6, 2015
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Decision
Originator	Frank J. Coppinger, Superintendent, Facilities & Environmental Services
Governance Policy Reference	OE - 8: Communication With and Support for the Board OE-12: Facilities
Resource Person(s)	Dianne Yee, Director, Area III Teresa Martin, School Principal Eugene Heeger, Director, Design & Property Development

#### 1 | Recommendations

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It is recommended:

- THAT the Board of Trustees requests that the Minister of Education approves funding of \$5.0 million for the construction of a gymnasium at Nelson Mandela High School; and
- THAT the Board of Trustees authorizes the Chair to correspond with the Minister in accordance with this request.

#### 2 | Issue

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The Genesis Centre is unable to provide access to sufficient, economic facilities to meet the program needs of the students attending the Nelson Mandela High School.



### 3 | Background

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The North East High School was approved for Provincial funding on May 1, 2013 as part of Building Alberta Schools Capital Program using a Design/Build/Finance delivery process. The Calgary Board of Education (CBE) is responsible for building maintenance after the school is commissioned and handed to the CBE by Alberta Infrastructure.

Bridging consultants worked with CBE Administration to develop the site layout and floor plans for the Design/Build proponent RFP. Gibbs Gage Architects and the Bird Construction team were the successful design/build proponents. In response to a CBE request, Alberta Education approved an increase in school's student capacity from 1500 to 1800 students.

With the support of Alberta Education promoting the concept of partnerships, the total design area of the school was reduced by 1,452 m<sup>2</sup> (gym 1,352 m<sup>2</sup> plus gym storage 133 m<sup>2</sup>), with the understanding that a partnership agreement would be negotiated between the Genesis Centre, the North East Centre of Community Society (NECCS) and the Calgary Board of Education for the use of amenities at the Genesis Centre in exchange for access to instructional/presentation spaces in the North East High School.

The NECCS was to have available the following spaces:

- 5 Gymnasiums (four full sized basketball courts)
- 2 Field Houses (lacrosse, field hockey, cricket and tennis)
- 12 Change Rooms (4 with lockers, 8 with showers)
- Multi-purpose spaces (4,000 SF) and community kitchen
- 2 outdoor Soccer/ Playing fields

The Board of Trustees has approved the naming of the North East High School as the Nelson Mandela High School.

Alberta Infrastructure has scheduled substantial completion of this facility for the summer 2016.

### 4 | Analysis

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#### Genesis Centre

CBE Administration has held several meetings with Brad Anderson, Executive Director, Genesis Centre to discuss potential student needs for the shared use of their gym facilities.

The Genesis Centre has indicated that they have no need for the use of the presentation and meeting spaces in the Nelson Mandela High School. In addition, they reported that the NECCS must balance the needs of the school with the needs of the community and that it is mandated to be a self-sustaining organization. Consequently, it is required to charge market rates for amenities and services.

The CBE would need to confirm their annual use of the facility by March 2016.

The potential athletic facilities usage of the Nelson Mandela HS is outlined in Attachment I. The estimated required use of the three court gym is:

<u>PERIOD</u>	<u>Hrs/Day</u>	<u>Days/Year</u>
Day (8.00 to 15.00)	8	180
Evening (15.00 to 22.00)	7	160
Weekends	10	20

The Genesis Centre is reportedly getting busier during the day than was previously indicated. There are also increasing numbers of special community events, which would make the availability of the gym facilities to Nelson Mandela HS students difficult at times. In addition, the use of the facilities by the CBE for the times required is considered to be not economically viable.

In light of these gym facilities availability and cost issues, the needs of Nelson Mandela HS students would be better met if they had unrestricted access to their own gym attached to the school.

A single gym would not meet all their needs and the rental of some gym spaces in the Genesis Centre would still be required at times for tournaments and special events.

#### YMCA

The YMCA is able to offer the following services/spaces to the CBE:

- Climbing wall
- One gymnasium and running track
- 25m six lane pool and 1m training pool
  
- Strength and Conditioning Centre (weights and cardio machines)
- Licensed Child Development Centre
- Two multi-purpose rooms.

The CBE and the YMCA are currently negotiating a partnership agreement which would make the above facilities available to Nelson Mandela HS students.

#### Calgary Public Library

The Calgary Public Library will offer the following services to the CBE.

- 150,000 print books, extensive e-book collection, E-Reference 24/7 online
- Study rooms, program rooms and small group spaces
- Skills classes (research methods, essay writing, exam preparation etc.)

An agreement between the Public Library and the CBE is being developed.

## 5 | Financial Impact

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The construction of a Nelson Mandela HS gym would cost approximately \$5.0 million.

Refer to a planned location in Attachment II. These funds would need to be obtained from Alberta Education.

## 6 | Implementation Consequences

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The Genesis Centre is unable to guarantee all the athletic facilities space availability to meet the instructional needs of Nelson Mandela HS students.

Nelson Mandela HS is the only public high school in Calgary without at least one gym.

The YMCA and the Calgary Public Library will be able to offer facilities required by the students and the CBE will negotiate agreements with these two groups.

## 7 | Conclusion

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In order to support the success of students in the Nelson Mandela High School, Administration recommends that approval be sought from Alberta Education to construct a school gymnasium.



**DAVID STEVENSON**  
CHIEF SUPERINTENDENT OF SCHOOLS

### ATTACHMENTS

- Attachment I: Potential Athletic Facilities Usage
- Attachment II: Nelson Mandela gym location

### GLOSSARY –

Board: Board of Trustees

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

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

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

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

## Nelson Mandela High School Potential Athletics Facilities Usage

### Assumptions

All grade 10 students take Physical Education 10 – 600 students ( $600/30=20$  semestered usage periods per year, 10 periods every day all year).

50% of Grade 11 students take Physical Education 20 or Health & Recreation CTS courses (Sports Performance, Recreational Leadership, Sports Medicine...) 300 students ( $300/30= 10$  semestered usage periods per year, 5 periods all day every year.

25% of grade 12 students take Physical Education 30 or Health and Recreation CTS courses (Sports Performance, Recreational Leadership, Sports Medicine...) 3 periods every day all year.

	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5	Teacher 6
Semester 1 Period 1	20		10	10	10	20
Semester1 Period 2	30	10		20	10	10
Semester 1 Period 3	10	30	10		20	
Semester 1 Period 4		30	10	20		10
Semester 2 Period 1	20		10	10	10	20
Semester 2 Period 2	30	10		20	10	10
Semester 2 Period 3	10	30	10		20	
Semester 2 Period 4		30	10	20		10

Facility usage: 5 instructional periods in the mornings, all year and 4 instructional periods in the afternoon all year.

Team usage – Junior and Senior teams

Fall teams – Cross country, Girls soccer, Football, Volleyball

Winter teams – Basketball, Wrestling Swim and Dive

Spring teams – Badminton, Girls Field Hockey, Rugby, Boys Soccer, Track and Field.

### Practice time and league play

September to mid-November – 4 volleyball teams practicing, 2 gyms for 3 hours (Monday to Thursday, 4:00 to 7:00)

Mid-November to March – 4 basketball teams and a wrestling team practicing – 2 gyms and 1 wrestling space for 3 hours (Monday to Thursday 4:00 to 7:00)

April to June – 1 badminton team practicing, 1 gym for 2 hours (Monday to Thursday 4:00 to 6:00)

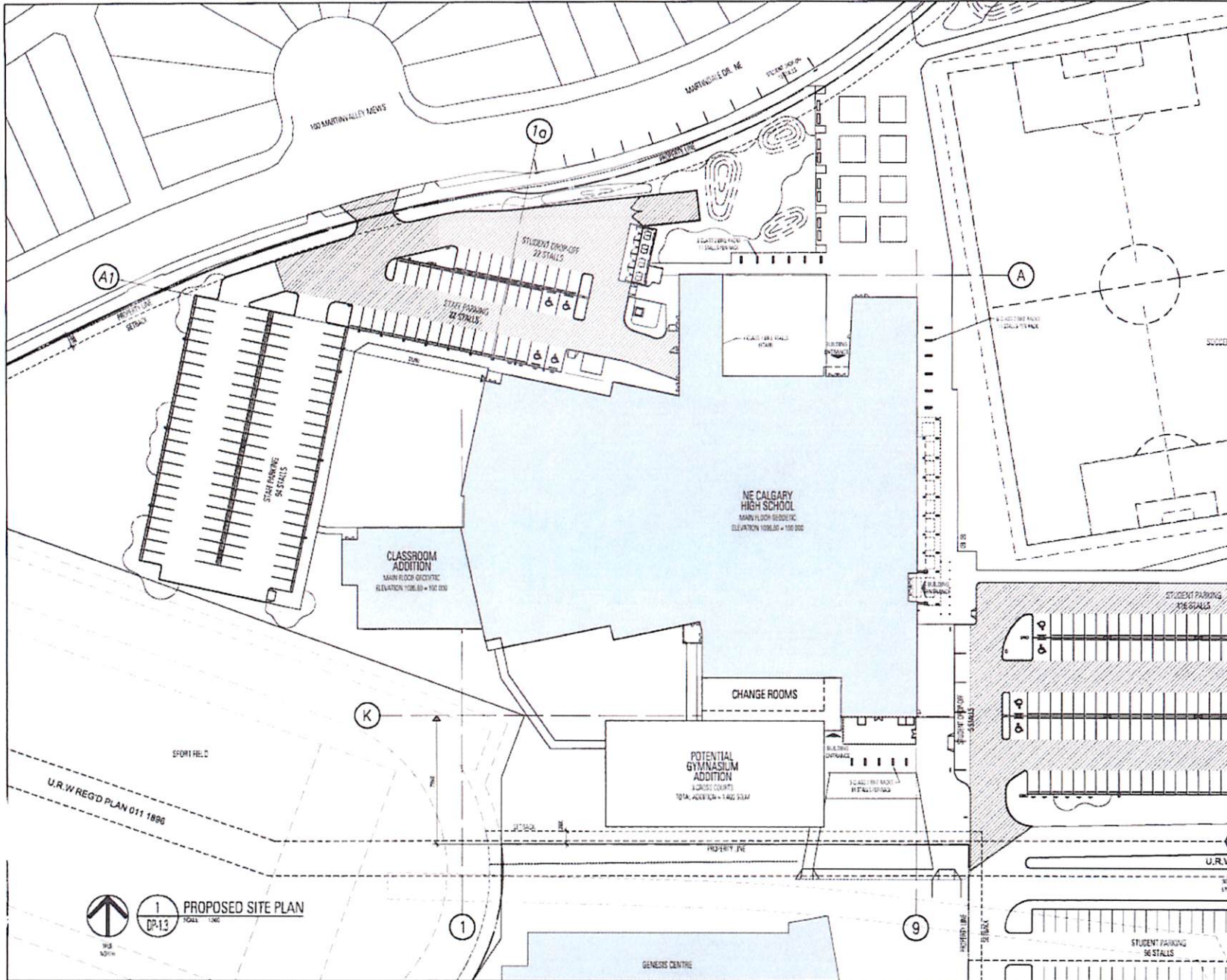
### Tournaments

September to mid-November – 4 volleyball teams – 4 tournaments – 2 or 3 gyms for 15 hours each (Friday 3:00 to 9:00 to Saturday 9:00 to 7:00)

Mid-November to March – 4 basketball teams and a wrestling team – 4 tournaments and a wrestling meet – 2 or 3 gyms for 15 hours each (Friday 3:00 to 9:00 to Saturday, 9:00 to 7:00)

April to June – 1 badminton team – 1 tournament – 2 or 3 gyms for 15 hours (Friday 3:00 to 9:00 to Saturday, 9:00 to 7:00)





**Notes:**

- All building materials subject to the Architect's final design and detailing may not be manufactured unless permitted by the province.
- Dimension to face of building perimeter concrete concrete block, unless otherwise indicated.
- Level after required minimum clear dimensions will be indicated.
- Verify all dimensions, elevations and details, including a review and/or check with the architect prior to construction.
- Final scale to be agreed upon by the architect and the contractor.
- Final drawing to be approved by the architect.

**PRELIMINARY  
NOT FOR CONSTRUCTION**

Project Name	NE CALGARY HS
Client	AS SHOWN
Project Number	100000000
Revision	SD-02
Location	CALGARY, Alberta
Developer/Client	AS SHOWN
Architect	GIBBS GAGE ARCHITECTS
Project Description	POTENTIAL 3 CROSS COURT GYM ADDITION

**Gibbs Gage**  
ARCHITECTS

355, 140 10 Avenue SE, Calgary, Alberta T2G 0P1  
Ph: 403.233.2010 Fax: 403.464.0514

Drawing Number	SD-02
Revision Number	
Building Name	

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A1 305 004 - 13/06 - 1/10/13

Attachment II

**1 PROPOSED SITE PLAN**  
SCALE: 1:500