

public agenda

Regular Board Meeting

November 3, 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	J. Everett	GC-3	
	4 Results Focus			
60 mins	4.1 Results 2: Academic Success – Science Information Report	D. Stevenson	R-2; OE-8, 12	Page 4-1
	5 Operational Expectations			
20 mins	5.1 OE-4: Treatment of Employees – Annual Monitoring	D. Stevenson	OE-4	Page 5-1
	6 Public Comment [PDF]		GC-3.2	
Max 20 mins	Requirements as outlined in Board Meeting Procedures			
	7 Matters Reserved for Board Action	Board	GC-3	
	8 Consent Agenda	Board	GC-2.6	
	8.1 Approval of Minutes			
	<ul style="list-style-type: none"> ▪ Regular Meeting held October 6, 2015 ▪ Regular Meeting held October 13, 2015 			Page 8-12 Page 8-19



Time	Topic	Who	Policy Ref	Attachment
	<ul style="list-style-type: none"> ▪ Regular Meeting held October 27, 2015 (<i>THAT the Board approves the minutes of the Regular Meetings held October 6, 13, and 27, 2015, as submitted.</i>) 			Late Distrib'n
	8.2 Revised Meeting Time – Regular Board Meeting Scheduled for November 10, 2015 (<i>THAT the Board approves that the regular meeting of November 10, 2015 be scheduled from 1:00 p.m. to 4:00 p.m., as recommended in the report.</i>)			Page 8-1
	8.3 Trustee Appointment to the Alberta School Boards Association Board of Directors (<i>THAT the Board approves the appointment of Trustee Ferguson as the CBE alternate representative to the ASBA Board of Directors, effective immediately.</i>)			Page 8-2
	8.4 Items Provided for Board Information		OE-8	
	8.4.1 Correspondence			Page 8-3
3:00 p.m.	9 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.

report to Board of Trustees

Science Information Report

Date	November 3, 2015
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Information
Originator	Jeannie Everett, Superintendent, Learning
Governance Policy Reference	Results 2: Academic Success OE-8: Communication With and Support for the Board OE-10: Instructional Programming
Resource Person(s)	Ronna Mosher, Director, Learning Dianne Roulson, Director, Learning Gerry Fijal, Director, Learning

1 | Recommendation

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



2 | Issue

This report provides the Board of Trustees with information related to student achievement in Science during the 2014-15 school year. It is a detailed look at Science learning information from the perspective of Results 2: Academic Success with connections to OE-10: Instructional Program.

3 | Background

The Board of Trustees' Annual Monitoring of Results 2: Academic Success is being supported by the provision of additional information reports over the course of the 2015-16 school year. This Science information report follows the Provincial Achievement Test and Diploma Examination Report presented to the Board of Trustees on October 13, 2015 which also contained information in support of Trustees' understanding and oversight of student achievement in 2014-15. This Science report is the first of a series of subject-specific information reports.

4 | Analysis

This report provides Science-specific information within Board-approved indicators for Results 2: Academic Success.

- The percentage of students meeting the acceptable standard and standard of excellence on Provincial Achievement Tests and Diploma Exams
- The percentage of students meeting learning expectations within each discipline, as measured by student report cards

An accompanying presentation will provide additional interpretation of the data and examples of the instructional practices that have led to the strong results for Calgary Board of Education students in Science and that will be leveraged for continued improvement in the 2015-16 school year, in keeping with the Board's values identified in OE-10 Instructional Program.

Provincial Achievement Tests and Diploma Exams

There are three Science Provincial Achievement Tests – one for students in grade 6, one for students registered in grade 9 Science, and one for students registered in grade 9 Science Knowledge and Employability (KAE).

There are four provincial Science Diploma Examinations – one for students registered in each of Science 30, Biology 30, Chemistry 30 and Physics 30.

Student results on provincial tests may be understood in terms of their level of achievement within a specific year. The value of an individual year's result is contextualized in comparison to the results achieved by students in the province as a whole. The results may also be understood as part of a trend of improvement, decline, or maintained results. Year-to-year fluctuations are to be expected. Three to five-year trend information is seen as more reliable, although trend information for jurisdictions in Southern Alberta was interrupted in 2013 (due to flooding and cancelled tests) and caution must be used in interpreting results from or including

2013. The province evaluates the "improvement" aspect of a school jurisdiction's performance in any given year by comparing it to the jurisdiction's three-year average of results.

In the Calgary Board of Education, we seek to be equal to or above provincial results in any given year on Alberta Education's evaluation of Provincial Achievement Tests and Diploma Exams and to be maintaining or improving our results across time.

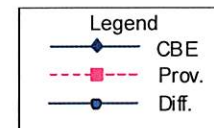
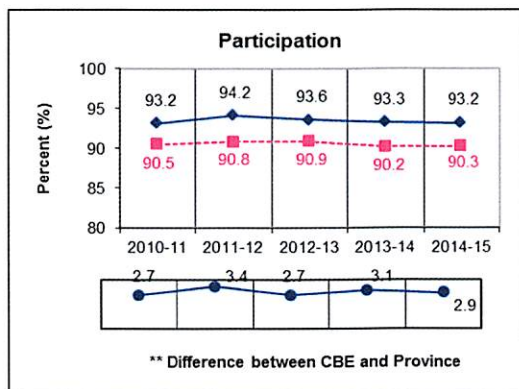
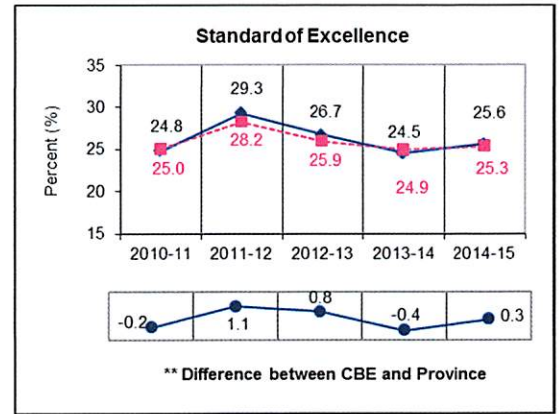
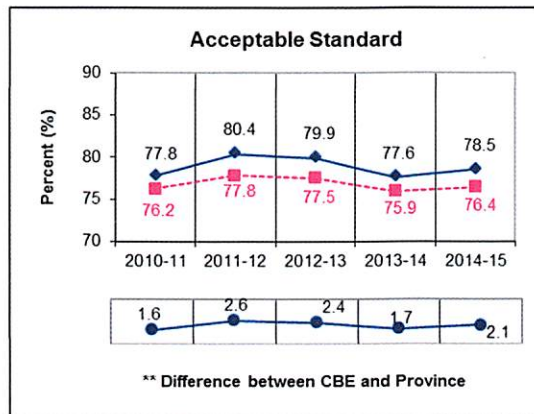
Alberta Education's evaluation of a school jurisdiction's results is done in relation to all students enrolled in a course for Provincial Achievement Tests. It is done in relation to students who actually wrote the exam for Diploma Examinations. Participation rates are an important aspect of PAT results as they demonstrate that an organization has had as many students as possible participate in provincial assessments and that students who are considered unlikely to be successful are not being discouraged from participating. Such discouragements could result in an inflated success rate for the group of students writing and part of why Alberta Education has determined that the results for all students enrolled represent the fairest form of PAT reporting and comparison. The CBE's high PAT participation rates represent active encouragement of success for all students.

CBE practices for reporting and analyzing results in its jurisdictional Annual Results Report, school Annual Reports, and within the monitoring of Results 2: Academic Success are consistent with the practices and requirements of Alberta Education.

The presentation that accompanies this report demonstrates how further investigation into the success of CBE students writing Provincial Achievement Tests is used to identify more specific information about student performance and operational opportunities for improving student learning experiences and results.

Grade 6 Science Results

*All Students Enrolled (Cohort)

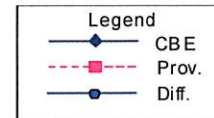
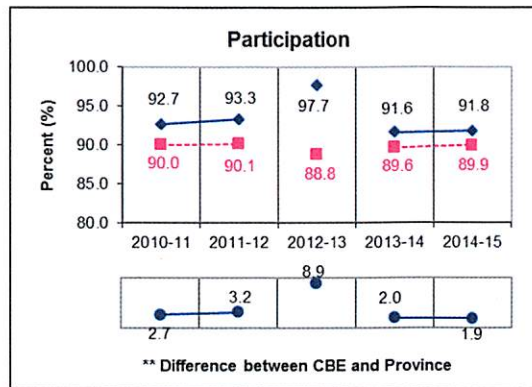
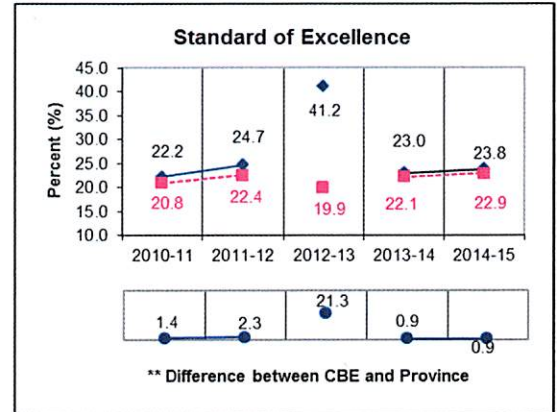
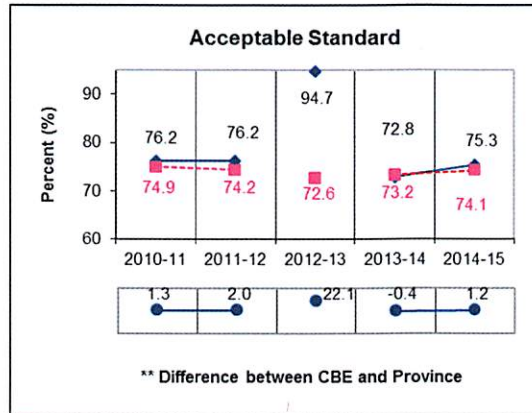


* The All Students Enrolled (Cohort) category includes both writers and non-writers. Alberta Education requires jurisdictions to report cohort results.

** A positive difference on the Difference between CBE and Province graph indicates the CBE result is higher than that of the province, whereas a negative difference indicates a lower CBE performance.

Grade 9 Science Results

*All Students Enrolled (Cohort)



* The All Students Enrolled (Cohort) category includes both writers and non-writers. Alberta Education requires jurisdictions to report cohort results.

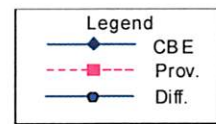
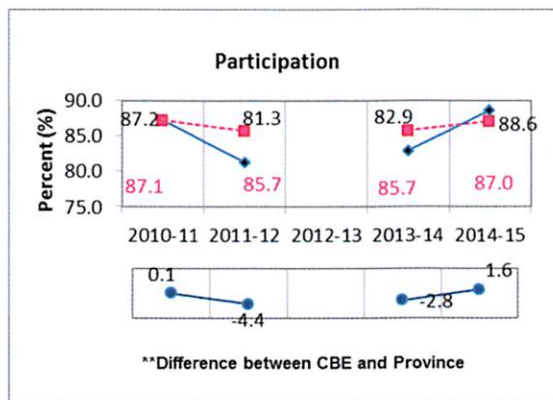
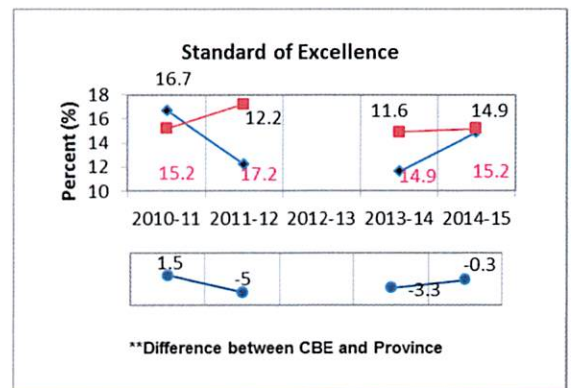
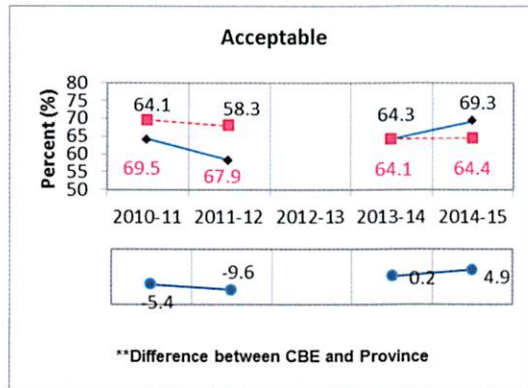
** A positive difference on the **Difference between CBE and Province** graph indicates the CBE result is higher than that of the province, whereas a negative difference indicates a lower CBE performance.

Across five-year trends, student success on Gr. 6 and 9 Science Provincial Achievement Tests has experienced some year-to-year fluctuations but is relatively stable. Opportunities for further improvement within these results include strengthening students' scientific skills.

The success rate for CBE writers on the grade 6 Science PAT was 84.1% at the acceptable standard and 27.5% at the standard of excellence. On the grade 9 Science PAT, 82% of CBE writers achieved the acceptable standard and 25.9% achieved the standard of excellence.

Grade 9 Knowledge and Employability Science Results

*All Students Enrolled (Cohort)



* The All Students Enrolled (Cohort) category includes both writers and non-writers. Alberta Education requires jurisdictions to report cohort results.

** A positive difference on the Difference between CBE and Province graph indicates the CBE result is higher than that of the province, whereas a negative difference indicates a lower CBE performance.

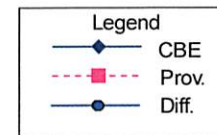
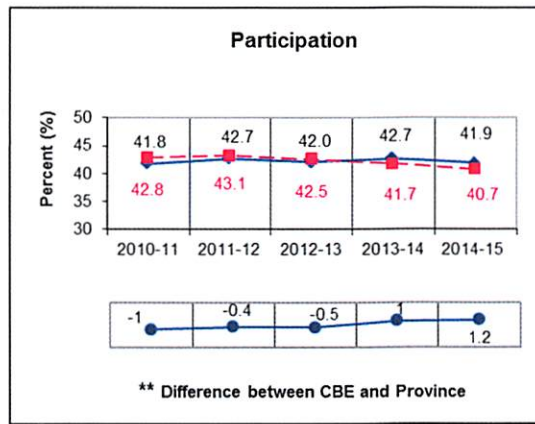
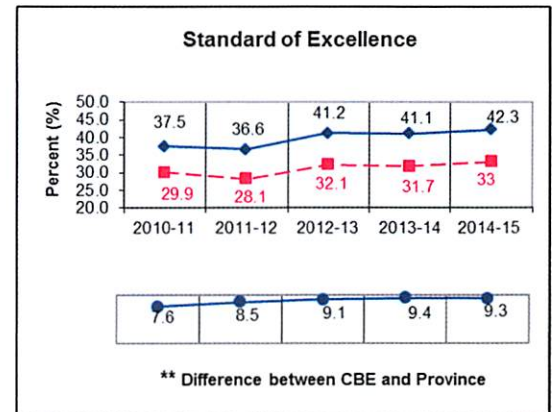
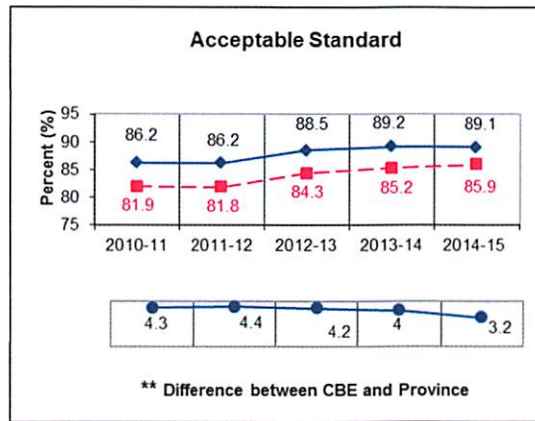
The CBE has made notable improvement in student results on the Grade 9 Science KAE Provincial Achievement Test over the past five years.

The first target for improving student results addressed participation rates. Continuous improvement in student participation is again evident this year as the CBE participation rate is now above that of the province as a whole.

The second target addressed the success of students writing the PAT. In 2014 the target of 75% of student writers achieving the acceptable standard was met when 77.6% of writers achieved that standard. In 2015, 78.2% of writers achieved the acceptable standard, and the overall achievement of CBE students at the acceptable standard surpassed that of students in the province as a whole. In 2014, 14.0% of CBE writers achieved the standard of excellence. This rose to 16.8% in 2015, with the overall level of achievement at the standard of excellence for students in the CBE coming within three-tenths of a percentage point of the results achieved throughout the province.

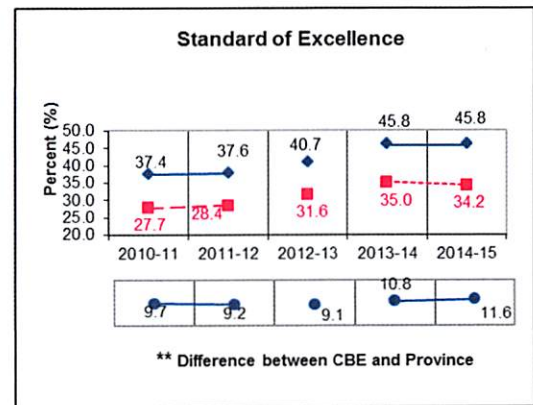
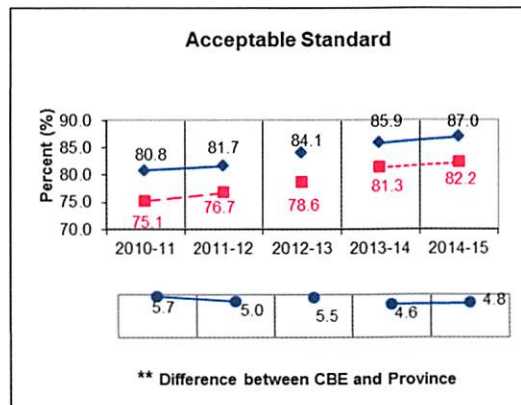
The 2015 target of student results for this test “to be at or above provincial achievement rates and to be improving” will be identified in the Results 2 monitoring report later this year as having been “met”.

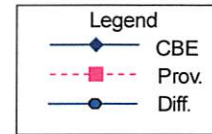
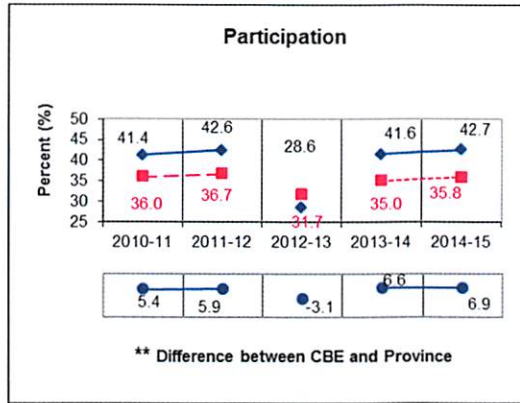
Biology 30



A positive difference on the Difference between CBE and Province graph indicates the CBE result is higher than that of the province, whereas a negative difference indicates a lower CBE performance.

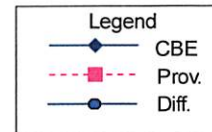
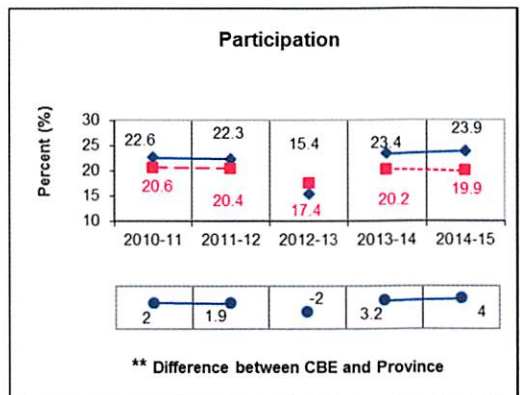
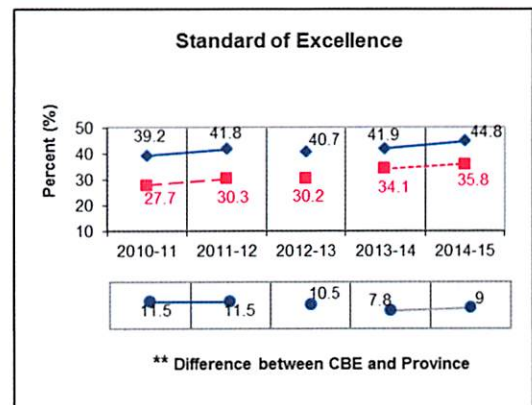
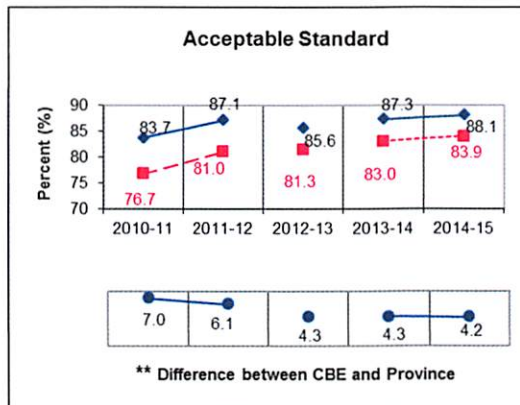
Chemistry 30





A positive difference on the **Difference between CBE and Province** graph indicates the CBE result is higher than that of the province, whereas a negative difference indicates a lower CBE performance.

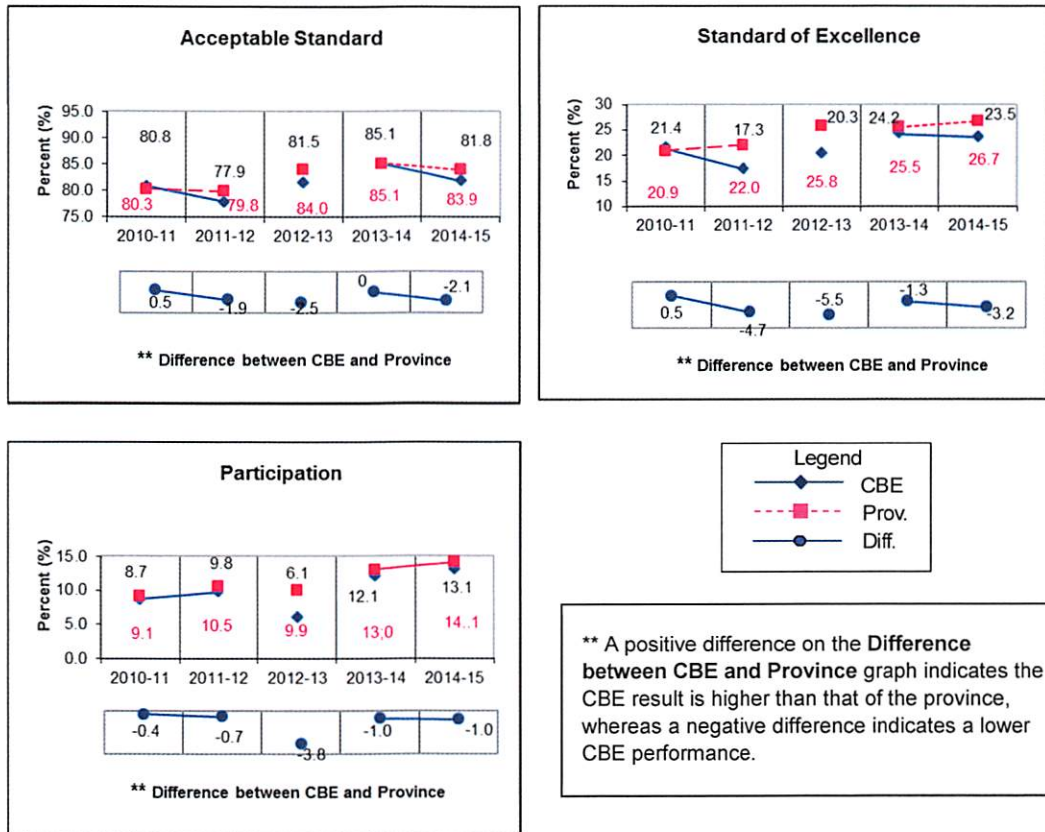
Physics 30



** A positive difference on the **Difference between CBE and Province** graph indicates the CBE result is higher than that of the province, whereas a negative difference indicates a lower CBE performance.

CBE students consistently demonstrate excellent results on the Biology 30, Chemistry 30 and Physics 30 Diploma Examinations. Results from 2015 continue this trend.

Science 30



Science 30 was identified as an area of concern in the CBE in 2012.

A year ago, the target for 2014 – that CBE student achievement was to be within 2% of the provincial achievement rates at both the acceptable standard and the standard of excellence – was met. Progress was identified toward the 2015 target – that CBE student achievement be at or above provincial achievement rates and improving.

While 2015 results are above those from 2012 when Science 30 arose as an area of concern, there is some decline in the results since 2014. Renewed attention to improving results for students in this course will be required so that progress can be sustained over time.

The number of CBE students writing the Science 30 Diploma Exam has risen notably over the past 3 years. In 2013, 600 students wrote this exam; in 2014, 1191 students; and in 2015, 1354 students wrote Science 30. This is a positive indicator of the value students are seeing in Science 30 providing them access to post-secondary learning options and heightens the need to ensure high levels of success in this course.

Previous improvement strategies that can be renewed include:

- school-by-school focus on improving results through school development plans and professional learning communities
- system-wide and school-by-school focus on developing rigorous learning tasks that integrate the three disciplines within Science 30: biology, chemistry and physics

During the 2015-16 school year, professional learning in support of improved Science 30 results will be supported through existing high school learning leader networks and through a new Science 30 teacher network.

Report Card Data

Teachers' evaluations of student learning as documented on student report cards include a more complete range of learning outcomes than can be assessed through standardized tests. They are evaluations of student learning across time, in multiple learning tasks as well as assessment activities such as tests, performance tasks and problem-solving situations.

From kindergarten to grade 9 student learning in the CBE is reported on a four-point scale on a number of outcomes that reflect the learning expectations within the program of study for each subject area. Level 1 indicates that the student is not meeting the expectations on the program of study. Levels 2-4 indicate increasing degrees of success with the expectations of the program of study. Additional descriptors can be used for students whose English Language proficiency or specialized learning needs create specific learning goals outside the regular program of study.

In high schools student learning is reported as a single percentage grade.

The report card stems for Science in kindergarten are:

- Makes personal sense of objects, events and relationships¹
- Investigates and describes living things, objects and events
- Explores and experiments with scientific concepts

The report card stems for Science in grades 1-9, including KAE 8 and 9 are:

- Understands and makes connections between concepts
- Analyzes and solves problems through scientific reasoning
- Develops skills for inquiry and communication
- Explores scientific events and issues in society and the environment

Percentage of students successful ² with Science learning outcomes Report card indicators				
Subject Area	2011-12	2012-13	2013-14	2014-15
Science K-12	92.8	93.3	93.1	94.3

¹ For 2015-16 this report card stem has changed to "develops skills for inquiry and communication"

² Students are considered successful with the learning outcomes of the programs of study if they receive: a 2, 3 or 4 on the current CBE K-9 report card or 50% or above for percentage-based marks in high school. Historical data reflects students receiving a 3, 4, or 5 on a report card using a 1-5 scale; a 2, 3, or 4 on a report card using a 1-4 scale; an A, B, or C on a report card using an ABCD scale; or 50% or above for percentage-based marks.

Percentage of students successful with Science learning outcomes Report card indicators	
Grade	2014-15
K-9 overall	95.0
K	99.1
1	96.5
2	96.8
3	95.3
4	96.9
5	95.8
6	94.9
7	91.1
8	91.9
9	84.9

Percentage of students successful with Science learning outcomes Report card indicators	
High school courses	2014-15
10-12 overall	93.0
Sci 10	91.0
Sci 14	87.9
Sci 10-4	79.3
Sci 20	91.4
Sci 24	88.9
Sci 20-4	79.9
Bio 20	96.3
Chem 20	93.6
Phys 20	93.3
Sci 30	92.3
Bio 30	93.9
Chem 30	96.0
Phys 30	96.0

Percentage of students successful with Science learning outcomes Report card indicators	
K report card stems	2014-15
Makes personal sense of objects, events and relationships	99.3
Investigates and describes living things, objects and events	99.4
Explores and experiments with scientific concepts	99.6


Percentage of students successful with Science learning outcomes Report card indicators	
1-9 report card stems	2014-15
Understands and makes connections between concepts	97.6
Analyzes and solves problems through scientific reasoning	96.2
Develops skills for inquiry and communication	96.4
Explores scientific events and issues in society and the environment	97.2

5 | Conclusion

CBE students achieve very well in Science. The levels of success evaluated by their teachers are high across a range of courses, grades and learning outcomes. The levels of achievement attained by CBE students on provincial tests generally surpass that of their provincial counterpoints.

Previous areas of concern are showing improvement. Grade 9 Science KAE is showing sustained improvement over time. Science 30 results are above the levels previously identified as a concern but need further strengthening. CBE strengths in Biology 30, Chemistry 30 and Physics 30 continue to be notable.

Overall Academic Success for CBE students is well-supported through Science instructional programs.



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

OE-4: Treatment of Employees

Monitoring report for the period September 1, 2014 to August 31, 2015
Report date: November 3, 2015.

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 4: Treatment of Employees, the Chief Superintendent certifies that the proceeding information is accurate and complete.

- checkbox In Compliance
checkbox [checked] In Compliance with exceptions as noted in the evidence
checkbox Not in Compliance

Signed: [Signature]
David Stevenson, Chief Superintendent

Date: [Signature] Oct. 16/15

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 4: Treatment of Employees, the Board of Trustees:

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

Summary statement/motion of the Board of Trustees:

Signed: _____
Chair, Board of Trustees

Date: _____

OE-4: Treatment of Employees

Executive Summary

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.

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 its employees.

The Chief Superintendent's reasonable interpretation for OE 4: Treatment of Employees was approved on March 6, 2012. The Board of Trustees last monitored OE-4: Treatment of Employees on October 28, 2014.

4.1 Conduct extensive background inquiries and checks prior to hiring any paid personnel.

Indicator 1: Non-compliant

4.2 Select the most qualified and best-suited candidates for all positions.

Indicator 1: Compliant

4.3 *Ensure that all employees are qualified to perform the responsibilities assigned to them.*

Indicator 1: Compliant

4.4 Administer clear personnel rules and procedures for employees, including processes for suspension, transfer and termination actions.

Indicator 1: Compliant

Indicator 2: Compliant

Indicator 3: Compliant



4.5 Effectively handle complaints and concerns.

Indicator 1: Compliant

Indicator 2: Compliant

4.6 Maintain adequate job descriptions for all employee positions.

Indicator 1: Compliant

Indicator 2: Compliant

Indicator 3: Compliant

4.7 Protect confidential information

Indicator 1: Non-compliant

4.8 Develop total compensation plans to attract and retain the highest quality “exempt” employees within available resources.

Indicator 1: Compliant

4.9 Honour the terms of negotiated agreements

Indicator 1: Compliant

4.10 Receive Board of Trustees' approval for the bargaining mandate and ratification of all collective agreements for unionized employees.

Indicator 1: Non-compliant

Indicator 2: Compliant

4.11 Receive Board of Trustees' approval for total compensation packages for all exempt employees.

Indicator 1: Compliant

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.

Indicator 1: Not applicable

Indicator 2: Compliant

Indicator 3: Compliant

4.13 Reasonably include people in decisions that affect them.

Indicator 1: Not applicable



OE-4: Treatment of Employees

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.

Board-approved Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that the Calgary Board of Education will attract and retain the right people with the right skills at the right time in the right numbers. To attract and retain employees, the Calgary Board of Education must continuously foster working environments that support employees.

In addition to support, it is important that each and every employee understand how their work contributes to organizational performance, student learning and the Board of Trustees' Results.

For the purposes of this report, the term employees is interpreted to encompass "staff", "personnel" and "people" as found in OE-4.

The Chief Superintendent will

4.1	Conduct extensive background inquiries and checks prior to hiring any paid personnel.	Not compliant
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Board-approved Interpretation |

The Chief Superintendent interprets *background inquiries* to be reference checks, a criminal record check including a vulnerable sector search, verification of past employment and verification of academic credentials. These checks are completed prior to an offer of employment.

Board-approved Indicator and *Evidence of Compliance* |

100% of new employees will have a thorough background check including but not limited to those conditions set out in the interpretation, prior to commencing employment.

The organization is non-compliant with this indicator.

- a) 99.3% of new hire or rehired employees began work after confirmation from Human Resources that the person successfully passed a vulnerable sector police information check.
- b) 100% of new employees provided academic credentials prior to commencing employment.
- c) 100% of new employees have had references checked prior to commencing employment.

Evidence demonstrates the indicator in sub-section 4.1 is not in compliance.

4.2	Select the most qualified and best-suited candidates for all positions.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets employment *qualifications* to be education and experience. During the selection process additional attributes are considered such as:

- quality of judgment;
- professional currency;
- effective cross-functional teamwork;
- communication and influencing skills;
- technical competence;
- customer service orientation;
- analytical competence;
- project management skills; and
- personal suitability.

The Chief Superintendent interprets *best-suited* to be those individuals with the required education, experience, attributes and fit with the organization.

Board-approved Indicator and Evidence of Compliance |

98% of selected employees are best-suited for their position.

The organization is compliant with this indicator.

100% of selected employees are best-suited for their positions. Suitability is determined through a rigorous selection process which includes;

- Ensuring candidate's qualifications match those identified in the position description;
- Analyzing the results of interviews;
- Checking references;
- Analyzing the results of teacher perceiver interviews;
- Reviewing practicum reports and teaching & leadership evaluations.
-

Evidence demonstrates the indicator in subsection 4.2 is in compliance.

4.3 Ensure that all employees are qualified to perform the responsibilities assigned to them.	Compliant
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Board-approved Interpretation |

Employees must demonstrate an ability to perform the work required. A key measurement of success is how well a new employee performs in a new position. When an employee successfully completes their probationary assessment, they are deemed to possess the knowledge, skills and abilities required of their position. The employee has also demonstrated a cultural fit to the organization.

The Chief Superintendent interprets the *qualifications* of an employee to include an aspect of growth. Market shortages often dictate that an employer select an employee who may not have the full qualifications but certainly the potential to grow into the position.

Board-approved Indicator and Evidence of Compliance |

95% of all employees will successfully complete their probationary assessment.

The organization is compliant with this indicator.

99.7% of CBE employees successfully completed their probationary assessment as evidenced by successful performance evaluations and continued employment beyond the probationary period.

Evidence demonstrates the indicator in subsection 4.3 is in compliance.

4.4 Administer clear personnel rules and procedures for employees, including processes for suspension, transfer and termination actions.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets *rules and procedures* to be subject to the provisions of the collective agreements, terms and conditions of employment, and current statute (*School Act*). The Calgary Board of Education will develop and maintain Human Resource policies and procedures that set out the organizational expectations of the employee and govern processes that impact the employee lifecycle; that is, from hire to termination.

Board-approved Indicators and Evidence of Compliance |

1. Human Resource policies are current, foreknown, consistently applied and comply with statute and the provisions of the collective agreements.

The organization is compliant with this indicator.

All suspensions, transfers and terminations complied with collective agreements and statutes.

2. Human Resource policies are reviewed on a bi-annual basis to ensure currency and compliance with the collective agreements and statute.

The organization is compliant with this indicator.

Administrative Regulations (ARs) under the accountability of Human Resources continue to be reviewed on a regular basis. Two ARs were deleted and four ARs were revised during the 2014-2015 year.

3. 100% of employees will be made aware of Calgary Board of Education policies or regulations governing:
 - respect in the workplace;
 - conflict of interest; and
 - responsible use of electronic information resources.

The organization is compliant with this indicator.

- a) *Every employee is made aware of the policy regarding responsible use of electronic information each time they log in to the CBE network.*
- b) *All new employees are provided CBE documentation regarding regulations governing respect in the workplace, employee code of conduct and responsible use of electronic information resources, through the onboarding process. Employees are responsible for signing off to indicate awareness.*
- c) *Regulations governing respect in the workplace and conflict of interest are available to all employees. These regulations are posted online on the staff insite for employees to access.*

Evidence demonstrates two of the three indicators in subsection 4.4 are in compliance; the exception is indicator 4.4.1.

4.5	Effectively handle complaints and concerns.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets *complaints and concerns* to be those matters voiced by employees within the context of their employment with the Calgary Board of Education.

The Chief Superintendent interprets *effective* as working relationships characterized by open and respectful dialogue with Calgary Board of Education employees and the resolution of issues in a timely fashion. This is not a random happening. Mechanisms must be developed and maintained, with intention, to foster a working environment where employees are free to voice their issues and expect resolution. Examples of these mechanisms are grievance procedures, the

whistleblower administrative regulation and the respect in the workplace administrative regulation.

Board-approved Indicators and Evidence of Compliance |

1. At least three internal mechanisms that support respectful resolution of employees' issues are developed, communicated and maintained.

The organization is compliant with this indicator.

There are eight internal mechanisms that support respectful resolution of employee issues.

2. 98% of employee inquiries to the Employee Information Centre are resolved within four business days.

The organization is compliant with this indicator.

99.3% of employee inquiries to the Employee Contact Centre (formerly known as the Employee Information Centre) were resolved within four business days.

Evidence demonstrates the indicators in subsection 4.5 are in compliance.

4.6 Maintain adequate job descriptions for all employee positions.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets a *job description* as an overview of a position that includes and is not limited to a job summary, illustrative examples of the work, and the qualifications, experience, skills and knowledge required of the candidate to perform the work. Further, the Chief Superintendent expects that employees fully understand the roles and responsibilities of the position they hold.

Board-approved Indicators and Evidence of Compliance |

1. A position description will be prepared and its currency maintained for all Calgary Board of Education positions.

The organization is compliant this indicator.

Every new position requires a job description prior to commencing the hiring process. Nineteen job descriptions were created in 2014-2015.

2. Every employee will be provided with their position description prior to commencing employment.

The organization is compliant with this indicator.

Every employee is provided with the position description as part of the application process.

3. Every Calgary Board of Education position description will be reviewed once in a three-year period.

The organization is compliant with this indicator.

A review process is in place to ensure all job descriptions will be reviewed on a three-year cycle. The three-year cycle commenced in July 2012.

Date	Number of Active Position Descriptions
July 2012	787
November 2013	703
July 2014	587
August 2015	512

At the end of 2014-2105, all job descriptions have been reviewed in the three year cycle commencing July 2012. This marks the end of the first 3 year cycle.

Evidence demonstrates the indicators in subsection 4.6 are in compliance.

4.7	Protect confidential information	Not compliant
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Board-approved Interpretation |

The Chief Superintendent interprets *confidential information* to be personal information about employees. Further, this confidential information exists in the form of a record. The definition of personal information is taken from the FOIP Act, Section 1(n), which states “personal information means recorded information about an identifiable individual.”

Personal information of Calgary Board of Education employees includes items such as:

- confirmation of employment with the Calgary Board of Education without employees’ stated permission;
- business address or home or business telephone number;
- race, national or ethnic origin, colour;
- age, sex, marital status or family status;
- health and health care history; and
- educational, financial, employment or criminal history, including criminal records where a pardon has been given.

A record is defined as personal information that is written, photographed, scanned or stored in any manner.

The Chief Superintendent interprets *protect* to mean the development and maintenance of appropriate security mechanisms that address three areas: physical, technical and administrative. Examples of these mechanisms include secure storage of records (physical), restricted access to records (technical) and protocols governing the release of personal information (administrative).

Board-approved Indicators and *Evidence of Compliance* |

No breaches in the reporting period.

The organization is non-compliant with this indicator.

There were 2 breaches of confidential information with respect to employee information:

- *September 2014: an employee's pay advice was opened by the wrong employee*
- *October 2014: Salary Overpayment information was emailed to the wrong employee.*

In the October 2014 instance, the breach to personal employee information occurred as a result of actions taken by the third-party provider. In the September 2014 incident, the breach was human error at a school, resulting in the wrong pay advice being handed to the wrong employee who didn't notice until he opened it.

Evidence demonstrates the indicator in subsection 4.7 is not in compliance.

4.8 Develop total compensation plans to attract and retain the highest quality "exempt" employees within available resources.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets *total compensation* to include salaries, benefits, and other perquisites. In order to attract and retain quality exempt employees, total compensation must be competitive subject to the Calgary Board of Education's ability to pay.

Board-approved Indicator and *Evidence of Compliance* |

Salaries and benefits are periodically reviewed against identified comparators.

The organization is compliant with this indicator.

In the 2014-2015 year, salaries for CBE exempt employees were compared against market data from Alberta organizations, including the Government of Alberta as reported from the Hay Group PayNet. Benefits were benchmarked against 10 Alberta public organizations.

Evidence demonstrates the indicator in subsection 4.8 is in compliance.

4.9 Honour the terms of negotiated agreements	Compliant
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Board-approved Interpretation |

In order to foster and maintain positive employee and labour relations, the Calgary Board of Education must adhere to the provisions of the collective agreements and the terms and conditions governing exempt employees.

Board-approved Indicator and *Evidence of Compliance* |

85% of grievances will be resolved prior to third party intervention.

The organization is compliant with this indicator.

100% of grievances were resolved prior to third party intervention.

Evidence demonstrates the indicator in subsection 4.9 is in compliance.

4.10 Receive Board of Trustees' approval for the bargaining mandate and ratification of all collective agreements for unionized employees.	Compliant
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Interpretation |

The Chief Superintendent interprets *Board of Trustees' approval* to be a carried motion recorded in the minutes of a meeting of the Board of Trustees.

The Chief Superintendent interprets *bargaining mandate* to be the granting of authority to commence collective bargaining in accordance with the *Labour Relations Code*.

The Chief Superintendent interprets *ratification* to be approval to conclude a collective agreement in accordance with the *Labour Relations Code*.

Board-approved Indicators and *Evidence of Compliance* |

1. The commencement of every round of collective bargaining occurs after the Board of Trustees approves a bargaining mandate.

The organization is non-compliant with this indicator.

Three rounds of bargaining commenced during the 2014-2015 school year. Two out of three bargaining rounds commenced after the mandate was approved by Board of Trustees.

<i>Bargaining Unit</i>	<i>Mandate approved</i>	<i>Bargaining commenced</i>
<i>CUPE</i>	<i>November 4, 2014</i>	<i>October 23, 2014</i>
<i>Staff Association</i>	<i>June 24, 2014</i>	<i>October 9, 2014</i>
<i>Construction and Maintenance Skilled Trade Unions</i>	<i>January 27, 2015</i>	<i>February 26, 2015</i>

2. The conclusion of every round of collective bargaining with the ratification of the new collective agreement by the Board of Trustees.

The organization is compliant with this indicator.

The Collective Agreement between the Calgary Board of Education and the Calgary Board of Education Staff Association was ratified by the Board of Trustees on March 17, 2015.

The Collective Agreement between the Calgary Board of Education and the Canadian Union of Public employees, Local 40 was ratified by the Board of Trustees on March 17, 2015.

The Collective Agreement between the Calgary Board of Education and the Bargaining Council of the Calgary Board of Education Construction and Maintenance Skilled Trade Unions was ratified by the Board of Trustees on March 17, 2015.

Evidence demonstrates the indicators in subsection 4.10 are in compliance.

4.11 Receive Board of Trustees' approval for total compensation packages for all exempt employees.	Compliant
--	-----------

Interpretation |

The Chief Superintendent interprets *Board of Trustees' approval* to be a carried motion recorded in the minutes of a meeting of the Board of Trustees.

The Chief Superintendent interprets *total compensation* to include salaries, benefits, and other perquisites.

Board-approved Indicator and Evidence of Compliance |

Changes to total compensation packages occur after the Board of Trustees' approval.

The organization is compliant with this indicator.

The Board of Trustees approved exempt compensation in December 2014.

Evidence demonstrated the indicators in subsection 4.11 are in compliance.

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.	Compliant
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Board-approved Interpretation |

There is a significant correlation between an organization's culture and the level of employee engagement. Employees who are engaged in their work have a purpose, understand organizational expectations and objectives, know they are making a contribution and find value in their achievements. The Chief Superintendent interprets an *environment of professional support and courtesy* to be a culture of respect, trust and participation. The Calgary Board of Education Working Relationship Commitment defines this culture and provides a developmental framework. Employee voice is a critical component and influences the organization's direction and processes wherever possible.

Further, the Chief Superintendent interprets *employee ability and performance* to be linked to capacity building. It is important that employees are current in their work and have opportunities to develop their understanding and skills. Most important is the direct relationship between building employee capacity and student achievement. Professional development provides an opportunity to meet the learning needs of employees, who in turn meet the needs of student learning.

Board-approved Indicators and Evidence of Compliance |

1. On a bi-annual basis the Calgary Board of Education shall conduct an employee engagement survey utilizing a representative sample of the workforce.
 - Employee response rate to the survey will exceed 35% of those surveyed.
 - Survey results regarding the degree of employee engagement will be equal to or better than the industry benchmark, as determined by the selected survey tool.

This indicator is not applicable at this time.

In November 2013, Administration identified the need to review and revise this reasonable interpretation and this indicator. In June 2014, the Board postponed consideration of revised reasonable interpretation of OE-4 pending further review of policy statements. The Board approved revisions to policy statements on June 9, 2015. Work is continuing on the revision of this indicator.

2. The Calgary Board of Education's attrition rate for all Calgary Board of Education employees excluding temporaries, substitutes and retirees will be equal to or less than the industry benchmark of 5%.

The organization is compliant with this indicator.

The Calgary Board of Education's attrition rate is 3% as indicated by voluntary separation. The current industry benchmark is 7%.

3. The Calgary Board of Education will achieve within a range of +/- one percentage point from previous three-year average results on the Accountability Pillar Survey pertaining to teacher responses about professional development.

The organization is compliant with this indicator.

In the February 2015 Accountability Pillar Survey, 76.1% of CBE teachers responded "Agree" or "Strongly Agree" to the following question:

"Thinking back over the past three years, to what extent do you agree or disagree that professional development opportunities made available through the jurisdiction have..."

- a) Effectively addressed your professional development needs
- b) Significantly contributed to your on-going professional development
- c) Been focused on the priorities of the jurisdiction"

This result was 1.6 percentage points higher than the previous three-year average (2012 to 2014) of 74.5%.

Evidence demonstrates 4.12.3 is in compliance and that 4.12.2 is not in compliance. At this time, there is no evidence to indicate the level of compliance for 4.12.1.

4.13 Reasonably include people in decisions that affect them.	Not applicable
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Board-approved Interpretation |

The Chief Superintendent interprets *reasonable inclusion* of employees in decision-making to begin with a framework that provides clarity for employees about their participation in the process. This framework is built on the platform of inform, consult, involve, collaborate and empower. The framework is designed to reflect the interests and concerns of employees who are impacted by pending decisions.

Board-approved Indicator and Evidence of Compliance |

On a bi-annual basis the Calgary Board of Education shall conduct an employee engagement survey utilizing a representative sample of the workforce.

- Survey results pertaining to reasonable inclusion of employees in decisions that affect them will be equal to or better than the industry benchmark, as determined by the selected survey tool.

The indicator is not applicable at this time.

In November 2013, Administration identified the need to review and revise this reasonable interpretation and this indicator. In June 2014, the Board postponed consideration of revised reasonable interpretation of OE-4 pending further review of policy statements. The Board approved revisions to policy statements on June 9, 2015. Work is continuing on the revision of this indicator.

There is no evidence to indicate level of compliance.

ATTACHMENT: OE-4 Capacity Building and/or 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-4: Treatment of Employees**Capacity Building Information**4.1a) Background checks prior to hiring

Talent Management conducted a process review and the following changes were made to our Police Information Check (PIC) process;

- A monthly audit was put in place to closely monitor all new hire data against PIC data and detailed audit results are shared with the Superintendent of HR
- Adjustments were made to the software program (PeopleSoft (PS)) to ensure the hiring process allows the PIC clearance information to be recorded in PS
- Verification checkpoints within PS to check the currency of the PIC date
- Revised the method of hiring for specific service units to ensure hire date is entered after PIC has been received
- Critical information regarding PIC and hiring practices was shared with Principals and hiring managers to support their work.

Ongoing communication will continue with principals and managers regarding the importance and necessity of ensuring a PIC is in place prior to commencing employment duties. The Administrative Regulation pertaining to PIC was revised to provide clarity and consistency.

4.7 Protect confidential information

CBE takes responsibility for breaches of confidential information. Human error is the cause of all breaches. Actions were taken by the provider or HR department personnel to resolve the issues at hand and to mitigate against repeat occurrences.

4.10.1 Receive Board of trustees' approval for the bargaining mandate...

CBE has put strategies in place to reduce the possibility of re-occurrence of bargaining commencing without an approved mandate. Human error contributed to this incident.



report to Board of Trustees

Revised Meeting Time Regular Board Meeting Scheduled for November 10, 2015

Date	November 3, 2015
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Janice R. Barkway Office of the Corporate Secretary
Purpose	Decision
Governance Policy Reference	Governance Culture GC-2: Governing Commitments

1 | Recommendation

THAT the Board of Trustees approves that the regular Board of Trustees' meeting of November 10, 2015, be scheduled from 1:00 p.m. to 4:00 p.m., to be held in the Multipurpose Room, Education Centre, 1221-8th Street SW, Calgary, AB.

2 | Issue

Section 66(2) of the School Act requires a resolution of the Board to establish the regular meetings of the Board. The resolution must state the date, time and place of the regular meeting.

Having the meeting start one hour later will allow trustees to attend the Remembrance Day services to be held at the schools on November 10th prior to the board meeting.

Once the Board makes the decision, the revised start time will be communicated on the CBE web-site and more broadly, as required.



report to Board of Trustees

Trustee Appointments to Alberta School Boards Association Board of Directors

Date	November 3, 2015
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Janice R. Barkway Corporate Secretary
Purpose	Decision
Governance Policy Reference	Governance Culture GC-3 Board Job Description

1 | Recommendation

THAT the Board of Trustees approves the appointment of Trustee Ferguson as the Calgary Board of Education (CBE) alternate representative to the Alberta School Boards Association (ASBA) Board of Directors, effective immediately.

2 | Background

The CBE appoints a member to the board of directors as well as an alternate. Trustee Stewart was the Board's alternate appointed at our organizational meeting on June 22, 2015; however, she accepted the Chair of ASBA Zone 5 at their Organizational meeting and therefore is no longer eligible to be the CBE alternate director. ASBA Bylaw 5.1.4 stipulates that a trustee who holds the position of Zone Chair is not eligible to concurrently hold the position of Alternate Director.

In order to comply with the ASBA Bylaw No. 4 the Board of Trustees must appoint the CBE representative for the ASBA Board of Directors now, rather than wait for the Organizational Meeting of the Board.



report to Board of Trustees

Correspondence

Date	November 3, 2015
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Janice R. Barkway Office of the Corporate Secretary
Purpose	Information
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board

1 | Recommendation

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

- Email dated October 2, 2015 from the Board of Trustees to all CBE employees regarding various education issues.
- Letter dated October 2, 2015 from Board Chair Joy Bowen-Eyre on behalf of the Board of Trustees to CBE Parents and Guardians regarding various education issues.
- Letter dated October 7, 2015 from Minister of Education, Honourable David Eggen to Board Chair Joy Bowen-Eyre regarding ministerial approval of six capital projects for CBE.
- Letter dated October 19, 2015 from Board Chair Joy Bowen-Eyre to Minister of Education, Honourable David Eggen, regarding the request for funding to construct a gymnasium at Nelson Mandela High School.

Attachments: Relevant Correspondence



St. Croix, Grace M

From: CBE Communications
Sent: October-02-15 12:42 PM
To: All CBE Employees
Cc: CBE Office of the Trustees
Subject: message | to all staff from the Board of Trustees

Message to staff from the Board of Trustees

We are now one month into the 2015-16 school year. As we look back at all we've accomplished in the past 30 days (or 45 days in our modified calendars), the Board of Trustees would like to thank all CBE employees for your hard work, commitment and passion. September is a wonderful time of new beginnings and fresh routines; but it can also be a busy time of transition as we collectively settle in and work out the kinks that we face at the beginning of every school year.

Despite any start-up challenges, our diverse population of students continues to show excellent academic results. We see evidence of their academic and personal achievements demonstrated through strong character, personal development and citizenship every day. This is due, in no small part, to your tireless effort and professionalism.

As a Board of Trustees, we have advocated and lobbied hard on behalf of our students and staff, as well as on behalf of the importance of public education. As a group and as individuals we recognize that gaining and maintaining public trust is an essential part of public education. We all must work together for the benefit of students.

Over the past few years, we have endeavoured to increase transparency and engagement opportunities around the CBE budget process. As a large organization with a budget of over \$1.3 billion, there will always be competing values and differences of opinion as to how our dollars are best spent. Our budget must reflect our values and advance our learning agenda. We will continue to ensure we are making choices that hold us accountable.

The CBE responded this fall when parents expressed concerns about the walk distance for some students to yellow bus stops. By mid-October students riding yellow school buses will be accessing stops in alignment with travel distances of 1.6 and 1.8 km for elementary and junior high schools. Historically we have provided transportation to students from 1.4 to 7 km depending on the program. Many staff across the system have been working hard to add buses and adjust routes to ensure all CBE students are within travel distance guidelines. To date, 25 new buses have already been added and parents have been notified.

We still have a funding gap between the amount we receive from the Province and the costs of providing transportation service. We are looking forward to working with the government to address this funding gap.

Engaging with stakeholders, including staff and parents, is a priority for the CBE this year. While we consult on various initiatives throughout the year, we want to do better and we are taking steps to improve. Over the next few weeks and months we will be reaching out and asking you to get involved.

Questions have also been raised by stakeholders about how we budget and allocate our resources. The Calgary Board of Education has the authority to make decisions about how we spend the funding we receive, but has always met the stringent financial reporting requirements of Alberta Education.

We account for every dollar we spend in support of students and their learning. In addition to the professionalism and integrity of staff, our financial information is audited annually by an independent external audit firm. Overseeing the external audit is the Board of Trustees' Audit Committee which is comprised of two trustees and five skilled and knowledgeable members of the public. Taken together this means that the CBE has over 10 years of in-depth financial audits without any qualifications or reservations. In addition, we regularly and routinely report to the Ministry of Education on how our funding has been applied to support students and their learning. The Ministry of Education has no issues or concerns with the quality, accuracy or timeliness of the information provided. We are a well-managed organization.

We believe that the CBE is doing everything possible to ensure that funding is being allocated in order to maximize value for students, but we acknowledge that there is always room for improvement.

On behalf of the Board of Trustees, I want to thank each of you for your hard work. Just as every dollar we receive is used to help benefit students, it is the dedication and commitment from every staff member that provides outstanding learning opportunities for CBE students. As a Board, we will continue to advocate for the support that you need and work with the government to help all of our students be successful.

Joy Bowen-Eyre
Chair, Board of Trustees

The contents of this email and any attachment(s) are confidential and intended for the named recipient only. If you have received this email in error please notify the sender immediately, delete this email and do not copy, use or disclose it.



Board of Trustees

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

www.cbe.ab.ca

Board Chair

Joy Bowen-Eyre Wards 1 & 2

Vice-Chair

Amber Stewart Wards 12 & 14

Lynn Ferguson Wards 3 & 4
 Pamela King Wards 5 & 10
 Trina Hurdman Wards 6 & 7
 Judy Hehr Wards 8 & 9
 Julie Hrdlicka Ward 11 & 13

October 2, 2015

Dear CBE Parents and Guardians,

We are now one month into the 2015-16 school year. As we look back at all we've accomplished in the past 30 days (or 45 days in our modified calendars), the Board of Trustees would like to acknowledge the work of CBE employees and the dedication of our families and students. September is a wonderful time of new beginnings and fresh routines. It can also be a busy time of transition as we collectively settle in and work out the kinks that we face at the beginning of every school year.

As a Board of Trustees, we have advocated and lobbied hard on behalf of our students and staff, as well as on behalf of the importance of public education. As a group and as individuals we recognize that gaining and maintaining public trust is an essential part of public education. We all must work together for the benefit of students.

Over the past few years, we have endeavoured to increase transparency and engagement opportunities around the CBE budget process. As a large organization with a budget of over \$1.3 billion, there will always be competing values and differences of opinion as to how our dollars are best spent. Our budget must reflect our values and advance our learning agenda. We will continue to ensure we are making choices that hold us accountable.

The CBE responded this fall when parents expressed concerns about the walk distance for some students to yellow bus stops. By mid-October students riding yellow school buses will be accessing stops in alignment with travel distances of 1.6 and 1.8 km for elementary and junior high schools. Historically we have provided transportation to students from 1.4 to 7 km depending on the program. Many staff across the system have been working hard to add buses and adjust routes to ensure all CBE students are within travel distance guidelines. To date, 25 new buses have already been added and parents have been notified.

We still have a funding gap between the amount we receive from the Province and the costs of providing transportation service. We are looking forward to working with the government to address this funding gap.

Engaging with stakeholders like you is a priority for the CBE this year. While we consult on various initiatives throughout the year, we want to do better and we are taking steps to improve. Over the next few weeks and months we will be reaching out and asking you to get involved.

Questions have also been raised by stakeholders about how we budget and allocate our resources. The Calgary Board of Education has the authority to make decisions about how we spend the funding we receive, but has always met the stringent financial reporting requirements of Alberta Education.

We account for every dollar we spend in support of students and their learning. In addition to the professionalism and integrity of staff, our financial information is audited annually by an independent external audit firm. Overseeing the external audit is the Board of Trustees' Audit Committee which is comprised of two trustees and five skilled and knowledgeable members of the public. Taken together this means that the CBE has over 10 years of in-depth financial audits without any qualifications or reservations. In addition, we regularly and routinely report to the Ministry of Education on how our funding has been applied to support students and their learning. The Ministry of Education has no issues or concerns with the quality, accuracy or timeliness of the information provided. We are a well-managed organization.

We believe that the CBE is doing everything possible to ensure that funding is being allocated in order to maximize value for students, but we acknowledge that there is always room for improvement.

We wish all of our families a successful school year. The Board of Trustees will continue to advocate for our system and work with the government to help all of our students be successful.

Thank you,

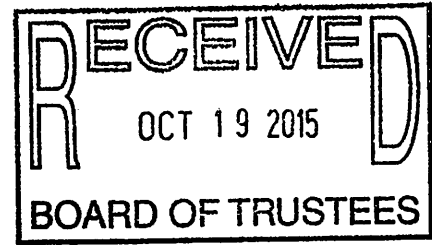
A handwritten signature in black ink that reads "Joy Bowen-Eyre". The signature is fluid and cursive, with the first name "Joy" being the most prominent.

Joy Bowen-Eyre
Board Chair



ALBERTA
EDUCATION

Office of the Minister



OCT - 7 2015

AR90553

Ms. Joy Bowen-Eyre
Board Chair
Calgary School District
1221 - 8 Street SW
Calgary AB T2R 0L4

Dear Ms. Bowen-Eyre:

On behalf of the Government of Alberta, I am pleased to advise you that the following projects for Calgary School District are fully approved:

Project	Delivery Type	Grade Configuration	Opening Capacity
James Fowler School – modernization	Grant Funded	10-12	n/a
Lord Beaverbrook – modernization	Grant Funded	10-12	n/a
New Martindale Elementary School	Grant Funded	K-4	600
New Silverado Elementary School	Grant Funded	K-4	600
New Springbank Hill Elementary/Middle School	Grant Funded	K-9	900
New Southeast Calgary Senior High School	Grant Funded	10-12	1800

Grant agreements will be forthcoming that will contain the terms and conditions of these approvals, as well as further budget and project scope information. Before a project can proceed to tender, the grant agreements must be signed and Alberta Infrastructure must grant approval to tender these projects. As part of the tender documentation, jurisdictions must provide evidence that they have title to the site and the site is serviced for each project.

.../2

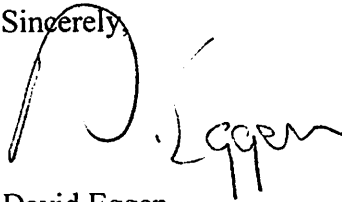
Ms. Joy Bowen-Eyre
Page Two

I encourage your jurisdiction staff to continue working with Education and Infrastructure staff, who are available to provide assistance and guidance as needed. The Education project contact is Travis Hovland, Senior Manager, Capital Planning South, who can be contacted at travis.hovland@gov.ab.ca or 780-427-2060 (dial 310-0000 first for toll-free access). The Infrastructure contact for this project is Don Kromm, Director, South, Learning Facilities Branch, who can be contacted at don.kromm@gov.ab.ca or 403-592-2667.

I understand that Infrastructure will co-ordinate the ordering and installation of provincial site signage and will work with the Calgary School District to assist with events such as sod turnings during the development of these projects. After these projects are completed, the jurisdiction is welcome to co-ordinate and undertake official opening ceremonies in its usual manner.

I look forward to the successful and timely completion of these projects.

Sincerely,

A handwritten signature in black ink, appearing to read "D. Eggen". The signature is written in a cursive style with a large initial "D" and a long horizontal stroke.

David Eggen
Minister

cc: Honourable Brian Mason
Minister of Infrastructure



Board Chair

Joy Bowen-Eyre

Vice-Chair

Amber Stewart

Trustees

Lynn Ferguson

Pamela King

Trina Hurdman

Judy Hehr

Julie Hrdlicka

October 19, 2015

Honourable David Eggen
Minister of Education
Office of the Minister
228 Legislature Building
10800 – 97th Avenue
Edmonton, Alberta T5K 2B6

Dear Minister Eggen:

RE: Nelson Mandela High School Gymnasium

The Board of Trustees of the Calgary Board of Education (CBE) requests that the Minister of Education approves funding of \$5.0 million for the construction of a gymnasium at Nelson Mandela High School, as the adjacent 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 (NMHS).

The NMHS was approved for provincial funding on May 1, 2013 as part of Building Alberta Schools Capital Program. The CBE is responsible for building maintenance after the school is commissioned and handed to the CBE by Alberta Infrastructure.

With the support of Alberta Education promoting the concept of partnerships, the total design area of the school was reduced with the understanding that a partnership agreement would be negotiated between the Genesis Centre, the North East Centre of Community Society (NECCS) and the CBE for the use of amenities at the Genesis Centre in exchange for access to instructional/presentation spaces in the NMHS.

CBE Administration has held several meetings with the Genesis Centre to discuss 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 NMHS. 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. It is estimated that the cost to the Calgary Board of Education for the use of the three court gym would be in excess of \$400,000 per annum.

The Centre is 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 NMHS students difficult at times.

The use of the facilities by the CBE for the times required is considered to be not economically viable.

In light of their gym facilities availability and costs, the needs of NMHS 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.

The NMHS is the only public high school in Calgary without a gym.

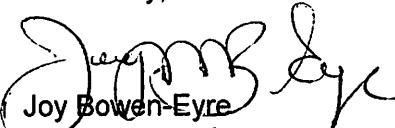
The CBE is currently negotiating partnership agreements with the YMCA and Public Library which would make their facilities available to Nelson Mandela HS students.

On October 6, 2015, the Board of Trustees reviewed a report outlining the specific background of this situation and passed the following motions:

- 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.

Your approval for the installation of a gym at the Nelson Mandela High School to meet the instructional needs of their students is therefore requested.

Yours truly,


Joy Bowen-Eyre
Chair, Board of Trustees

cc: David Stevenson, Chief Superintendent, Calgary Board of Education

