

public agenda

Regular Board Meeting

April 12, 2016
12:00 p.m.

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

R-1: Mission |

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

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

Time	Topic	Who	Policy Ref	Attachment
12:00 p.m.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		GC-2	
	3 Awards and Recognitions		GC-3	
	4 Public Comment [PDF]		GC-3.2	
Max 20 mins	Requirements as outlined in Board Meeting Procedures			
	5 Results Focus			
15 mins	5.1 School Presentation – Dr. E.P. Scarlett High School	S. Smith	R-2	
60 mins	5.2 Languages – Information Report	D. Stevenson	R-2; OE-8,10	Page 5-29
20 mins	5.3 Results 4: Personal Development – Annual Monitoring	Board	R-4	(Page 5-1 Apr. 5/16)
	6 Operational Expectations			
10 mins	6.1 OE-9: Communicating With the Public – Annual Monitoring	Board	OE-9	(Page 6-1 Apr. 5/16)
	7 Matters Reserved for Board Action	Board	GC-3	



Time	Topic	Who	Policy Ref	Attachment
	8 Consent Agenda	Board	GC-2.6	
	8.1 Approval of Minutes <ul style="list-style-type: none"> ▪ Regular Meeting held March 1, 2016 ▪ Regular Meeting held March 8, 2016 (<i>THAT the Board approves the minutes of the Regular Meetings held March 1, and March 8, 2016, as submitted.</i>) 			
	8.2 Locally Developed Courses (<i>THAT the Board approves the newly developed senior high locally developed course and resources, as submitted in the report.</i>)		R-2, OE-11	Page 8-1
	8.3 Items Provided for Board Information		OE-8	
	8.3.1 Correspondence		OE-8	Page 8-41
	8.3.2 Chief Superintendent's Update			Page 8-46
	8.3.3 Construction Projects Status Update		OE-8,12	Page 8-10
	9 In-Camera Session			
3:00 p.m.	10 Adjournment			
	Debrief	Trustees	GC-2.3	

Notice |

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

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

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

report to
Board of Trustees

Languages Information Report

Date | April 12, 2016

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
Chris Meaden, 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 languages during the 2014-15 school year. It is a detailed look at language 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 languages report is one in a series of subject-specific information reports.

4 | Analysis

This report provides information specific to languages 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 card

An accompanying presentation will provide additional interpretation of the data and samples of the instructional practices that have led to the positive results for Calgary Board of Education students in languages 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 in French Language Arts

There are two French Language Arts Provincial Achievement Tests (PATs) – one for students in Grade 6, one for students registered in Grade 9.

There is one high school French Language Arts course with a Diploma Examination – French Language Arts 30-1. The other languages do not have PATs or Diplomas.

Student results on provincial tests may be understood in terms of the 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.

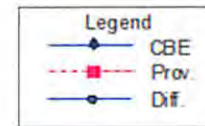
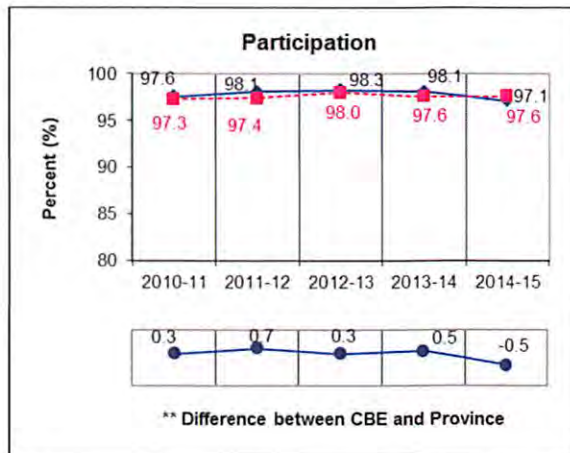
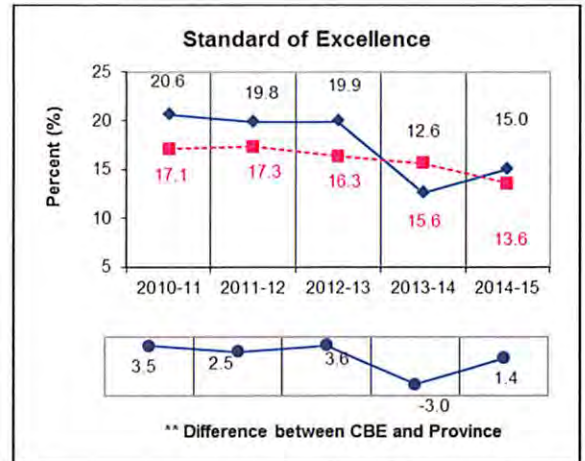
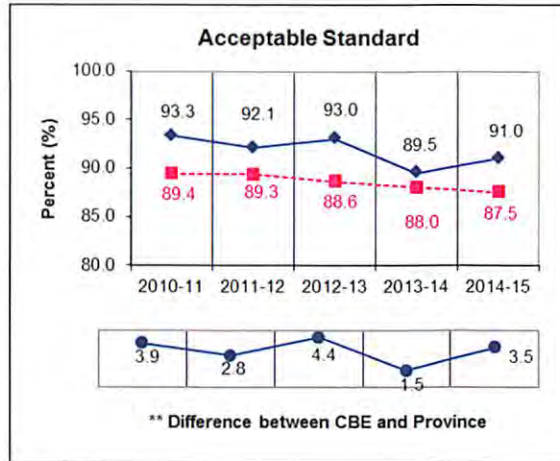
In the Calgary Board of Education, we seek to be equal to or above provincial results in any given year on Alberta Education's evaluation of Provincial Achievement Tests and Diploma Exams and

to be maintaining or improving our results across time. 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 tests is used to identify more specific information about student performance and operational opportunities for improving student learning experiences and results.

Grade 6 French Language Arts 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.

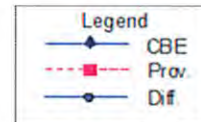
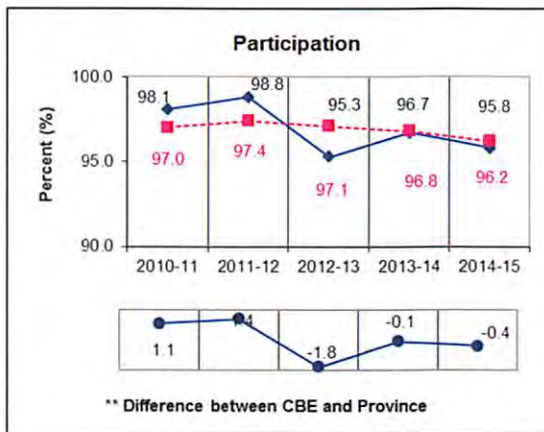
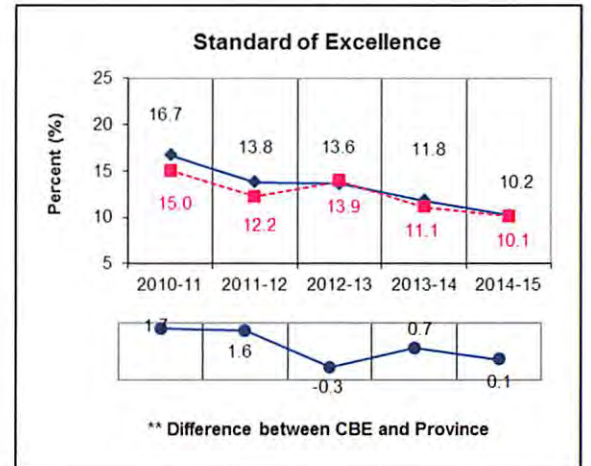
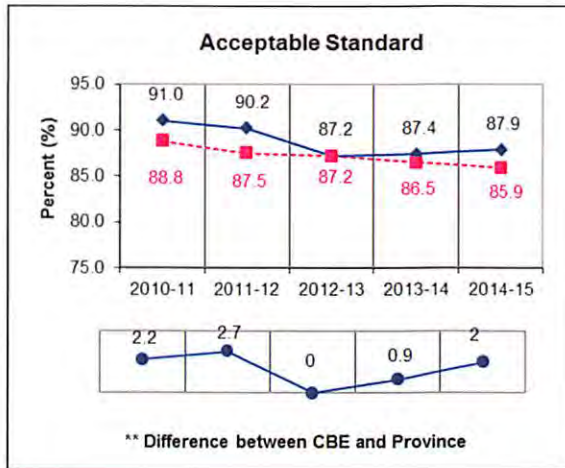
** A positive difference on the Difference between CBE and Province graph indicates the CBE result is higher than that of the province, whereas a negative difference indicates a lower CBE

The success rate for the CBE cohort in 2014-15 on the Grade 6 French Language Arts Provincial Achievement Test was 91.0 % at the acceptable standard, which is 1.5 percentage points higher than the previous year's results. Achievement at the standard of excellence was 15.0%, which is 2.4 percentage points higher than the previous year's results. The results for the province declined from the previous year whereas the results for the CBE increased for the acceptable standard and the standard of excellence.

The results for CBE writers on the Grade 6 French Language Art Provincial Achievement Test were 93.7% at the acceptable standard and 15.4% at the standard of excellence.

Grade 9 French Language Arts 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

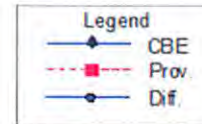
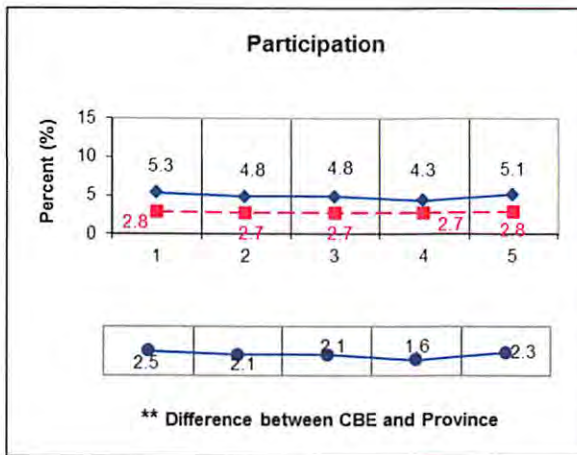
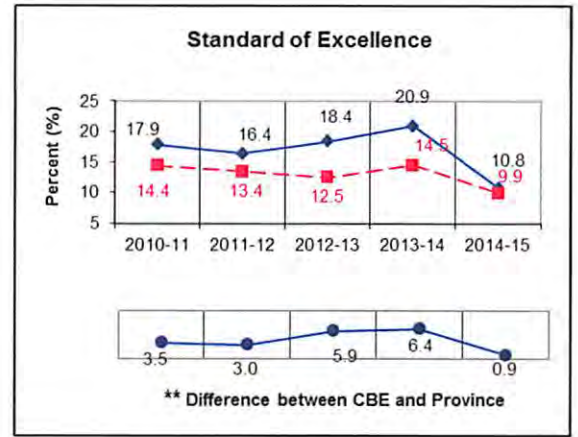
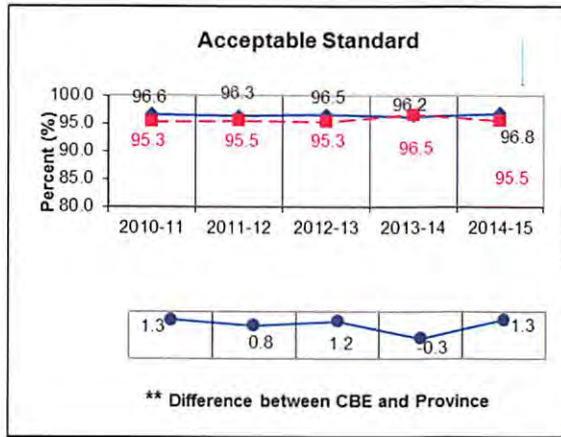
The success rate for the CBE cohort on the Grade 9 French Language Arts Provincial Achievement Test was 87.9 % at the acceptable standard. Results for the CBE improved where the results for the province declined in the previous year. Achievement at the standard of excellence was 10.2%, showing a declining trend.

The results for CBE writers on the Grade 9 French Language Arts Provincial Achievement Test were 91.8% at the acceptable standard and 10.6% at the standard of excellence.

As a result of the declining trend at the standard of excellence on the Grade 9 Provincial Achievement Test, a plan of action was established to improve reading comprehension and critical thinking skills.

Grade 12 French Language Arts 30-1 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

The success rate for CBE students who wrote the Grade 12 French Language Arts Diploma Exam was 96.8 % at the acceptable standard, an increase from last year. Achievement at the standard of excellence was 10.8%, a decline of 10.1 percentage points.

As a result of the Grade 12 French Language Arts 30-1 Diploma Exam decline at the standard of excellence, a French Immersion High School Collaborative Cohort for French Language Arts has been formed to focus on task design and to align assessment practices in this subject. The intention of this collaborative community is to address the gaps that have impacted student performance at the standard of excellence in French Language Arts 30-1.

Report Card Data

Report card data includes the Language Arts courses in French Immersion and Bilingual Programs: French, Chinese (Mandarin), German, and Spanish. The data also includes French as a Second Language and the following Language and Culture courses: Chinese (Mandarin), German, and Spanish.

Student learning in the CBE, from Kindergarten - Grade 9, 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 target 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.

French Language Arts

Following are the report card stems for French Language Arts Kindergarten and then French Language Arts Grades 1 to 9.

French Language Arts Kindergarten

- Understands and responds to oral language
- Speaks to express information and ideas
- Uses early literacy strategies to explore, construct and express ideas

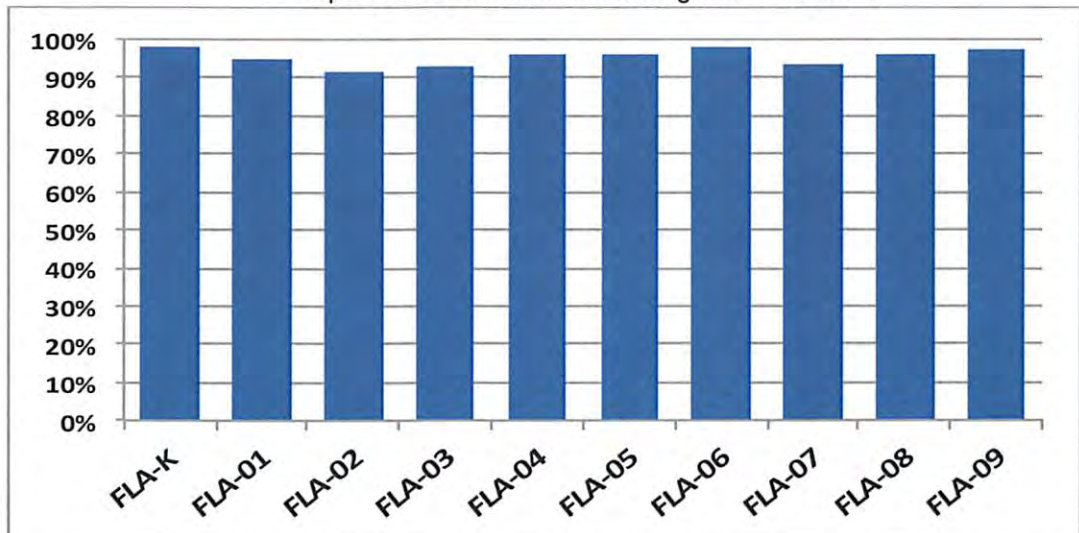
French Language Arts Grades 1 to 9

- Understands and responds to oral language
- Speaks to communicate information and ideas
- Reads to explore, construct and extend understanding
- Writes to develop, organize and express information and ideas

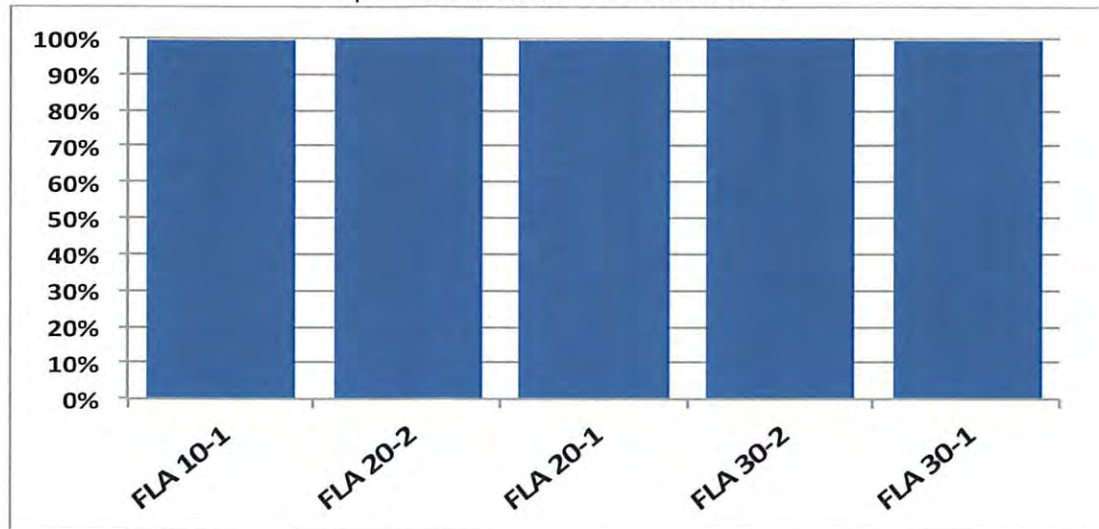
Percentage of students successful with French Language Arts learning outcomes Report card indicators				
Subject Area	2011-12	2012-13	2013-14	2014-15
French Language Arts K-12	92.8	94.8	95.3	96.1

Percentage of students successful with French Language Arts (FLA) outcomes Report card indicators		Percentage of students successful with French Language Arts (FLA) learning outcomes Report card indicators	
Grade	2014-15	High school courses	2014-15
K-9 overall	95.5	10-12 overall	99.6
K	98.1	FLA10-1	99.3
1	94.6	FLA 20-2	100.0
2	91.7	FLA 20-1	99.6
3	93.0	FLA 30-2	100.0
4	96.4	FLA 30-1	99.3
5	96.3		
6	97.8		
7	93.7		
8	95.8		
8	97.4		

Percentage of students successful with French Language Arts learning outcomes
Report card indicators for Kindergarten – Grade 9

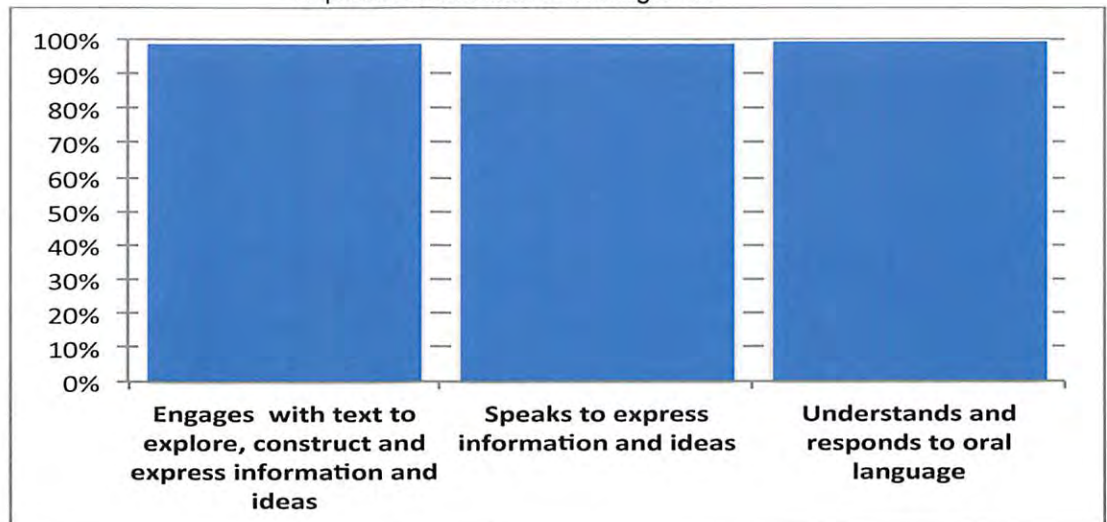


Percentage of students successful with French Language Arts (FLA) learning outcomes
Report card indicators for Grades 10-12



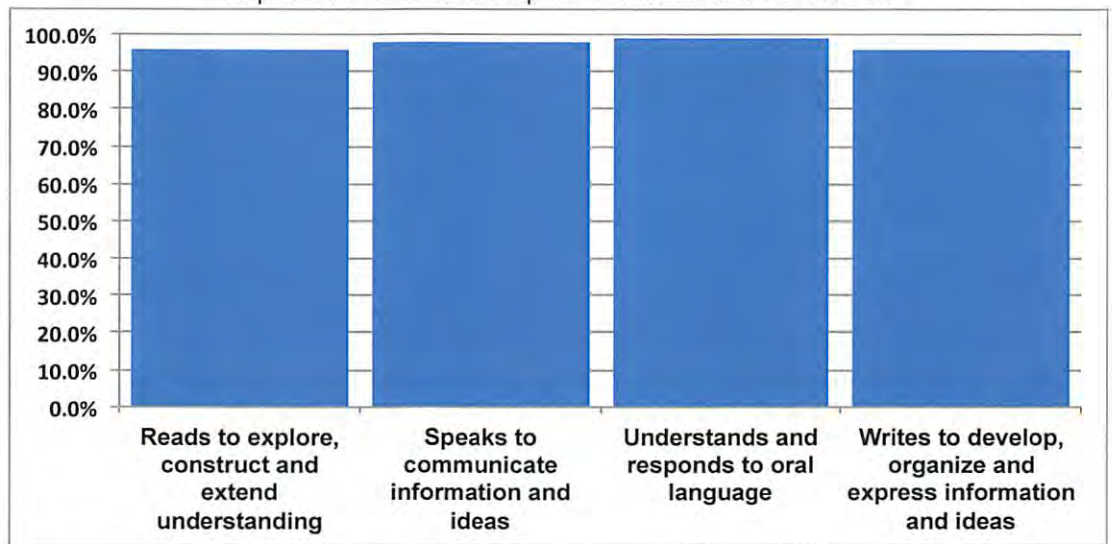
Percentage of students successful with French Language Arts learning outcomes	
Kindergarten report card stems	2014-15
Engages with text to explore, construct and express information and ideas	98.5%
Speaks to express information and ideas	98.9%
Understands and responds to oral language	99.5%

Percentage of students successful with French Language Arts learning outcomes
Report card Indicators Kindergarten



Percentage of students successful with French Language Arts learning outcomes	
Grades 1 – 9 report card stems	2014-15
Reads to explore, construct and extend understanding	95.9%
Speaks to communicate information and ideas	97.9%
Understands and responds to oral language	99.2%
Writes to develop, organize and express information and ideas	95.9%

Percentage of students successful with French Language Arts learning outcomes
Report card Indicators Report card Indicators Grades 1-9



The graphs above represent the percentage of students in the CBE who are successful with French Language Arts learning outcomes (represented by report card indicators). The graph for 10-12 represents the overall success for the levels for French Language Arts.

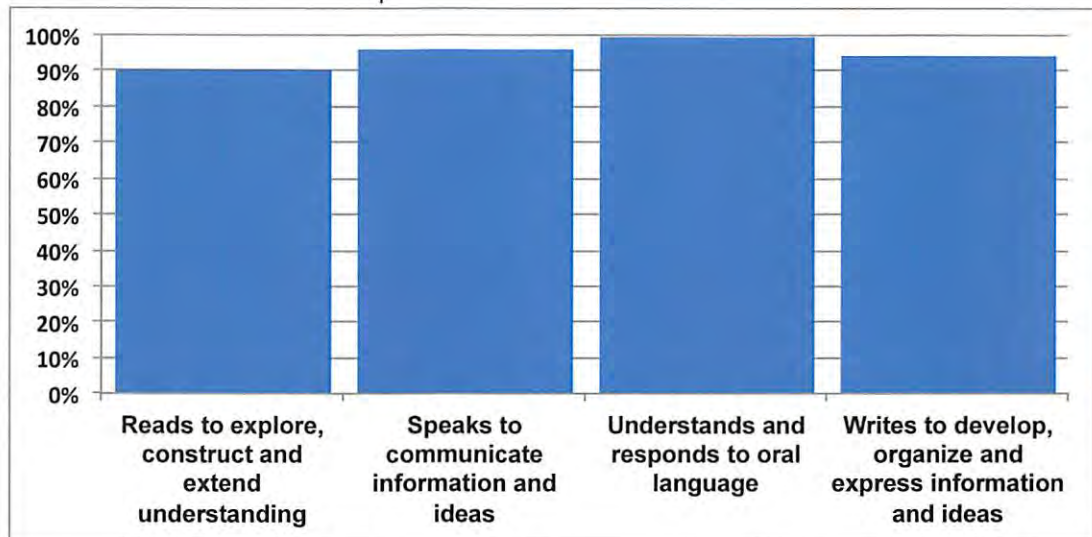
French Language Arts for Grade 2 and Grade 3

In the absence of both PAT and Student Learning Assessments (SLA) data to provide jurisdictional level information on student achievement in French Language Arts, a more detailed look at report card information for the cohort of students moving in and out of Grade 3 is offered.

For 2014-15, baseline information is being established for students in Grade 2 and Grade 3 that can be followed as they move through time to Grade 4. This information is presented first by stem and then through a comparison of the levels of success within each indicator.

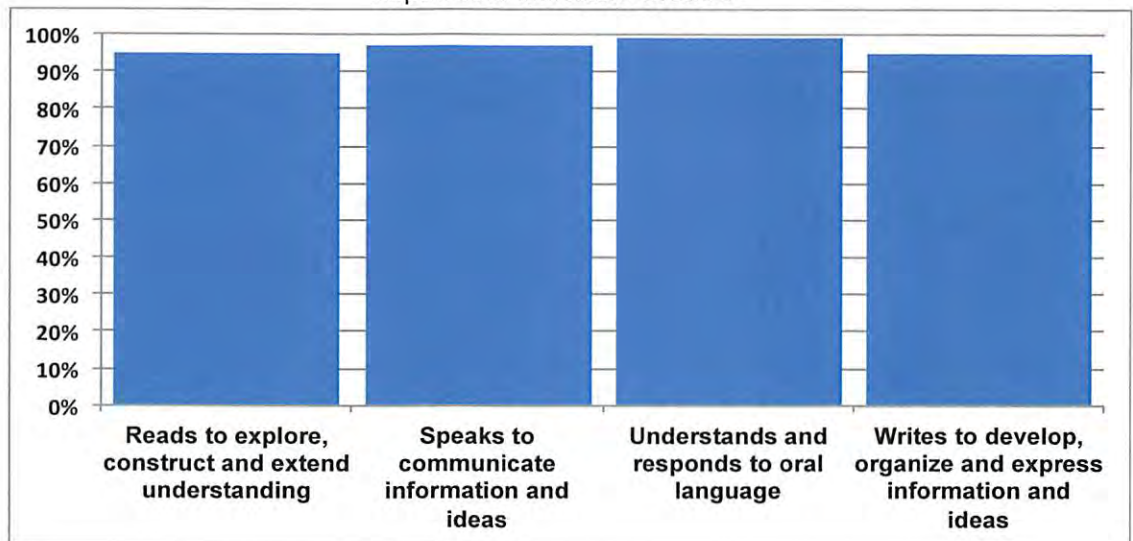
Percentage of students successful with French Language Arts learning outcomes	
Grades 2 report card stems	2014-15
Reads to explore, construct and extend understanding	90.4%
Speaks to communicate information and ideas	96.0%
Understands and responds to oral language	99.6%
Writes to develop, organize and express information and ideas	94.1%

Percentage of students successful with French Language Arts learning outcomes
Report card Indicators Grade 2



Percentage of students successful with French Language Arts learning outcomes	
Grades 3 report card stems	2014-15
Reads to explore, construct and extend understanding	94.7%
Speaks to communicate information and ideas	96.7%
Understands and responds to oral language	98.7%
Writes to develop, organize and express information and ideas	94.6%

Percentage of students successful with French Language Arts learning outcomes
Report card Indicators Grade 3



Spanish Language Arts K

- Understands and responds to oral language
- Speaks to express information and ideas
- Uses early literacy strategies to explore, construct and express ideas

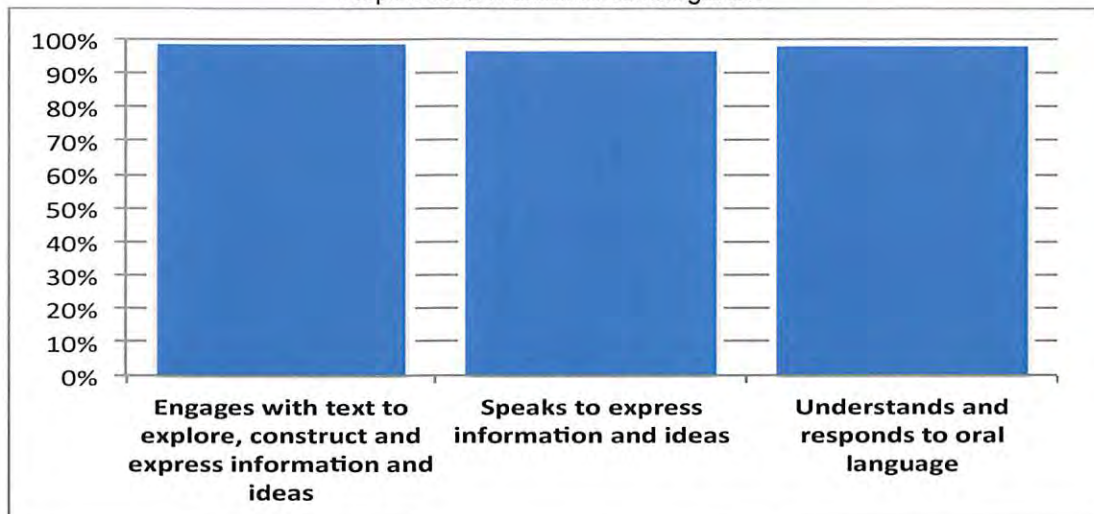
Spanish Language Arts 1 to 9

- Understands and responds to oral language
- Speaks to communicate information and ideas
- Reads to explore, construct and extend understanding
- Writes to develop, organize and express information and ideas

Percentage of students successful with Spanish Language Arts (SLA) learning outcomes Report card indicators		Percentage of students successful with Spanish Language Arts (SLA) learning outcomes Report card indicators	
Grade	2014-15	High school courses	2014-15
K-9 overall	96.9	10-12 overall	98.5
K	95.6	SLA10	97.1
1	91.8	SLA20	98.5
2	94.4	SLA30	100.0
3	96.6		
4	98.1		
5	99.2		
6	98.8		
7	99.0		
8	98.2		
9	97.1		

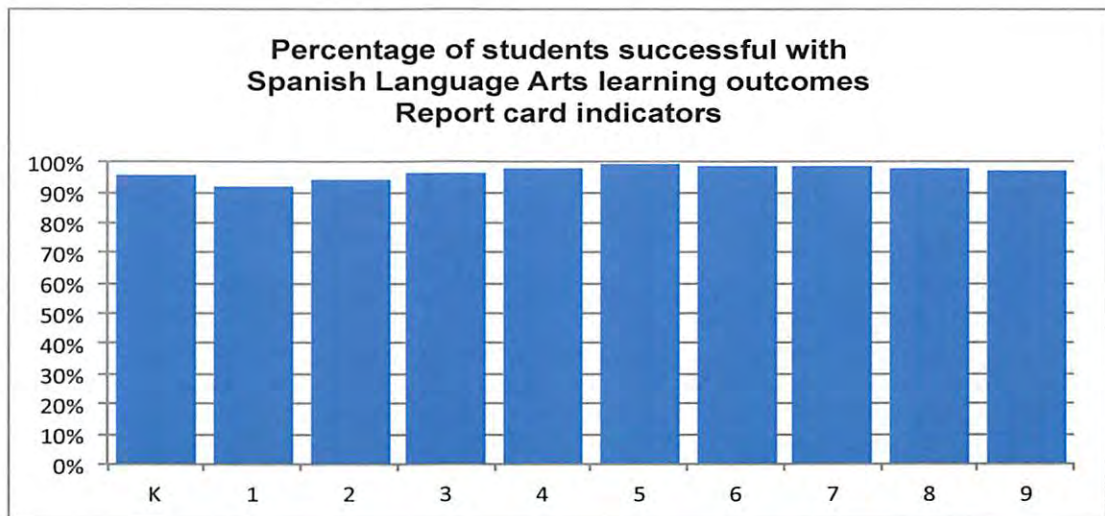
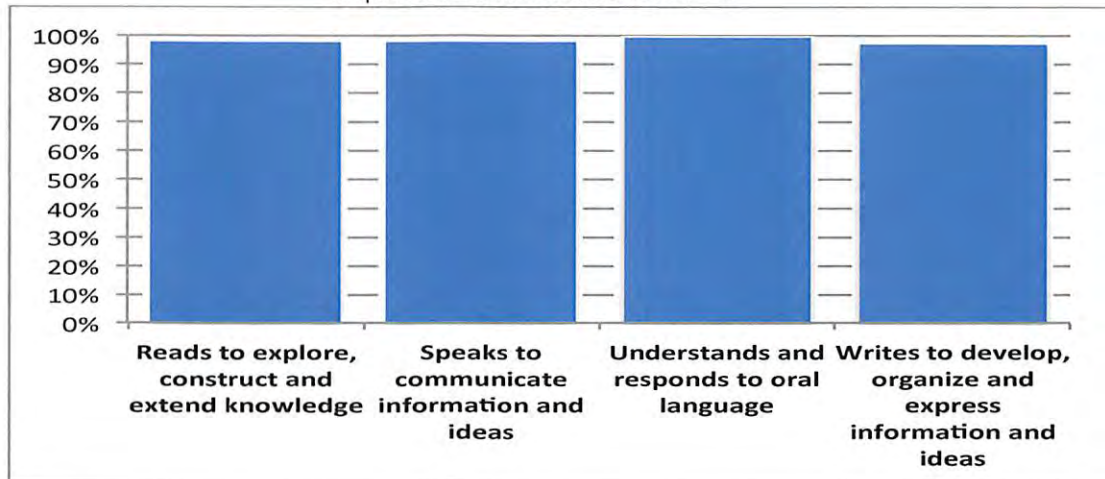
Percentage of students successful with Spanish Language Arts learning outcomes	
Kindergarten report card stems	2014-15
Engages with text to explore, construct and express information and ideas	98.5%
Speaks to express information and ideas	96.7%
Understands and responds to oral language	97.7%

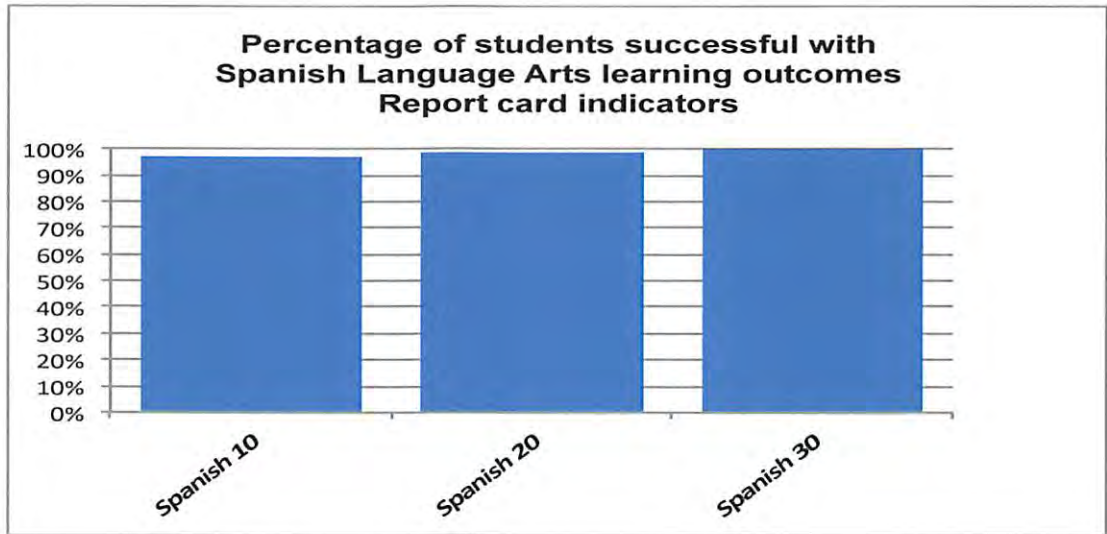
Percentage of students successful with Spanish Language Arts learning outcomes
Report card Indicators Kindergarten



Percentage of students successful with Spanish Language Arts learning outcomes	
Grades 1 – 9 report card stems	2014-15
Reads to explore, construct and extend understanding	97.5%
Speaks to communicate information and ideas	97.7%
Understands and responds to oral language	99.4%
Writes to develop, organize and express information and ideas	96.7%

Percentage of students successful with Spanish Language Arts learning outcomes
Report card Indicators Grade 1 - 9





Chinese Language Arts K

- Understands and responds to oral language
- Speaks to express information and ideas
- Uses early literacy strategies to explore, construct and express ideas

Chinese Language Arts 1 to 9

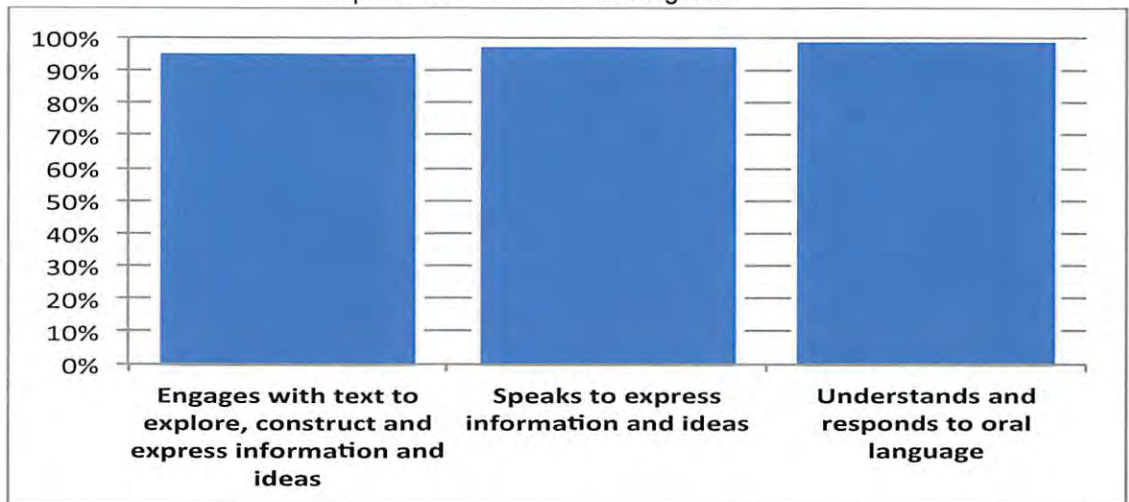
- Understands and responds to oral language
- Speaks to communicate information and ideas
- Reads to explore, construct and extend understanding
- Writes to develop, organize and express information and ideas

Percentage of students successful with Chinese (Mandarin) Language Arts learning outcomes Report card indicators

Grade	2014-15
K-9 overall	98.5
K	95.2
1	93.0
2	97.4
3	99.2
4	100.0
5	100.0
6	100.0
7	100.0
8	100.0
9	100.0

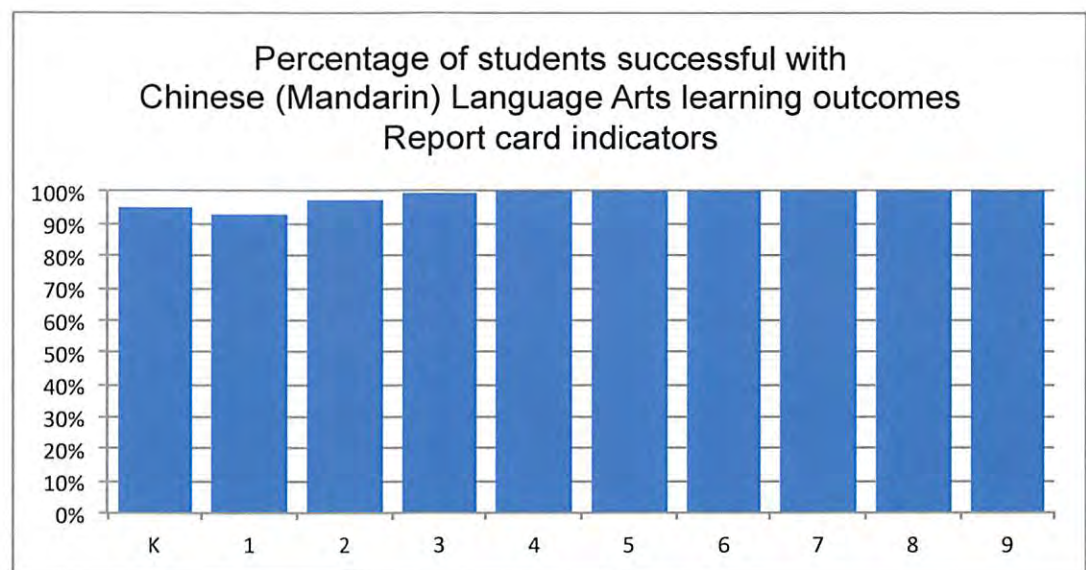
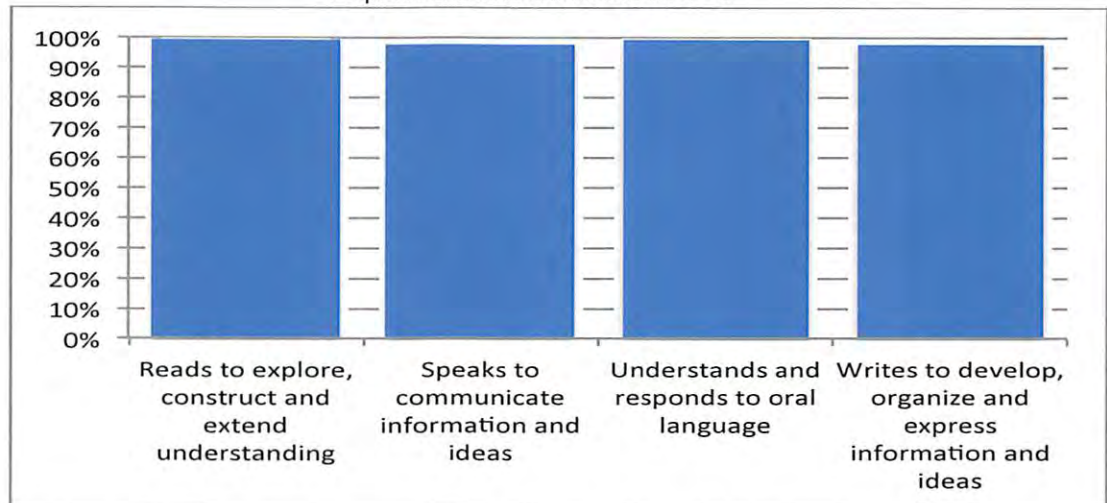
Percentage of students successful with Chinese (Mandarin) Language Arts learning outcomes	
Kindergarten report card stems	2014-15
Engages with text to explore, construct and express information and ideas	95.2%
Speaks to express information and ideas	97.2%
Understands and responds to oral language	98.6%

Percentage of students successful with Chinese (Mandarin) Language Arts learning outcomes
Report card Indicators Kindergarten



Percentage of students successful with Chinese (Mandarin) Language Arts learning outcomes	
Grades 1 – 9 report card stems	2014-15
Reads to explore, construct and extend understanding	99.0%
Speaks to communicate information and ideas	97.9%
Understands and responds to oral language	99.2%
Writes to develop, organize and express information and ideas	98.0%

Percentage of students successful with Chinese (Mandarin) Language Arts learning outcomes
Report card Indicators Grade 1 - 9



German Language Arts K

- Understands and responds to oral language
- Speaks to express information and ideas
- Uses early literacy strategies to explore, construct and express ideas

German Language Arts 1 to 9

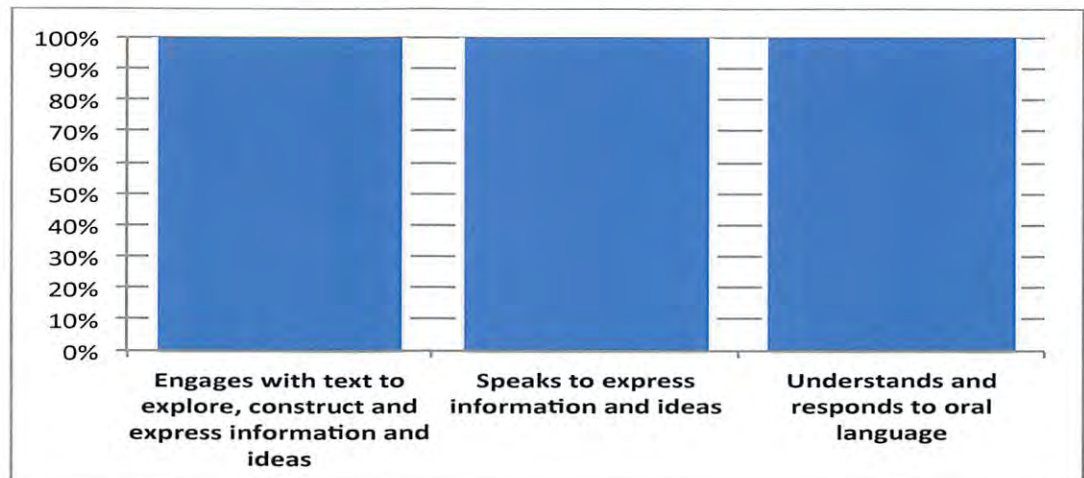
- Understands and responds to oral language
- Speaks to communicate information and ideas
- Reads to explore, construct and extend understanding
- Writes to develop, organize and express information and ideas

Percentage of students successful with German Language Arts learning outcomes Report card indicators	
Grade	2014-15
K-6 overall	90.1

Only the overall K to Grade 6 rate of success is provided for German Language Arts as there are only single classes at each grade level in the CBE's German bilingual program.

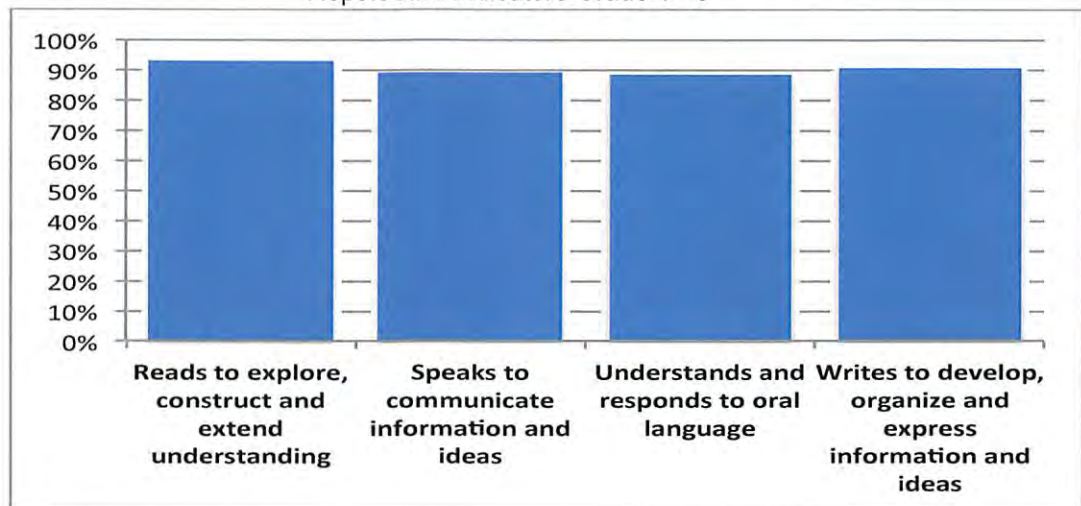
Percentage of students successful with German Language Arts learning outcomes	
Kindergarten report card stems	2014-15
Engages with text to explore, construct and express information and ideas	100.0%
Speaks to express information and ideas	100.0%
Understands and responds to oral language	100.0%

Percentage of students successful with German Language Arts learning outcomes
Report card Indicators Kindergarten



Percentage of students successful with German Language Arts learning outcomes	
Grades 1 – 6 report card stems	2014-15
Reads to explore, construct and extend understanding	93.1%
Speaks to communicate information and ideas	88.9%
Understands and responds to oral language	88.6%
Writes to develop, organize and express information and ideas	90.8%

Percentage of students successful with German Language Arts learning outcomes
Report card Indicators Grade 1 - 6



French as a Second Language

Following are the report card stems, first for Kindergarten to Grade 3 and then Grades 4 to 9.

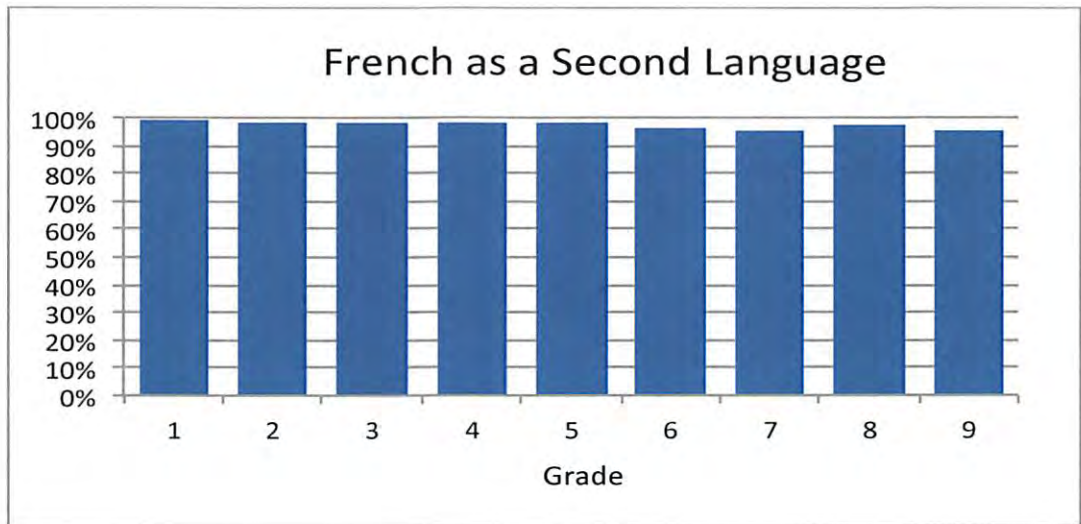
French as a Second Language K to 3

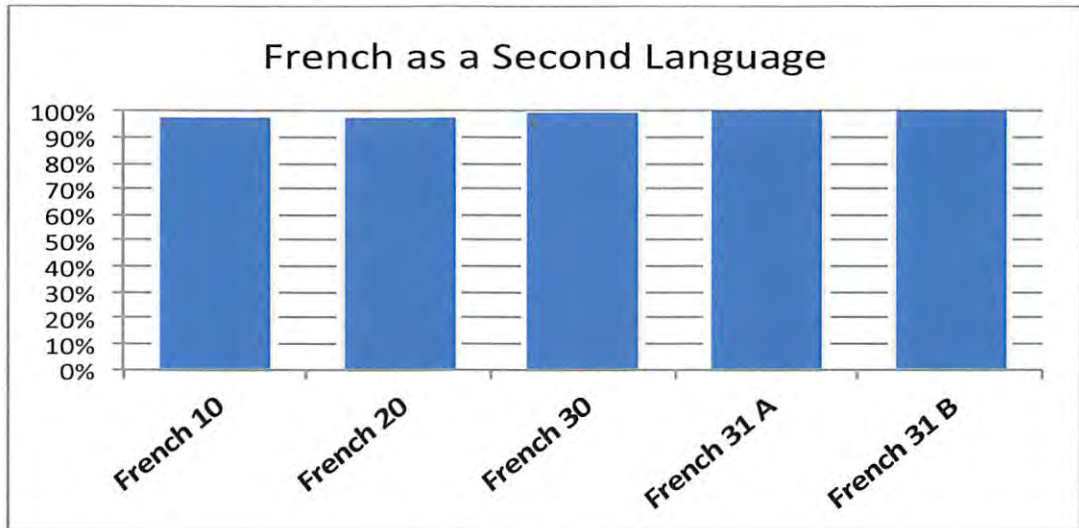
- Understands and responds to oral language
- Speaks to express information and ideas

French as a Second Language 4 to 9

- Understands and responds to oral and written language
- Speaks to express information and ideas
- Writes to express information and ideas

Percentage of students successful with French Second Languages (FSL) outcomes Report card indicators		Percentage of students successful with French second language (FSL) learning outcomes Report card indicators	
Grade	2014-15	High school courses	2014-15
1-9 overall	97.6	10-12 overall	98.7
1	99.2	French 10	97.6
2	98.4	French 20	97.8
3	98.7	French 30	99.7
4	98.4	French 31A	100
5	98.2	French 31B	100
6	96.7		
7	95.7		
8	97.8		
9	95.6		





French 31 A and French 31 B are advanced courses in French.

Languages

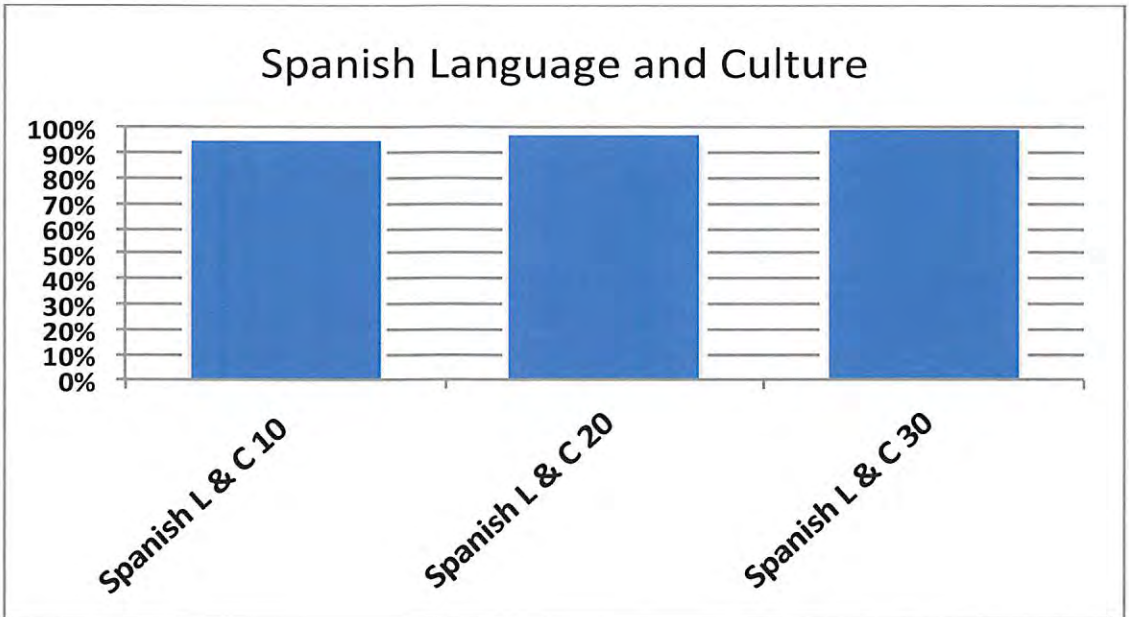
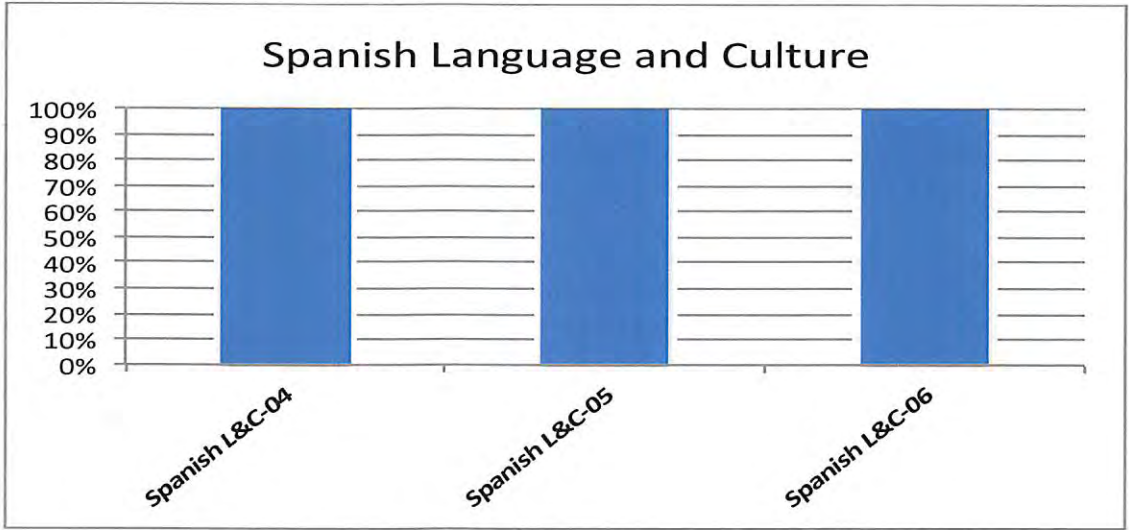
Following are the report card stems for all of the Language and Culture courses for Grades 4 to 9.

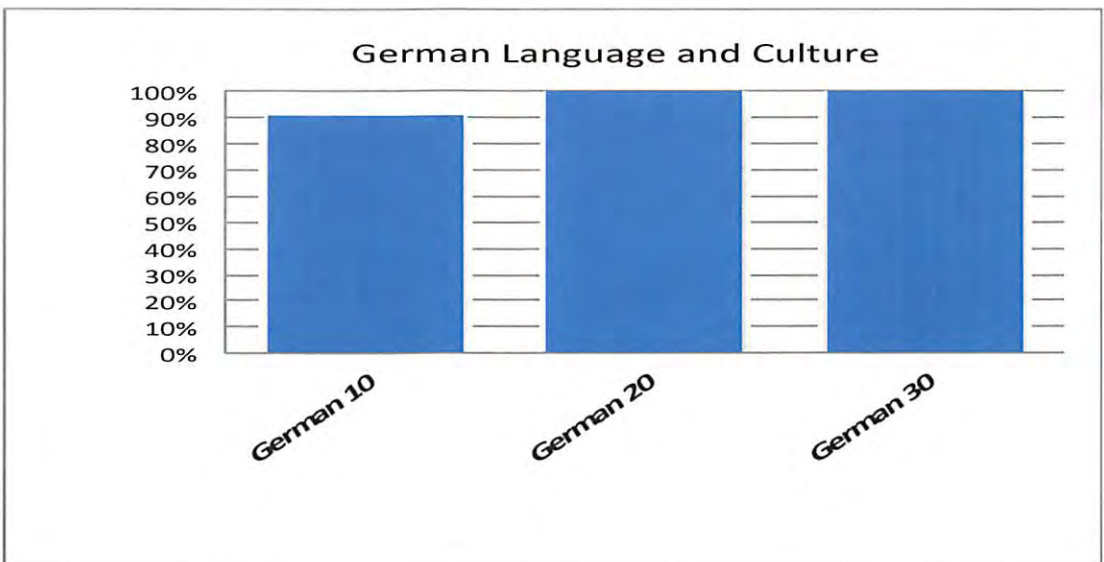
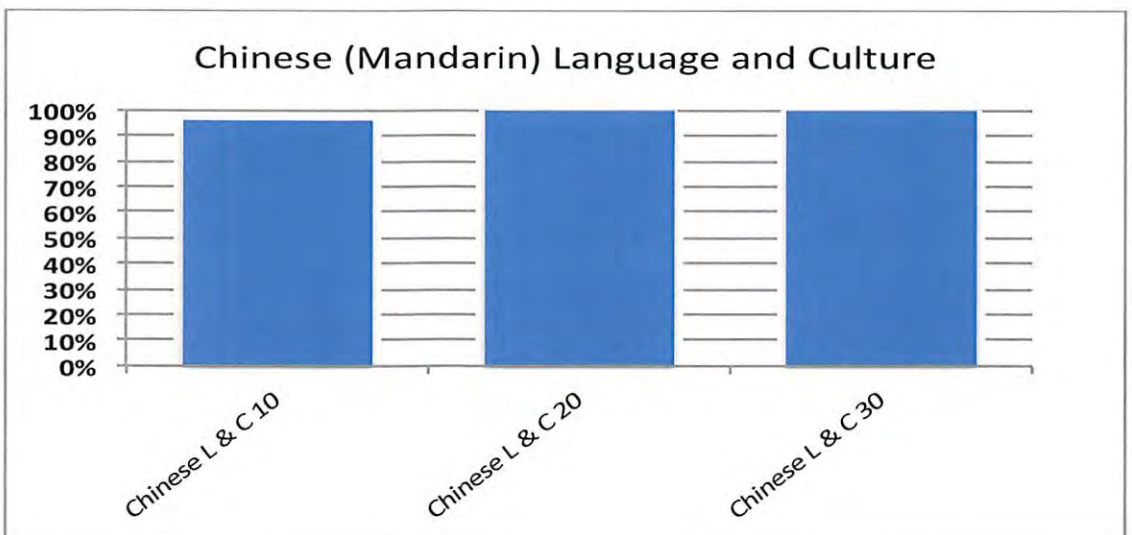
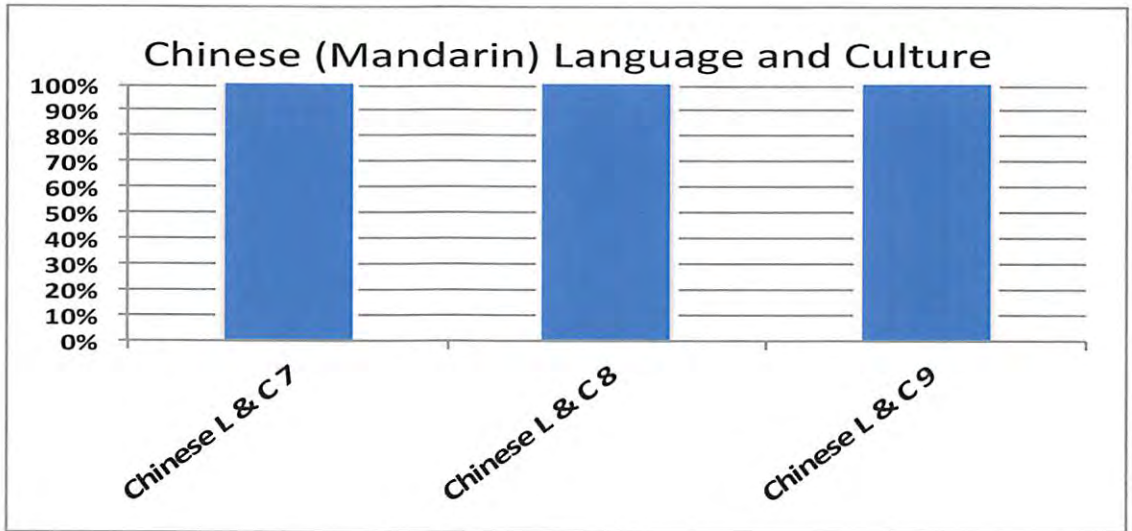
Languages 4 to 9

- Understands and responds to oral and written language
- Speaks to express information and ideas
- Writes to express information and ideas

Students in Language and Culture courses are highly successful in developing language competencies for a variety of situations.

Percentage of students successful with Languages learning outcomes Report card indicators				
Subject Area	2011-12	2012-13	2013-14	2014-15
Languages K-12	90.0	96.5	96.9	97.5





5 | Conclusion

Overall, CBE students achieve well in second languages. The levels of success evaluated by their teachers are generally high across a range of courses, grades and learning outcomes. As a result of the Grade 9 Provincial Achievement Test and the Grade 12 Diploma Exam decline at the standard of excellence, a plan of action was established focusing on task design and assessment practices to address student performance at the standard of excellence in French Language Arts.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

results
monitoring
report

Monitoring report for the
school year 2014-2015

Report date:
April 5, 2016

Results 4: Personal Development

CHIEF SUPERINTENDENT CERTIFICATION

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

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

Signed: D. Stevenson
David Stevenson, Chief Superintendent

Date: Mar. 9/16

BOARD OF TRUSTEES ACTION

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

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

Summary statement/motion of the Board of Trustees:

Signed: _____
Chair, Board of Trustees

Date: _____

Results 4: Personal Development

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

Introduction |

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

The Chief Superintendent's reasonable interpretation for Results 4: Personal Development was approved on March 19, 2013 with modifications to indicators involving kindergarten data approved on January 20, 2015. The Board of Trustees last monitored Results 4: Personal Development on April 7, 2015.

The report presented today represents organizational data available since the last monitoring report, primarily representing the 2014-2015 school year¹. This report provides the Board of Trustees with several types of information.

1. It provides the most recent data for the indicators of the Chief Superintendent's Reasonable Interpretation as approved by the Board of Trustees. This information is presented as part of trend data where possible and in relation to organizational targets previously approved by the Board of Trustees.
2. It identifies organizational performance targets for 2015-2016.

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

3. In addition to the system monitoring data an attachment to this report offers examples of ways in which individual students have developed their

¹ Alberta Education provides information on the Annual Return Rate one year behind other data sets. For this measure the most current information represents the 2013-2014 school year.

individual gifts, talents and interests. These examples are provided in the students' own words.

Monitoring Information |

Executive Summary |

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

Data from the 2014-2015 school year continues to show strong levels of performance within the Calgary Board of Education across the sub-sections of Results 4. A number of results are being sustained above 90% and increased results are noted in all three indicators targeted for improvement in 2014-2015.

Continued attention will be given to building capacity in the areas of students being comfortable and successful with learning tasks for which there is no single right answer and in bringing their voice and initiative to learning experiences and tasks.

Reasonable progress in the area of Personal Development is represented by the accomplishment of most of the thirteen targets established for 2015 including the three areas previously identified as needing improvement.

The following summary of the sub-sections of Results 4: Personal Development provides an overview of the results for each indicator. For each specific target for 2014-2015, it is noted if the target is met or not met. More specific information for each section of the Results policy and each indicator are included within the section of this report labeled "Evidence of Reasonable Progress" (see pages 4-21).

- 4.1 Students will demonstrate resilience and perseverance to overcome failure and adapt to change.
 - Indicator 1: Target met
 - Indicator 2: Target met
 - Indicator 3: Target not met

- 4.2 Students will take initiative, set goals, self-evaluate and strive to continuously improve.
 - Indicator 1: Target met
 - Indicator 2: Target met
 - Indicator 3: Target met
 - Indicator 4: Target not met

- 4.3 Students will have the confidence to embrace ambiguity and complexity.
 - Indicator 1: Target met
 - Indicator 2: Target met

- 4.4 Students will take risks appropriately.
 - Indicator 1: Target not met

- 4.5 Students will make lifestyle choices based upon healthy attitudes and actions, and be able to assume responsibility for personal well-being.
 - Indicator 1: Target met
 - Indicator 2: Target met
 - Indicator 3: Target not met

- 4.5 Students will be technologically fluent, able to use digital tools critically, ethically and safely.
 - There are no Board-approved indicators for this section of Results

Evidence of Reasonable Progress |

Students will:

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

Board-approved Interpretation |

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

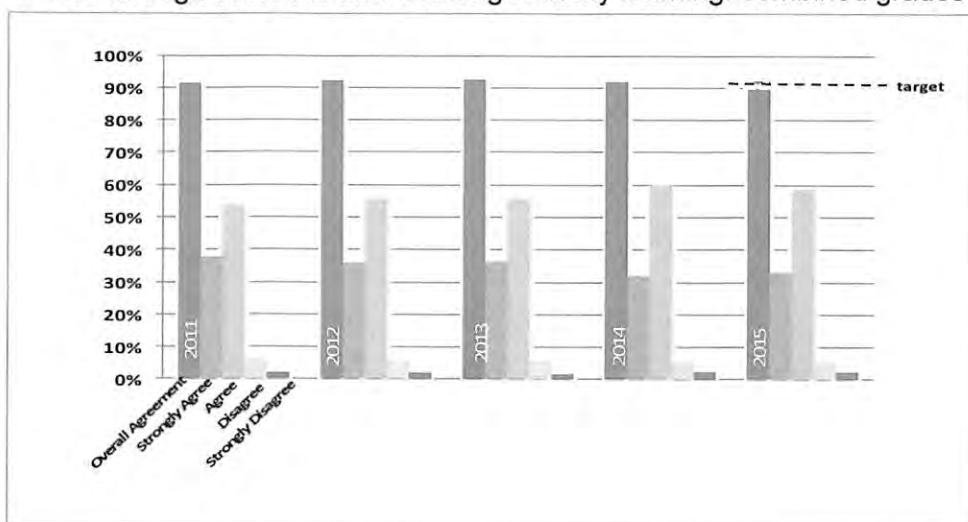
The Chief Superintendent interprets *resilience and perseverance* to mean that students remain engaged in or return to their learning when faced with difficult or unfamiliar situations.

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

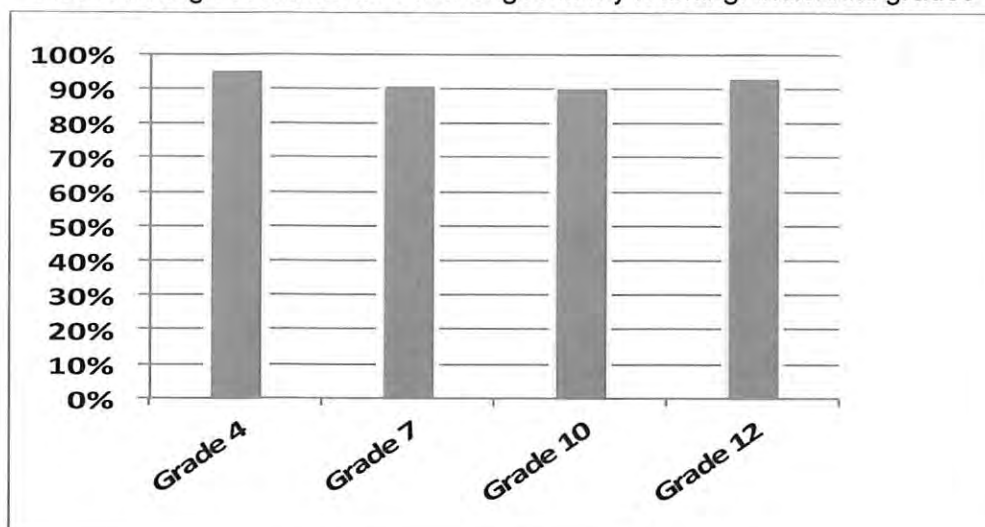
1. Percentage of students who report they work through setbacks and challenges in their learning; as measured by student surveys.

I work through setbacks and challenges in my learning					
Student Survey	2011	2012	2013	2014	2015
Strongly Agree	37.9%	36.1%	36.6%	32.1%	33.3%
Agree	53.6%	56.0%	55.8%	59.8%	58.8%
Disagree	6.5%	5.9%	5.9%	5.8%	5.6%
Strongly Disagree	2.0%	1.9%	1.5%	2.3%	2.2%
Overall Agreement	91.5%	92.1%	92.4%	91.9%	92.1%

I work through setbacks and challenges in my learning: combined grades



I work through setbacks and challenges in my learning: individual grades



Target for 2015: Results at or above 92%

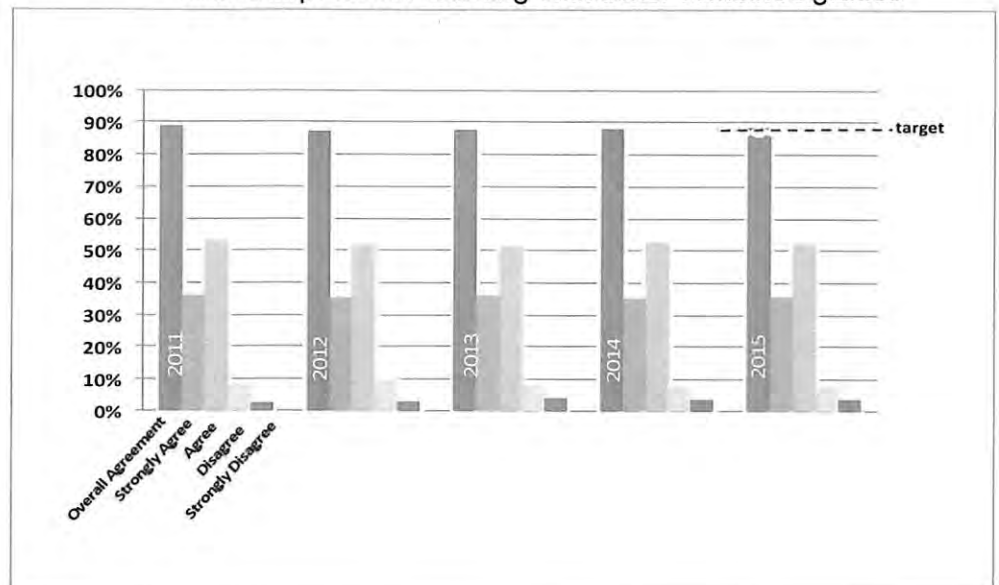
This target was met.

Target for 2016: Continued results at or above 92%

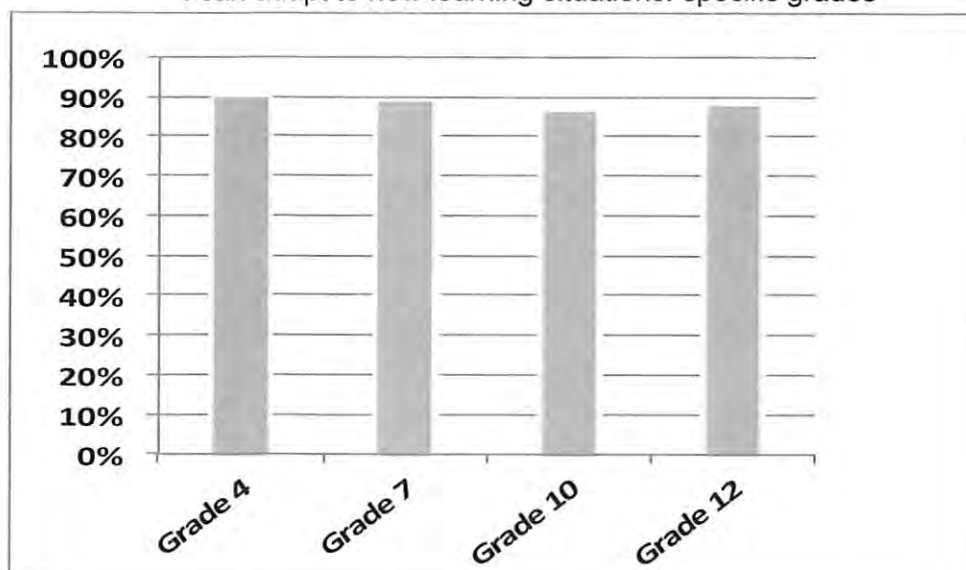
- Percentage of students who report they can adapt to new learning situations; as measured by student surveys.

I can adapt to new learning situations					
Student Survey	2011	2012	2013	2014	2015
Strongly Agree	36.1%	35.3%	36.3%	35.4%	35.9%
Agree	52.9%	51.7%	51.2%	52.7%	52.4%
Disagree	8.5%	10.2%	8.2%	8.1%	8.0%
Strongly Disagree	2.5%	2.8%	4.2%	3.8%	3.7%
Overall Agreement	89.0%	87.0%	87.5%	88.1%	88.3%

I can adapt to new learning situations: combined grades



I can adapt to new learning situations: specific grades



Target for 2015: Continued results at or above 88%

This target was met.

Target for 2016: 89%

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

Alberta Education explains the calculation of the Annual Return Rate in this way²:

“An initial Cohort of students age 14 to 18 is established for a given school year. The Dropout Rate is then calculated by determining the number of students from the Cohort who are not found to be in the learning system³ in the subsequent school year. Finally, the Returning Rate is calculated by tracking how many of the students who were not in the learning system in the second consecutive year are found to have returned to the learning system in the third year.

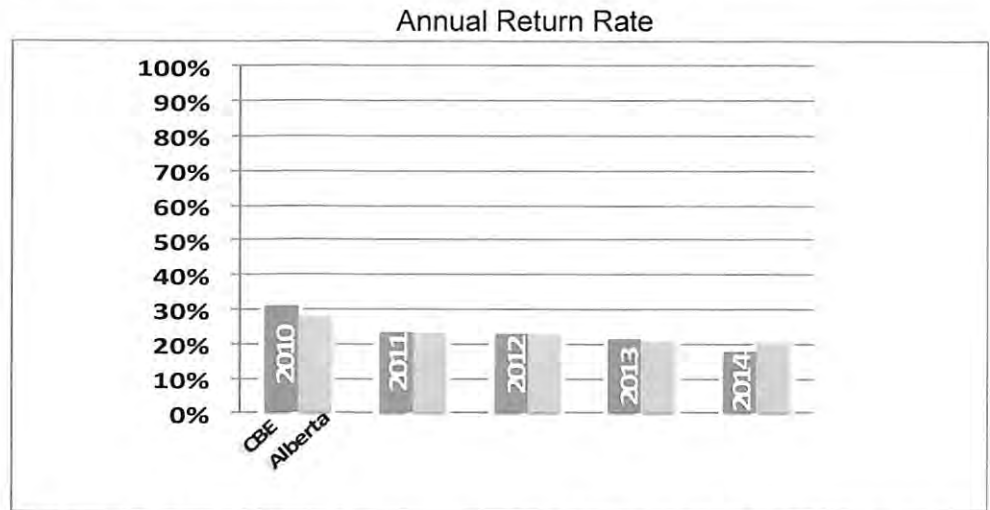
² Alberta Education. (March, 2010). Annual dropout and returning rates: methodology for rate calculation. Retrieved from <https://education.alberta.ca/media/159653/annual-drop-out-and-returning-rates-methodology-for-rate-calculation.pdf>

³ The “learning system” refers to Alberta as a whole. A student is considered to be participating in the Alberta learning system if they meet at least one of the following criteria in the subsequent school year:

- a. the student has a registration in the K-12 system
- b. the student has taken a high school level course;
- c. the student has received a diploma;
- d. the student has attended a post-secondary institution;
- e. the student has registered in an apprenticeship program;
- f. the student has attained Academic Standing (passed five grade 12 courses that include one Language Arts diploma exam course and three other diploma exam courses by the end of the subsequent school year.)

As an example, a student initially included in the age specific Cohort for the 2001/2002 school year who was not found to be participating in the learning system in the 2002/2003 school year is considered to have dropped out. The same student would be included in the Returning Rate if they were found to be participating in the learning system in 2003/2004 (pg.2).”

Annual Return Rate					
	2010	2011	2012	2013	2014
CBE	31.1%	23.7%	23.1%	21.3%	18.1%
Alberta	27.9%	23.4%	23.0%	21.1%	20.3%



The overall goal for the Calgary Board of Education on measures with provincial comparisons is to be at or above provincial rates of success.

In 2014 this target was not met. The overall goal to be at or above provincial rates of success remains in place.

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

Board-approved Interpretation |

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

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

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

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

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

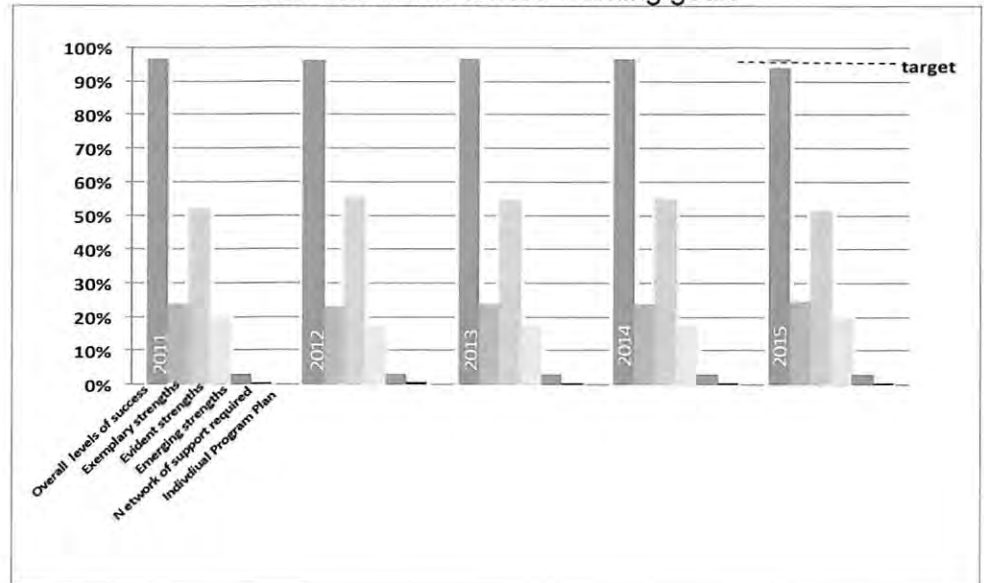
Board-approved Indicators and 2014-2015 results |

1. Percentage of students in kindergarten to grade 9 reported to set and work toward learning goals; as measured by student report cards⁴.

Sets and works toward learning goals					
	2011	2012	2013	2014	2015
Exemplary strengths	24.0%	23.1%	24.1%	24.2%	24.8%
Evident strengths	52.2%	55.7%	54.8%	54.9%	51.7%
Emerging strengths	20.3%	17.5%	17.7%	17.7%	20.3%
Network of support required	3.0%	3.0%	3.0%	2.9%	3.0%
Individual Program Plan	0.5%	0.7%	0.4%	0.3%	0.3%
Overall levels of success	96.5%	96.3%	96.6%	96.8%	96.8%

⁴ Indicators for this report card measure are: generates goals based on self-assessment, learning criteria, and personal interests; plans a strategic approach to meeting goals, solving problems and performing tasks; modifies and improves learning strategies based on experience and feedback; and explores ideas and initiates processes for learning.

Sets and works toward learning goals



Target for 2015: Continued results at or above 96%

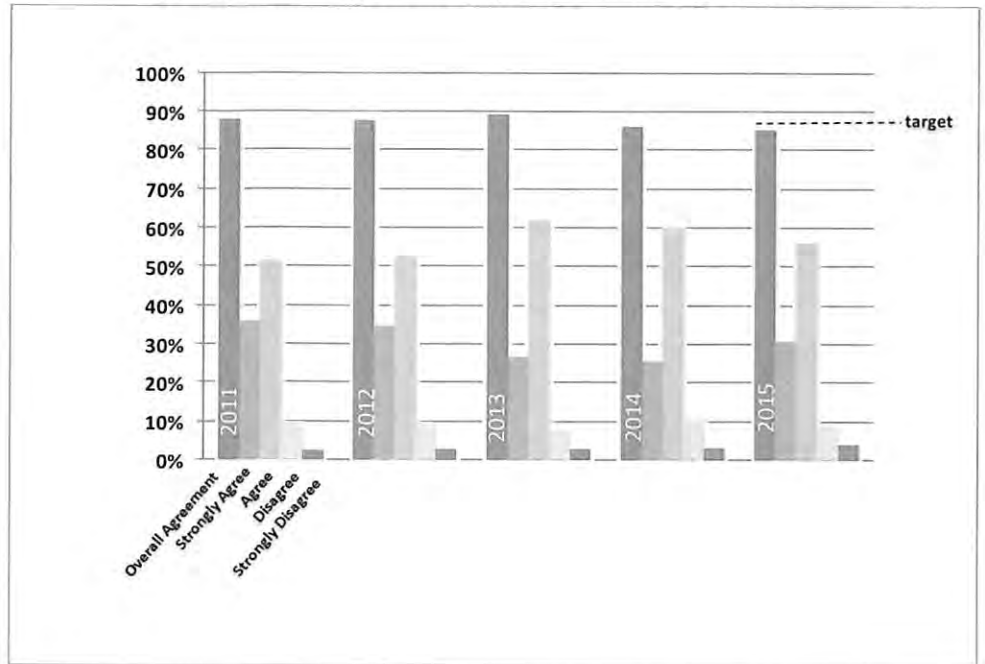
This target was met.

Target for 2016: Continued results at or above 96%

- Percentage of grade 12 students who report they are able to set goals for themselves and to work towards them; as measured by student surveys.

I am able to set goals for myself and work toward them					
Student Survey	2011	2012	2013	2014	2015
Strongly Agree	36.1%	34.7%	27.0%	25.9%	30.7%
Agree	51.9%	53.0%	62.2%	60.1%	56.2%
Disagree	9.6%	9.4%	8.0%	10.7%	9.1%
Strongly Disagree	2.4%	2.9%	2.8%	3.3%	4.0%
Overall Agreement	88.0%	87.7%	89.2%	86.0%	86.9%

I am able to set goals for myself and work toward them



Target for 2015: 87%.

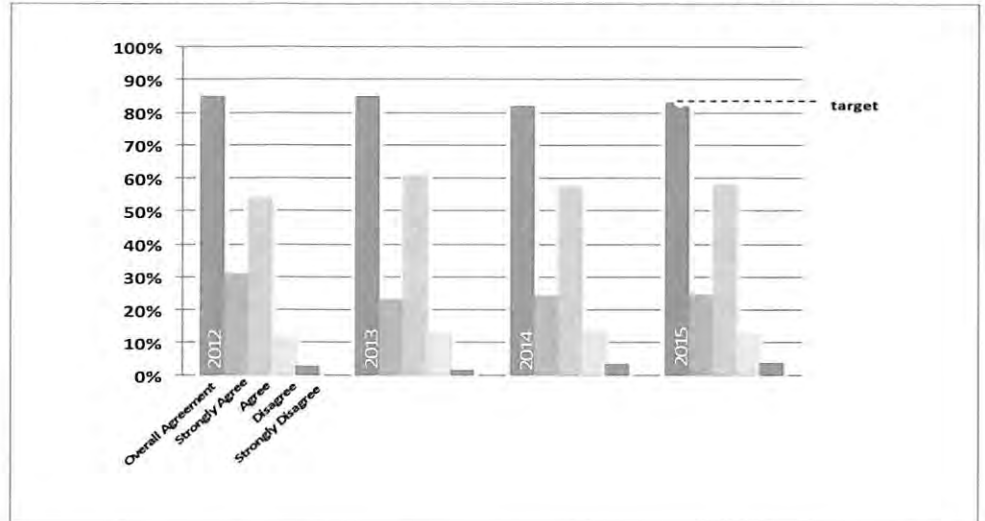
The current result is within one-tenth of a percentage point of the target. This target was essentially met and shows improvement from the previous year.

Target for 2016: 88%

- Percentage of grade 12 students who report they raise questions and bring their own ideas to learning tasks; as measured by student surveys.

I raise questions and bring my own ideas to learning tasks				
Student Survey	2012	2013	2014	2015
Strongly Agree	30.9%	23.5%	24.3%	24.9%
Agree	54.2%	61.3%	57.8%	58.1%
Disagree	12.0%	13.5%	14.2%	12.9%
Strongly Disagree	2.9%	1.6%	3.6%	4.0%
Overall Agreement	85.1%	84.8%	82.1%	83.0%

I raise questions and bring my own ideas to learning tasks



Target for 2015: 83%

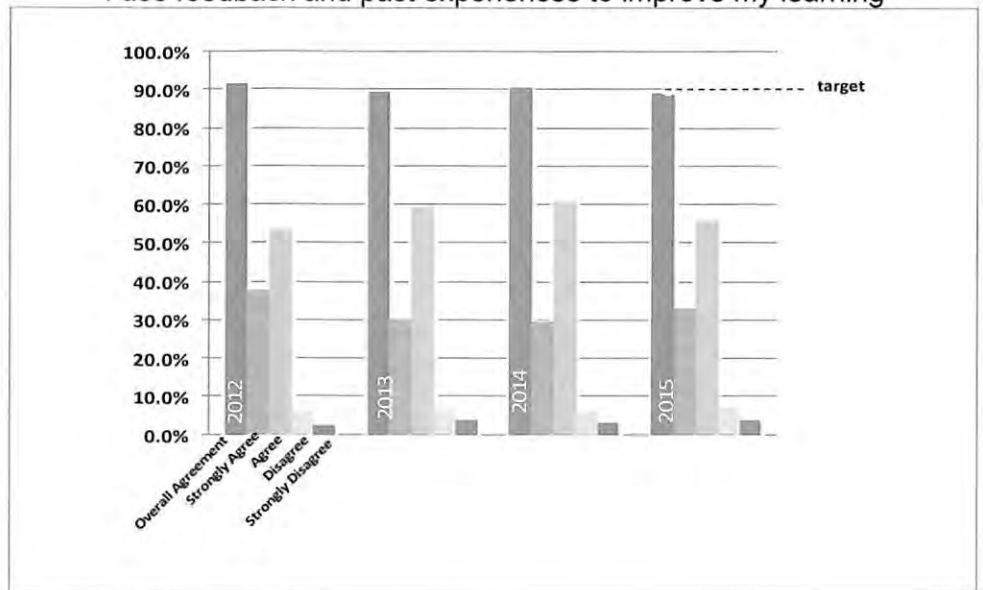
This target was met.

Target for 2016: 84%.

4. Percentage of grade 12 students who report they use feedback and past experiences to improve their learning; as measured by student surveys.

I use feedback and past experiences to improve my learning				
Student Survey	2012	2013	2014	2015
Strongly Agree	37.9%	30.3%	29.7%	33.3%
Agree	53.6%	59.2%	60.7%	55.7%
Disagree	6.1%	6.8%	6.3%	7.2%
Strongly Disagree	2.4%	3.7%	3.2%	3.8%
Overall Agreement	91.5%	89.5%	90.4%	89.0%

I use feedback and past experiences to improve my learning



Target for 2015: 90% or above.

This target was not met.

Target for 2016: 90%

4.3 Have the confidence to embrace ambiguity and complexity.

Board-approved Interpretation |

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

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

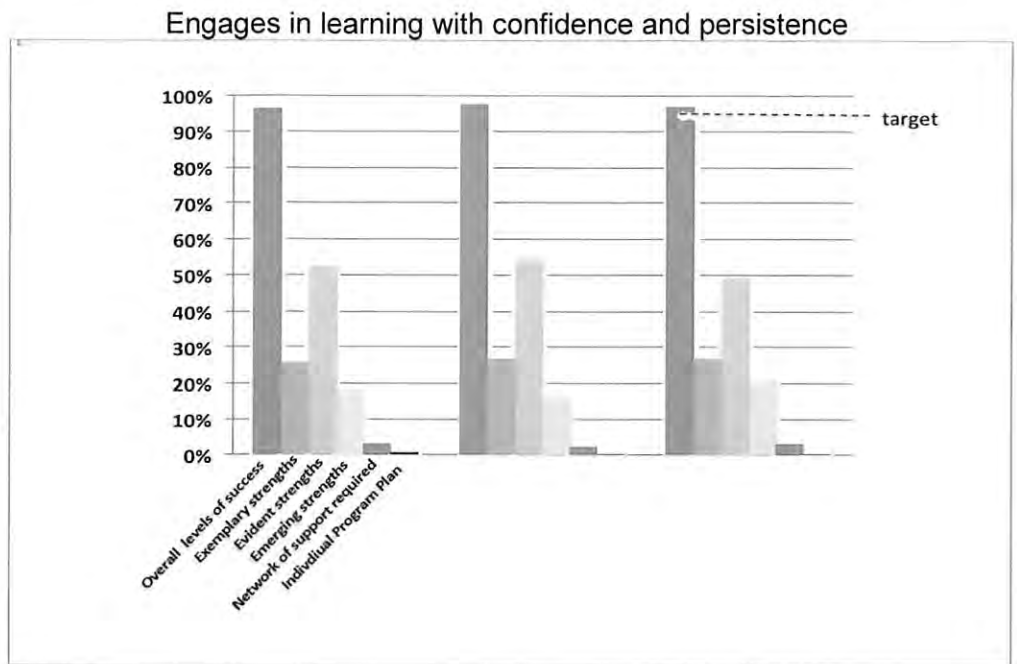
The Chief Superintendent interprets *ambiguity* to mean learning that has an element of uncertainty or that can be understood in more than one way.

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

Board-approved Indicators and 2014-2015 results |

1. Percentage of students in kindergarten to grade 9 reported to engage in learning with confidence and persistence; as measured by student report cards.⁵

Engages in learning with confidence and persistence			
	2013	2014	2015
Exemplary strengths	25.8%	26.8%	26.8%
Evident strengths	52.3%	54.5%	49.0%
Emerging strengths	18.3%	16.2%	20.8%
Network of support required	3.2%	2.3%	3.1%
Individual Program Plan	0.5%	0.2%	0.3%
Overall levels of success	96.4%	97.5%	96.6%



Target for 2015: Continued results at or above 95%

This target was met.

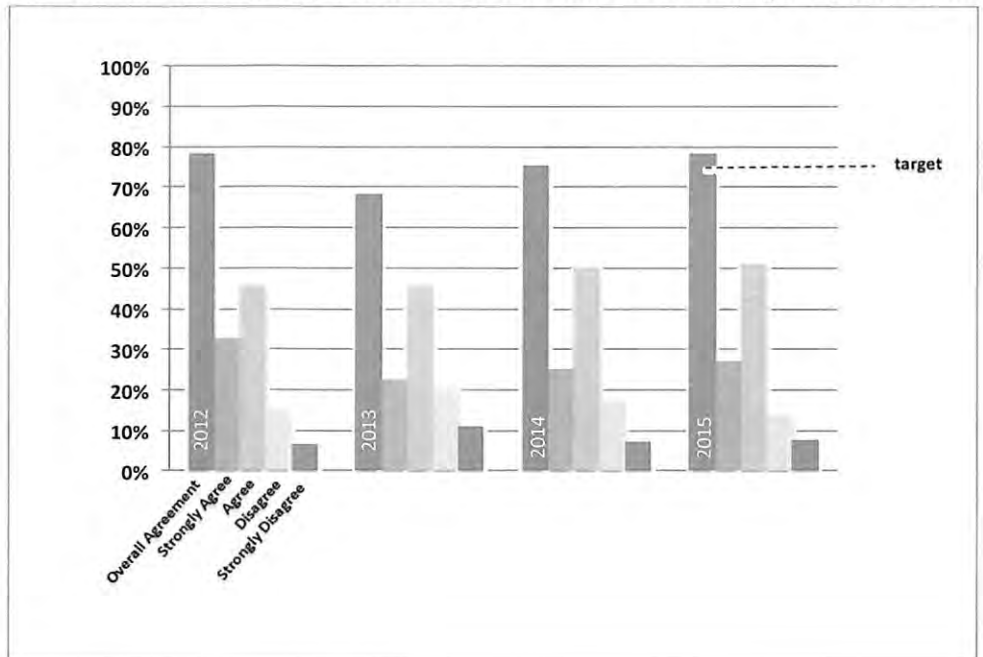
Target for 2016: Results at or above 96%

⁵ Indicators for this report card measure are: approaches new learning situations with positive expectations; demonstrates interest in and curiosity about ideas, objects, events and resources; demonstrates a range of approaches for developing and representing understanding; and adjusts, adapts and persists with challenges in the learning process – ambiguous ideas, complex tasks and problems requiring multiple attempts to reach success.

2. Percentage of grade 12 students who report they are comfortable learning about things that don't have a single right answer; as measured by student surveys.

I am comfortable learning about things that don't have a single right answer				
Student Survey	2012	2013	2014	2015
Strongly Agree	32.6%	22.7%	25.2%	27.2%
Agree	45.9%	45.7%	50.4%	51.1%
Disagree	15.0%	20.6%	17.2%	14.1%
Strongly Disagree	6.5%	10.9%	7.2%	7.6%
Overall Agreement	78.5%	68.4%	75.6%	78.3%

I am comfortable learning about things that don't have a single right answer



Target for 2015: 76%

This target was met.

Target for 2016: 79%

4.4 Take risks appropriately.

Board-approved Interpretation |

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

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

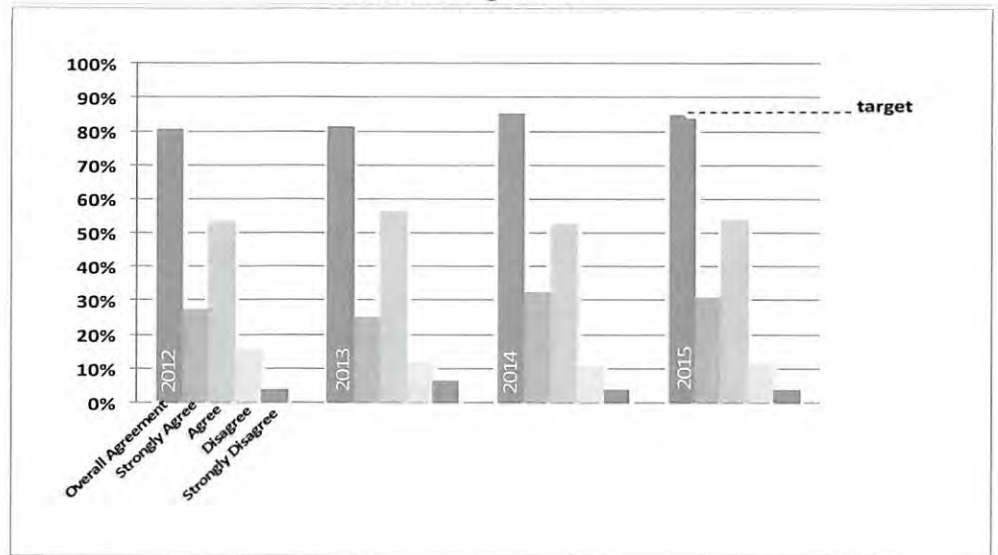
The Chief Superintendent interprets *appropriately* to mean in alignment with the expectations and indicators of the Board of Trustees' Results policies for Citizenship and Character.

Board-approved Indicators and 2014-2015 results |

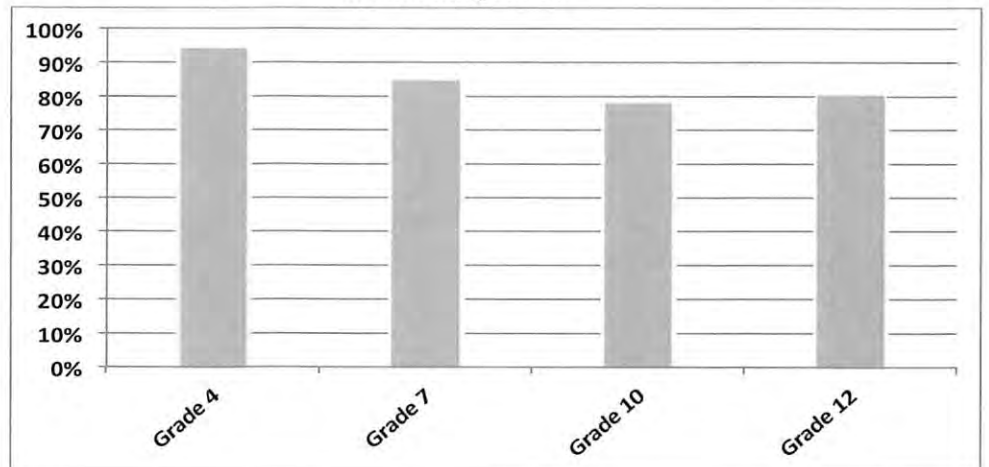
1. Percentage of students who report they try new things in their learning even when they are not guaranteed success; as measured by student surveys.

I try new things in my learning even when I am not guaranteed success				
Student Survey	2012	2013	2014	2015
Strongly Agree	27.3%	25.0%	32.4%	31.0%
Agree	53.4%	56.4%	52.9%	53.7%
Disagree	15.7%	12.1%	11.0%	11.4%
Strongly Disagree	3.6%	6.4%	3.7%	3.9%
Overall Agreement	80.7%	81.4%	85.3%	84.7%

I try new things in my learning even when I am not guaranteed success:
combined grades



I try new things in my learning even when I am not guaranteed success:
individual grades



Target for 2015: Continued results at or above 85%

This target was not met; improvement still noted from 2012 and 2013 results.

Target for 2016: 85% or above

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

Board-approved Interpretation |

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

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

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

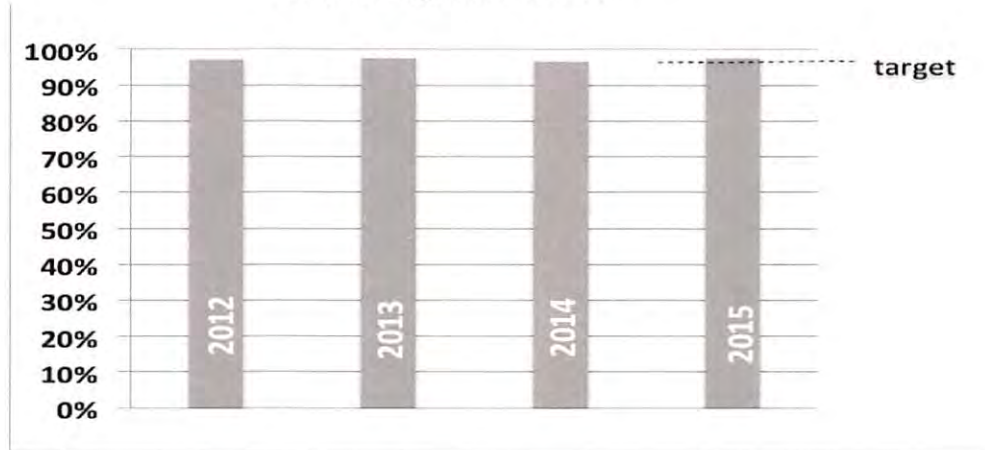
The Chief Superintendent interprets *assume responsibility for personal well-being* to mean that students gather, evaluate and synthesize information to understand health issues and make health-related decisions.

Board-approved Indicators and 2014-2015 results |

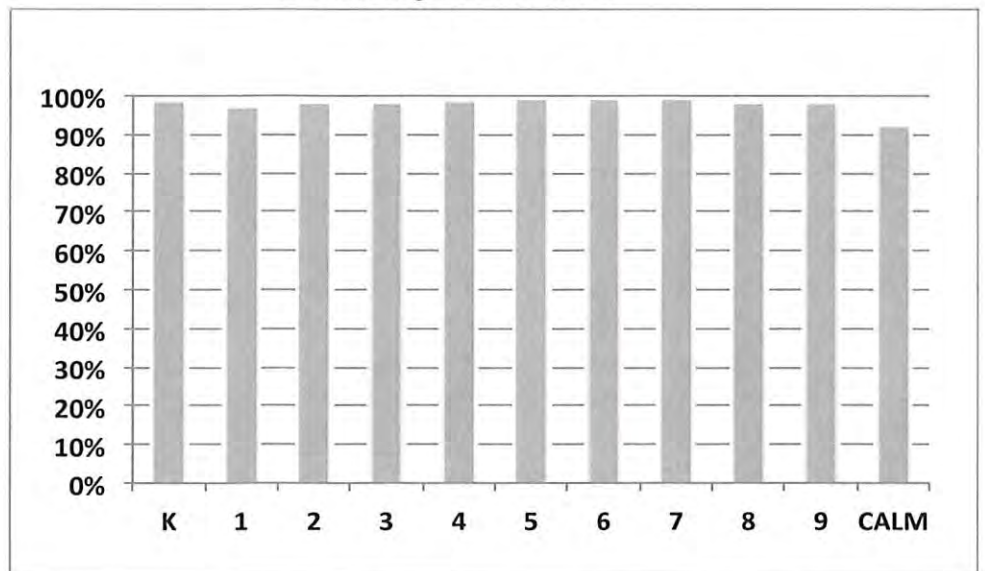
1. Percentage of students experiencing success with the learning outcomes of the Health/CALM programs of study; as measured by student report cards.

Students experiencing success with Health/CALM learning outcomes			
2012	2013	2014	2015
97.2%	97.5%	96.7%	97.5%

Students experiencing success with Health/CALM learning outcomes:
combined grades/courses



Students experiencing success with Health/CALM learning outcomes:
individual grades/courses



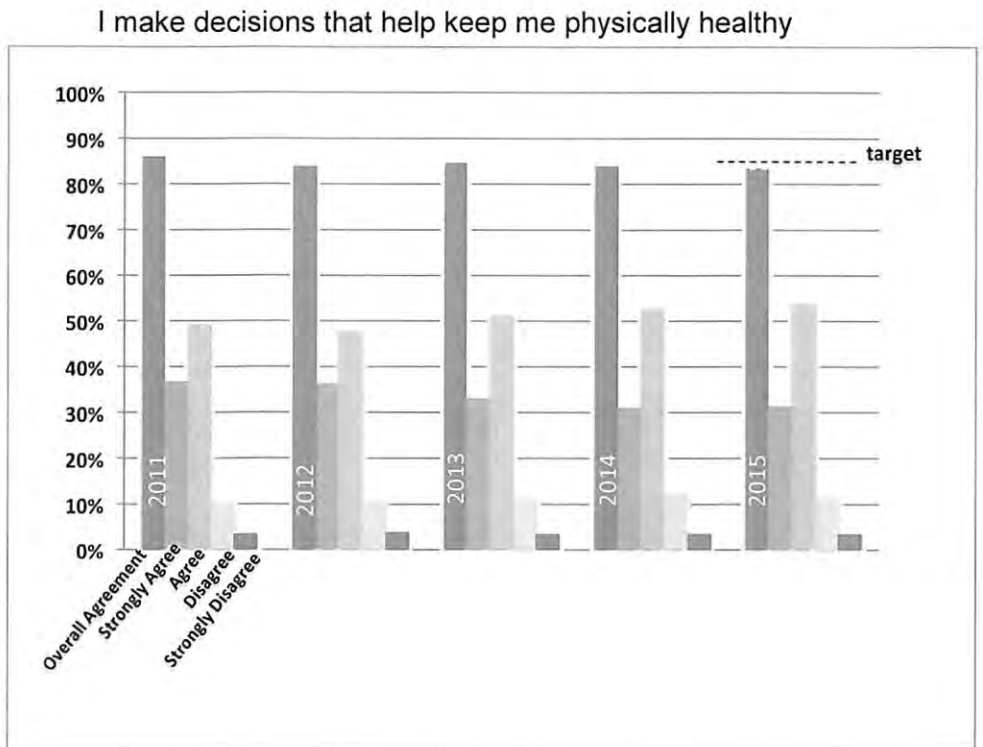
Target for 2015: Continued results above 96%

This target was met.

Target for 2016: Continued results at or above 97%

2. Percentage of grade 12 students who report they make decisions that keep them physically healthy; as measured by student surveys.

I make decisions that help keep me physically healthy					
Student Survey	2011	2012	2013	2014	2015
Strongly Agree	36.9%	36.3%	33.2%	31.0%	31.3%
Agree	49.3%	47.8%	51.4%	52.9%	53.9%
Disagree	10.3%	11.1%	11.8%	12.4%	11.4%
Strongly Disagree	3.6%	4.1%	3.5%	3.7%	3.7%
Overall Agreement	86.2%	84.1%	84.6%	83.9%	85.2%



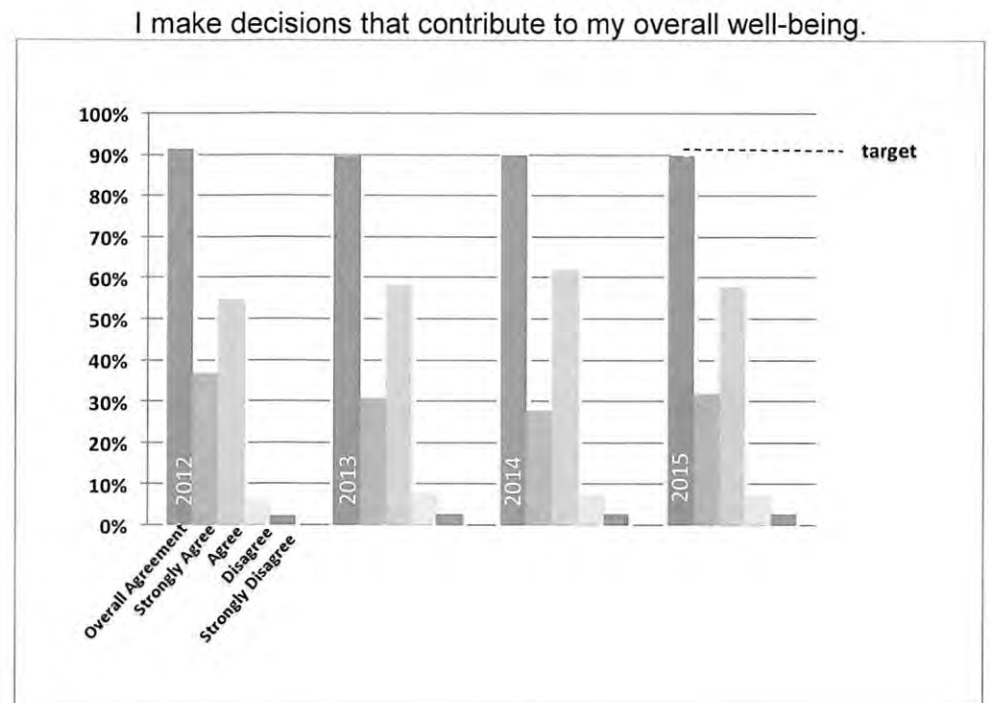
Target for 2015: 85%

This target was met.

Target for 2016: 86%

3. Percentage of grade 12 students who report they make decisions that contribute to their overall well-being; as measured by student surveys.

I make decisions that contribute to my overall well-being				
Student Survey	2012	2013	2014	2015
Strongly Agree	36.7%	31.0%	27.9%	31.9%
Agree	54.7%	58.4 %	62.0%	57.9%
Disagree	6.2%	7.9%	7.4%	7.7%
Strongly Disagree	2.4%	2.7%	2.7%	2.5%
Overall Agreement	91.4%	89.4%	89.9%	89.8%



Target for 2015: 91%

This target was not met.

Target for 2016: 91%

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

There is no Board-approved interpretation nor are there indicators approved for this section of Results 4.

ATTACHMENT I: Capacity Building Information

ATTACHMENT II: Student-Contributed Examples of Personal Development in Action

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

Capacity Building Information

attachment

This information outlines organizational plans to respond to continuing areas for improvement within Results 4: Personal Development.

Students will:

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

Indicator 2 |

Percentage of grade 12 students who report they are able to set and work toward learning goals; as measured by student surveys.

Indicator 3 |

Percentage of grade 12 students who report they raise questions and bring their own ideas to learning tasks; as measured by student surveys.

Factors contributing to success in this area:

- Students demonstrate strong levels of success in similar measures in grades 1-9 and are well prepared to continue doing so during their high school years.
- High schools are increasingly seeking to include student voice as an important part of instructional planning and decision-making.

Forward Looking Actions |

- Continue to support high school principals in including student voice more explicitly as part of their school cultures and students' experiences
 - providing students more opportunities to contribute their ideas and questions in creating or modifying learning tasks
 - providing students more opportunities to connect learning tasks and choices to their short and long term goals
 - demonstrating to students the way their ideas and goals have been included in decisions within their classes and schools
- Continue to refine CBE student survey strategy to increase clarity of practices and purposes, enhance data access and usability for schools and decrease survey fatigue. Changes have been made to student survey practices for 2015-16 that reflect staff and student input. These changes and their impact will be reviewed again in the fall of 2016.

4.3 Have the confidence to embrace ambiguity and complexity.

Indicator 2 |

Percentage of grade 12 students who report they are comfortable learning about things that don't have a single right answer.

Forward Looking Actions |

High school students indicate that in some subjects the assessment processes of diploma exams have impacted their instructional opportunities to engage in learning experiences for which there is no single right answer.

Continued focus on providing students with learning tasks and assessment experiences that allow for more than one valid response and on developing teacher capacity to be able to create such learning opportunities remains important in expanding student experiences, comfort and success in this area.

| attachment |

- Reflection on personal development is difficult when self-criticism keeps you faced forward. I never focused on what I had done, just what I wanted to get done. Yet, it wasn't until I reflected on how much I had developed—both academically and personally—that I realized how much I was truly capable of. Personal development isn't the award at the end of the year. Personal development isn't about the product at the end of the project. Personal development is about the journey, from point A to point B and everything in between. Personal development was my willingness to take on the academic challenge with which I was presented, and never giving up the entire way. Personal development was the social skills I learned when I made new friends in my new country. Yet, this would mean nothing had I not acknowledged it. I have developed as a person because of my experiences, but I am able to further build on this through self-reflection of my development. I can take the social skills I now recognize, and improve them. I can see the academic rigor I can take, and I can expand it further. I can do so much more because I am aware of my own personal development.
- School has always been a struggle for me. The difficulties I have had throughout the years have taught me not to give up when it gets tough, I have been exposed to many failures and rather than getting down on myself I chose to overcome these failures and persevere through school. I know that it will all be worth it in the end and that is why I am always trying to do my absolute best and better. I was a mid 60s student. I had a goal to get into a specific school and it motivated me to try my absolute best to get the highest grades possible in school, my grades pretty much became my only focus and I worked as hard as possible to get into the 80s. My hard work and perseverance paid off, and I ended up going from a mid 60s student to a high 80s student.
- I have been very strong in science, especially in Biology. I was consistently getting high 90s on every Biology test, without much effort. I thought that I'd be fine to just take Biology 30 diploma prep and not study, when the diploma came, I wrote it, but I choked a bit and I ended up not getting a good grade. I had planned on applying to health sciences however now with this diploma grade bringing me down there was no way I would get in. Rather than giving up and closing that door I learned from my mistake of not studying and overcame my failure and got a high grade second time around.
- For most of my life I have dreamed of being an engineer. I have planned my entire school career with this goal in mind however while in grade 11, I hit a major roadblock. I was taking math 30-1 in my first semester of grade 11 and slowly my marks started dropping in that class and I realized I was no longer going to be able to reach my goal. I was doing everything I could to



try and raise my marks but I just wasn't getting the results I wanted. I had given up. There was no way I was going to get into my ideal university for engineering and it was incredibly frustrating. I knew I couldn't give up. I was not going to give up on my dream because of a high school math class. I started weighing out my options and decided what the best move for me was going to be. I was going to take math 30-1 again 2nd semester. It definitely wasn't ideal but it was all I was left with at that point. I am incredibly happy with my final decision because I know in the long run it was the best decision to reach my goal.

- A huge recent goal for me was to effectively manage my time better. This would allow for more time to properly complete work. I set down a timeline that I planned to follow and brainstormed steps that I would need to follow in order to reach my goal. I planned to take a couple of minutes out of everyday to just stop and think. I would often do this at the end of the day as I stood by my locker where all of my supplies were located. I would create a visual list in my head containing; what I needed to do, what materials I needed, and how long it might take me to complete. I had to plan my work around other activities such as school sports teams, community hockey, and family commitments as well.

After over a year of dedication to reach my goal, my time management skills improved tremendously. I was now able to hand in complete, well-done, on-time work. It is a habit now and is a part of my normal school routine. I set many other goals for myself that will contribute to my success as a student. I set many short term goals as well that assist with projects and assignments that need to be quickly completed. Another major goal in my learning was to improve the neatness of my printing. That too was accomplished by setting a plan, sticking to that plan, and persevering until I reached my goal.

- Personal development is one of the best results. Every student I know is constantly developing and maturing in a positive way. When I was younger, I had a hard time articulating and presenting my ideas in an understandable manner; my thoughts and opinions were a mess when I spoke and when I wrote. With the help of my teachers and CBE opportunities I have grown more confident and well spoken. Because of where I am in my education I have come to realize that I want to be an advocate and a public speaker for important issues. I don't know quite yet what those issues are, but with time and the help of my education I'm sure I will be just fine.
- In the past few years I have grown as a person in many ways due to many circumstances. The largest of these growth periods took place in the summer of 2014. After my father was diagnosed with cancer, my family's life took a turn for unfamiliar territory. My dad was in the hospital for almost 6 months where he received 4 rounds of chemotherapy, and a surgery that saved his life. As the oldest child in my family, I took care of my two younger brothers, took over many responsibilities and was at the hospital almost every day taking care of my dad. I witnessed many things in the hospital that I had never imagined that I would see and it made me change

my view of the people around me. I grew a lot as a person that summer and learned much about myself. During this time I was able to finish off my school year an honour student as well as get elected as President of Student Council. My dad told me that I needed to keep going and persevere through a very rough time. Situations such as these allow for personal growth and the ability to focus on the well-being of not only the people around you but your own well-being.

- I'm one of those people who is scared of failing and not succeeding and through school I've learned how to deal with that mostly through trial and error. The first time I remember acknowledging perseverance was back in grade three. We were doing inline skating in gym class and I remember being scared of falling and embarrassing myself in front of the other kids. Every month we would have virtues and during this particular month our virtue was perseverance. I remember that as I was learning to skate I kept repeating to myself "I will persevere, I can do this." On the final day of those classes I remember final not being scared and instead being proud because I had persevered.
- As a Student Leader I am always learning and adapting to change. Every year I set new goals for myself in my academic life as well as in extra-curricular activities. I am heavily involved in many activities in and out of school. At school I set goals for my grades, and adjust these goals as the year progresses. If I do poorly on a test, I will reevaluate and set a new goal. I look back to see what I could have done better and realize what I need to do the next time around to ensure a better mark. The same goes for athletics outside of school. Each swim season I look back on old times and set out goals for new times each swim meet. Taking risks at the right time can lead to success in many aspects of life, if they are taken correctly.
- In gym class students at my school are heavily encouraged to lead a healthy and active lifestyle to promote personal well-being. Our teachers are very passionate about student well-being and making healthy choices. At the end of each unit in gym we are required to say how much physical exercise we did, over the course of the unit, and then we get a mark on our report card that represents that out-of-school physical exercise. For many students this is a big motivation point to be active outside of school, because it counts for grades.
- Throughout my life in sport, I have been placed in many adverse situations that allowed me to perfectly exemplify the ideals expressed through the Results 4 lesson. The perfect example presented through football is once an individual gains possession of the ball, whether it is through a handoff, or a pass, every time a player receives the ball they must demonstrate all the qualities expressed in Results 4. By playing tailback for the past two seasons I have had an extremely high amount of opportunities to carry the ball, and through all of them a player must express perseverance. As soon as an athlete gives up, stops pumping their feet, they will either be pushed back, or taken down by another player. As for setting goals, a player constantly has to be looking and working forward, whether it is short-term goals such as taking the ball to the end zone, or long-term such as playing

well enough to be scouted for a university team. However, if these goals are not met, the individual must recollect himself, self evaluate, and then improve before the next play.

One of the various reasons so many athletes fall in love with football is due to the constant challenges one must overcome. Through experiencing such a complex sport, there is no limit to the skills and motions an individual can perfect, and therefore there is always something to improve on. Although football is a team sport, there is a large individual mentality encompassing it; for example, the motto in our football teams gym is "If you want to improve the team, improve yourself." In saying this, all football athletes are entirely in charge of their own physical and mental wellbeing. Finally, much like life, often in football a hole opens and an individual will have to weigh the risk versus reward, and if they deem it worthy of shooting for, they will have to hit it full speed.

operational expectations monitoring report

Monitoring report for the school year 2014-2015
Report date: April 5, 2016

OE-9: Communicating with the Public

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 9: Communicating with the Public, the Chief Superintendent certifies that the proceeding information is accurate and complete and is:

- In compliance
- In compliance with exceptions as noted in the evidence
- Not in compliance

Signed: D. Stevenson
David Stevenson, Chief Superintendent

Date: Mar-18/16

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 9: Communicating with the Public, the Board of Trustees:

- Finds the evidence to be fully compliant
- Finds the evidence to be compliant with noted exceptions
- Finds evidence to be noncompliant

Summary statement/motion of the Board of Trustees:

Signed: _____
Chair, Board of Trustees

Date: _____

OE-9: Communicating with the Public

Executive Summary

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

This Operational Expectation establishes the values and expectations of the Board of Trustees for the Calgary Board of Education regarding communicating with the public. The communication process involves both sharing, informing, listening and responding.

The Chief Superintendent's reasonable interpretation for OE-9: Communicating with the Public was approved on September 4, 2012. The Board of Trustees last monitored OE-9 on April 7, 2015. Indicator 9.1.3 was revised and approved on June 17, 2014.

9.1 Ensure the timely flow of information, appropriate input and strategic two-way dialogue between the organization and the citizens of Calgary that builds understanding and support for organizational efforts.

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

9.2 Prepare and publish, on behalf of the Board, an annual progress report to the public that includes the following items:

- a. data indicating student progress toward accomplishing the Board's *Results* policies;
- b. information about strategies programs and operations intended to accomplish the Board's *Results* policies; and
- c. revenues, expenditures and a review of the organization's financial condition

- Indicator 1: Compliant

OE-9: Communicating with the Public

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

Board approved Interpretation |

Broadly, the Chief Superintendent interprets this policy to underscore the importance of building confidence with the public by genuinely valuing their input and perspectives. This involves sharing system information with the public, but more importantly, listening to them and being responsive. To this end, administration will provide the public with a yearly touch-point in the form of a progress report, in addition to ongoing conversations with the public about the performance, vision, plans and challenges of the organization.

Specifically, the Chief Superintendent interprets:

- *public* to mean citizens of Calgary (who are among the CBE’s owners), with particular consideration for CBE students, parents and employees;
- *adequately* to mean sufficiently but not exhaustively;
- *informed* to mean provided with information in writing and/or verbally;
- *condition* to mean the degree to which the organization is making progress toward its *Results*;
- *direction* to mean the vision, plans and challenges;
- *organization* to mean the CBE as a whole.

The Chief Superintendent will:

9.1 Ensure the timely flow of information, appropriate input and strategic two-way dialogue between the organization and the citizens of Calgary that builds understanding and support for organizational efforts.	Compliant
--	-----------

Board-approved Interpretation |

The Chief Superintendent interprets:

- *timely* to mean promptly once administration becomes aware of and has validated information;
- *flow* to mean distribution and/or provision;
- *appropriate input* to mean advice, viewpoints, comment and opinion sought from public with clear expectations for how the input be used;
- *strategic* to mean in consideration of the vision, plans and challenges facing the organization as a whole;
- *two-way dialogue* to mean disseminating and listening;
- *understanding* to mean fact-based knowledge about the organization;
- *support* to mean agreement with the vision, values and work of the organization.

Board-approved Indicators and *Evidence of Compliance* |

1. 100 per cent of system-level communications will enable feedback or provide the public with the ability to ask questions.

The organization is compliant with this indicator.

During the reporting period, 100 per cent of system level communications included at least one of the following: CBE website address and/or contact information for the system, department, school or individual responsible for content. For example, the CBE website has a highly visible "contact us" link that contains a comprehensive list of all departments, area offices and other frequently used services by the public, as well as an easy-to-use email feature which allows the public to send in questions and comments.

Public engagement

Public engagement and consultation occurs at the school, Area and service unit level. On an ongoing basis, principals engage parents, teachers, school council members and other stakeholders on decisions that directly affect their school community. Engagement expectations outlined in the coming Education Act and changing stakeholder expectations have highlighted the need to develop a coherent, system-wide framework for public engagement.

In May, 2015, Superintendents' Team approved a recommendation to create a new system-wide approach to public engagement. This work got underway in July, 2015. The approach will help people understand how their contributions influence decisions within the CBE, clarify roles and responsibilities and allow us have a consistent approach to engagement across our system. It is expected to provide a well-understood, fair and open engagement process that provides stakeholders with opportunities to provide feedback about decisions that affect them.

Mass communications tool

In 2014-15, the CBE began defining our needs and planning to implement a system-wide mass communications and emergency communications tool that will replace the tools and services currently in use. Parents have an expectation to receive information about their student and school in a timely

manner. Our chosen tool will be able to deliver messages by email, text, phone or through an app, in multiple languages and to multiple contacts. The new system will be fast, reliable and simple for CBE staff and parents to use. Every message sent by this system will provide receivers with a way to connect with the CBE, including contact information, web links and more. In addition, it will provide the infrastructure that we need to be compliant with the Canadian Anti-Spam Legislation (CASL). This system is expected to be in place before the end of the 2015-16 school year.

School websites

School websites are a critical communication channel for parents, students and staff. Work began in 2014 to engage with schools and parents to understand what challenges they face in communicating effectively, and provide a powerful new set of tools to address those needs. We will upgrade all of our schools' websites to make them easier to access, use and maintain. They will be mobile-friendly and use the same platform as the CBE corporate website and staff insite. We will begin migrating schools to their new sites before the end of the 2015-16 school year. Every page on school websites will include the school's contact information and will provide channels for parents to communicate directly with their schools.

2. 90 per cent of public enquiries received at the system-level by voice mail and email will be acknowledged within two business days.

The organization is compliant with this indicator.

During the reporting period, a review of the monitoring records from the Chief Superintendent's office indicate 100 per cent of public enquires were acknowledged by voicemail and email within two business days. A similar review of records maintained in CBE Communications department indicate 5,400 enquiries, or 100 per cent of enquiries received by the public information line or CBE communications email inbox from August 2014 to July 2015 were acknowledged within two business days.

3. The Calgary Board of Education annual Parent Involvement result, as determined by Alberta Education's Accountability Pillar survey will be intermediate or higher.

The organization is compliant with this indicator.

During the reporting period, the result for Parental Involvement was 77.2 which is identified as intermediate by Alberta Education. The result was determined by Alberta Education to be "maintained" over results from the previous year.

Evidence demonstrates three of three indicators in sub-section 9.1 are in compliance.

<p>9.2 Prepare and publish, on behalf of the Board, an annual progress report to the public that includes the following items:</p> <ul style="list-style-type: none"> a. data indicating student progress toward accomplishing the Board's <i>Results</i> policies; b. information about strategies programs and operations intended to accomplish the Board's <i>Results</i> policies; and c. revenues, expenditures and a review of the organization's financial condition 	<p>Compliant</p>
---	------------------

Board-approved Interpretation |

The Chief Superintendent interprets:

- *publish to mean make widely available for the public to access;*
- *annual progress report to mean the document generally known as the "CBE's Community Report";*
- *data to mean qualitative and quantitative information;*
- *strategies to mean the direction and plans the organization as a whole takes to accomplish the Board's Results policies;*
- *programs and operations to mean the work the organization undertakes to accomplish the strategies and consequently the Board's Results policies;*
- *revenues, expenditures and a review of the organization's financial condition to mean a high-level depiction of how funding from all sources is applied towards student learning with links to more detailed information on the organization's finances.*

Board-Approved Indicator and Evidence of Compliance |

Every year by the end of February, administration will publish a progress report on behalf of the Board of Trustees containing the items identified in the interpretation of OE-9.2.

The organization is compliant with this indicator.

The 2014-15 Community Report was published to the CBE website Feb. 25, 2016 making it widely available to the public. The report contains:

- *information demonstrating that CBE students are making progress toward achieving success in the areas of academics, citizenship, personal development and character;*

- information on how CBE students are making progress in achieving the Board of Trustees' Results policies; and
- a budget summary that indicates how we use funds to support student learning.

In addition to the 2014-15 Community Report, other information is regularly prepared and published to provide the public with more in-depth information about the organization's direction and plans. In the 2014-15 school year, these included:

Annual reports	Annual Education Results Report 2013-2014 and Three-Year Education Plan 2014-2017 is made available to employees and our public every year in December on our corporate website.
Spotlight stories	261 spotlight stories were posted to the CBE corporate website that provided the public with in-depth information about the CBE, and that demonstrates how schools and students are achieving the Board of Trustees' Results policies.
Link online	27 issues of our internal newsletter were distributed to all CBE employees. The newsletter contains important, system-level information about the CBE.
News releases	75 news releases, statements or media advisories were posted on our corporate website and sent to news media. Many of these were in turn featured by local news media.
Information sheets	One or two-page flatsheets are continually updated to provide the public with current information. Current flatsheets include information about fees, facilities and school funding.
RSS feeds	86 RSS feeds were posted on all school websites and emailed out to subscribers
Tweets	521 tweets were posted on the CBE's official Twitter feed YYCBEdU. In addition, 1,070 followers were added in 2014-15. Since inception, we have tweeted more than 1,000 times and have more than 3,000 followers.
Key Communiques	13 updates including system news were emailed to school council chairs, principals, area offices and trustees. School council chairs in turn share these with their individual school communities.
Community newsletters	Eight CBE updates were sent on behalf of the Board of Trustees to four community newsletter publishers in Calgary. Total distribution is over 436,100. Topics ranged from building updates to budget and volunteer opportunities
Calgary's Child	We provide six, half-page articles about CBE activities and news in the printed version of Calgary's Child Magazine each year. These are often repeated in the online version of the magazine.

<i>School newsletter leadership updates</i>	<i>10 monthly Board of Trustees and Chief Superintendent's messages were placed in school newsletters</i>
<i>Print projects</i>	<i>256 print projects for schools and service units that include everything from the high school course guide to banners, brochures and infographics that explain complex information about the CBE.</i>
<i>Photos and videos</i>	<i>357 photo shoots (including 230 exterior school shots) that added more than 11,000 images to our collection and that are available to all schools and service units. 24 videos that highlighted subjects ranging from student voice to Iris learning stories and the annual My World Conference.</i>
<i>Web content</i>	<i>Every day, we post information to staff insite, the corporate website and school websites that outline the organization's direction and plans on a wide variety of topics.</i>

Evidence demonstrates the indicator in sub-section 9.2 is in compliance.

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.

report to Board of Trustees

Locally Developed Courses

Date	April 12, 2016
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Decision
Originator	Jeannie Everett, Superintendent
Governance Policy Reference	Locally Developed Courses R-2: Academic Success OE-11: Instructional Program
Resource Person(s)	Dianne Roulson, Director, Learning

1 | Recommendation

It is recommended:

1. THAT the Board of Trustees approves the following, **newly developed** for the Calgary Board of Education, senior high locally developed course and resources, as listed in the course outline submitted to Alberta Education, for use in Calgary Board of Education schools from September 1, 2016 to August 31, 2020:

Electrical and Plumbing Systems**
Level: 25, 35 Credits: 5

Social Literacy**
Level: 15, 25, 35 Credits: 3



2. THAT the Board of Trustees approves the following, **reinstated** senior high locally developed courses and resources, as listed in the course outline submitted to Alberta Education, for use in Calgary Board of Education schools from September 1, 2016 to August 31, 2020:

Aeronautical Design**

Level: 25 Credits: 3 and 5

3. THAT the Board of Trustees approves the following, **newly acquired**, for the Calgary Board of Education, senior high locally developed courses and resources, as listed in the course outline submitted to Alberta Education, for use in Calgary Board of Education schools from September 1, 2016 to the expiry date listed:

Christ the Redeemer Catholic Separate Regional Division No. 3

Synthetic Biology

Level: 15 Credits: 3 Expiry: August 31, 2019

Edmonton School District No. 7

Capstone (AP)

Level: 25, 35 Credits: 5 Expiry: August 31, 2020

Calgary Roman Catholic Separate School District No. 1

Geology

Level: 35 Credits: 3 Expiry: August 31, 2020

Chinook's Edge School Division

Aviation

Level: 35 Credits: 3 Expiry: August 31, 2019

4. THAT the Board of Trustees approves the following **renewed** by the Calgary Board of Education for senior high locally developed courses and resources, as listed in the course outline submitted to Alberta Education, for use in Calgary Board of Education schools from September 1, 2016 to August 31, 2020:

Acting for Camera**

Level: 15, 25, 35 Credits: 3 and 5

Band

Level: 15, 25, 35 Credits: 3 and 5

Biology (AP)

Level: 35 Credits: 3

Biology (IB)

Level: 25 Credits: 3

Chamber Ensemble
Level: 15, 25, 35 Credits: 3 and 5

Chemistry (IB)
Level: 25, 35 Credits: 5

Choir
Level: 15, 25, 35 Credits: 3 and 5

Geology
Level: 25 Credits: 3

Encore: Engaging in Learning
Level: 15 Credits: 3

English (IB)
Level: 35 Credits: 3 and 5

ESL English for Academic Success
Level: 35 Credits: 3 and 5

ESL Expository English
Level: 15, 25 Credits: 5

ESL Introduction to Mathematics
Level: 15 Credits: 5

Film Studies**
Level: 15, 25, 35 Credits: 3 and 5

Health Care Fundamentals
Level: 25 Credits: 5

Health Care Professionalism
Level: 25 Credits: 3

Instrumental Jazz
Level: 15, 25, 35 Credits: 3 and 5

Mathematics (IB)
Level: 35 Credits: 3

Military Studies
Level: 15, 25 Credits: 3 and 5

Pharmaceutical Therapeutics
Level: 35 Credits: 3 and 5

Physics (IB)
Level: 25 Credits: 3 and 5

Prescription Processing
Level: 35 Credits: 5

Reading
Level: 15, 25 Credits: 3 and 5

Theory of Knowledge (IB)
Level: 35 Credits: 3 and 5

Vocal Jazz
Level: 15, 25, 35 Credits: 3 and 5

5. THAT the Board of Trustees approves the following **re-acquired**, for the Calgary Board of Education, senior high locally developed courses and resources, as listed in the course outline submitted to Alberta Education, for use in Calgary Board of Education schools from September 1, 2016 to August 31, 2020 from:

Edmonton School District No. 7

American Sign Language (LA)
Level: 15, 25, 35 Credits: 5

Dance
Level: 15, 25, 35 Credits: 3

Directing
Level: 25, 35 Credits: 5

Works in Translation (IB)
Level: 35 Credits: 3

Calgary Roman Catholic Separate School District No. 1

Biology (IB)
Level: 35 Credits: 5

Physics (IB)
Level: 35 Credits: 5

Red Deer Public School District No. 104

Mathematics (IB)
Level: 25 Credits: 3

Rocky View School Division No. 41

English (AP)

Level: 35 Credits: 3 and 5

St. Albert Public School District No. 5565

Calculus (AP)

Level: 35 Credits: 3

European History (AP)

Level: 35 Credits: 3

6. THAT the Board of Trustees approves the following, **newly acquired** from Edmonton School District No. 7, for the Calgary Board of Education, **junior high** locally developed courses and resources, as listed in the course outline use in Calgary Board of Education schools from September 1, 2016 to August 31, 2020:

World History **Grade: 7, 8, 9**

7. THAT the Board of Trustees approves the following **renewed** by the Calgary Board of Education for junior high locally developed courses and resources, use in Calgary Board of Education schools from September 1, 2016 to August 31, 2020:

Aboriginal Studies **Grade: 7, 8, 9**

Dance **Grade: 7, 8, 9**

ESL Introduction to Mathematics **Grade: 7, 8, 9**

8. THAT the Board of Trustees approves the following, **re-acquired** from Edmonton School District No. 7, for the Calgary Board of Education, **elementary** and **junior high** locally developed courses and resources, as listed in the course outline use in Calgary Board of Education schools from September 1, 2016 to August 31, 2020:

American Sign Language (LA) **Grade: K, 1, 2, 3, 4, 5, 6, 7, 8, 9**

9. THAT the Board of Trustees approves the following **expiring** Locally Developed Course be removed from the approved junior high listing effective September 1, 2016:

Military History **Grade: 7, 8**

Exploration in Film **Grade: 7, 8, 9**

*** Alberta Education is currently reviewing these courses for significant overlap and adherence to Alberta Education Policy 1.2.1 – Locally Developed Course. Trustee approval of the above locally developed course is requested, provisional on confirmation of a successful review by Alberta Education.*

2 | Issue

Alberta Education Policy 1.2.1 – *Locally Developed/Acquired and Authorized Junior and Senior High Complementary Courses* (4) requires that, “Approval of a locally developed/acquired and authorized course (junior and/or senior high) shall be by Board motion and shall be for a maximum duration of four years.”

In order to offer the courses for students, Board of Trustee approval is requested.

3 | Analysis

Aeronautical Design

Aviation is the art and practical aspects of aeronautics. This includes the design, development, production, operation and use of an aircraft. Students taking this course will become aware of the impact of aviation and space and the various ways in which they contribute to the economy, jobs, and the lives of millions of people.

Aviation

Students will be introduced to topics such as fluid mechanics, rotational dynamics, simple structural design and mechanics of materials. Students will be better prepared to enter the aviation field and post-secondary programs by developing a transition plan that includes all entrance requirements. They will also be prepared for further careers in the aviation field. Students who successfully complete the Transport Canada exams will have met the criteria for the 'ground school' portion of pilot training.

Capstone (AP)

The Advanced Placement course will support students investigating real world issues from multiple perspectives and gathering and analysing information from various sources in order to develop credible and valid evidence based arguments.

Geology 35-3

Geology will expand on the geological knowledge introduced in Geology 25. It provides an in-depth exploration of the geological process relevant to Alberta's prominent role in oil and gas. Students taking Geology will become more engaged citizens for Alberta's future, capable of making well-informed policy decisions.

Social Literacy 15, 25, 35

Being socially literate relates to a person's ability to interact, maintain and build relationships. This course focuses on students building strategies re: verbal/nonverbal communication, digital communication, perspective taking, self-awareness, problem solving and cognitive flexibility.

Synthetic Biology 15

This course is knowledge based in molecular and synthetic biology. The course is cross-disciplinary in nature and learning is driven and sustained through its strong emphasis on problem solving, collaboration and communication.

Military History 7, 8, (removal) and World History 7, 8, 9 (new)

Military History was an acquired course from Edmonton School District. Edmonton School District made the decision that it no longer supports the course outline and has removed Military History from their approved course listing. The Calgary Board of Education was granted permission to acquire and adapt Military History for one year with the intention of reviewing the course for the next authorization period. After reviewing Military History and World History, we propose that the CBE acquire the new course, World History, and remove Military History from the approved Calgary Board of Education course listing for Junior High.

4 | Implementation Consequences

Calgary Board of Education Operational Expectations OE-11: Instructional Program states,

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

10.6 Is inclusive of new and innovative programs to meet students’ interests and passions and accommodates different learning styles and needs.

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

Alberta Education Policy 1.2.1 – *Locally Developed/Acquired and Authorized Junior and Senior High Complementary Courses* states,

“Alberta Learning supports the local development and authorization of junior high school and senior high school complementary courses, which do not duplicate provincially authorized courses, to further develop and cultivate the unique interests and abilities of students, to foster educational improvement and excellence through innovation at the local level to meet the unique needs of a local community.”

Alberta Education Policy 1.2.1 further states,

“...in the interest of increasing local flexibility to meet the needs of students, local school authorities will authorize senior high locally developed/acquired and authorized courses and provide Alberta Learning with information regarding these authorizations.”

Alberta Education requires a copy of the Board of Trustee motion showing specific information about the Board authorization of senior high locally developed courses. In order to meet provincial requirements, the motion must be available upon request from Alberta Education on or before May 31 of a given year for course implementation in the first semester of the next school year.

Locally Developed Courses (LDC) are approved and authorized by Alberta Education for a maximum period of four years. When a course is expiring, it must be reviewed in the context of local student need and a decision made by the originating district about whether to go forward with the renewal process.

The intention of the current Calgary Board of Education process is to facilitate seamless access for students by authorizing the aforementioned courses for September 1, 2016. Notice of authorization of the recommendations in this report will be provided to Alberta Education’s Curriculum Branch and appropriate Calgary Board of Education staff. Copies of the new course outlines will be made available to all schools through the web site in the Portal – “*staff insite*”.

5 | Conclusion

Board of Trustee's approval of all locally developed courses will ensure that the Calgary Board of Education is compliant with Alberta Education Policy 1.2.1. Approval of these courses will enable the Calgary Board of Education to be responsive to the learning needs of our students.

Notice of approval of the recommendations in this report will be provided to the appropriate Alberta Education and Calgary Board of Education staff. Copies of the new course outlines will be made available to all junior and senior high schools through the Calgary Board of Education web page.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

report to Board of Trustees

Correspondence

Date	April 12, 2016
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:

- Letter dated April 4, 2016 from Chair Bowen-Eyre to The Honourable D. Eggen, Minister, Alberta Education, requesting an extension to the CBE budget submission deadline from May 31, 2016 to June 28, 2016.
- Letter dated April 6, 2016 from Chair Bowen-Eyre to The Honourable D. Eggen, Minister, Alberta Education, requesting funding to cover the costs necessary to support CBE students from Syria with refugee status.
- Letter dated April 6, 2016 from Chair Bowen-Eyre to The Right Honourable Justin Trudeau, Prime Minister of Canada, requesting funding to cover the costs necessary to support CBE students from Syria with refugee status.

Attachments: Relevant Correspondence





www.cbe.ab.ca

Board Chair

Joy Bowen-Eyre Wards 1 & 2

Vice-Chair

Amber Stewart Wards 12 & 14

Trustees

Lynn Ferguson Wards 3 & 4

Pamela King Wards 5 & 10

Trina Hurdman Wards 6 & 7

Judy Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

April 4, 2016

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

Dear Minister Eggen,

On behalf of the Calgary Board of Education I am hereby requesting an extension to our budget submission deadline from May 31, 2016 to June 28, 2016.

As you know, the provincial budget is anticipated on April 14, 2016. Traditionally we have anticipated the government’s budget in late February or early March of each year. With that traditional timing we are well able to craft a budget by the mandated deadline of May 31 of the year. With the relatively late announcement of the budget we are unable to meet the required May 31 deadline.

As you know, how a school jurisdiction allocates its scarce resources is of great interest to its public. As a result the Calgary Board of Education has a three stage process to ensure maximum public input and visibility.

First, the CBE publishes a budget assumptions report (the BAR) to provide the public with information on the key assumptions that will be built into the subsequent CBE budget. That report is provided for information at a board meeting and traditionally solicits much feedback from the public. That feedback is taken into consideration in crafting the budget for the coming school year.

Following the publication of the BAR, the board receives the proposed budget document twice. The first presentation of the budget report provides an opportunity for the public and the board to review and understand the budget that is being proposed. At the second board meeting, which ideally follows at least two weeks later, the board formally considers the budget, with the intent that it be approved, subject to any modifications or amendments that may be required as a result of input received during the interim period, or any board resolutions to amend the document.

Based on our current board meeting schedule, we will receive the budget assumptions report on May 17, 2016. We then anticipate receiving the budget report for the next public board meeting on June 14, 2016. Finally, we are currently planning to formally consider the budget for the 2016-17 school year

learning | as unique | as every student

at a board meeting scheduled for June 21, 2016. The extension to June 28th would allow one week following the June 21 board meeting to process any required modifications or amendments and to submit the final document to your office.

Thank you in advance for your consideration of this issue. We look forward to your support.

Yours truly,



Joy Bowen-Eyre
Chair, Board of Trustees

cc Lorna Rosen, Deputy Minister of Education
David Stevenson, Chief Superintendent of Schools



Board Chair

Joy Bowen-Eyre Wards 1 & 2

Vice-Chair

Amber Stewart Wards 12 & 14

Trustees

Lynn Ferguson Wards 3 & 4

Pamela King Wards 5 & 10

Trina Hurdman Wards 6 & 7

Judy Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

April 6, 2016

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

Dear Minister Eggen,

On behalf of the Calgary Board of Education (CBE), I am hereby formally requesting funding for our school district to cover the costs necessary to support our students from Syria with refugee status.

As of March 29, over 427 students from Syria have been welcomed by the Calgary Board of Education. We are expecting more to arrive. 400 students can fill a small elementary school.

We have added specialized classes to our existing programs. We are continually assessing the needs of our schools and adjusting resources accordingly. Providing adequate services and supports to these students requires a significant investment. As of the March 29th date, the CBE has spent \$3 million, and this will continue to increase daily.

We would appreciate a provincial commitment to provide full and ongoing support for these students.

Thank you for your consideration.

Yours Truly,

Joy Bowen-Eyre, Chair
Board of Trustees
Calgary Board of Education

cc: D. Stevenson, Chief Superintendent



Board of Trustees

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

April 6, 2016

Prime Minister Trudeau
Office of the Prime Minister
80 Wellington Street
Ottawa, Ontario K1A 0A2

The Right Honourable Justin Trudeau,

On behalf of the Calgary Board of Education (CBE), I am hereby formally requesting funding for our school district to cover the costs necessary to support our students from Syria with refugee status.

As of March 29, over 427 students from Syria have been welcomed by the Calgary Board of Education. We are expecting more to arrive.

Many of these students have arrived with complex needs and issues that need to be addressed as quickly as possible. We have added specialized classes to our existing programs. We are continually assessing the needs of our schools and adjusting resources accordingly. Providing adequate services and supports to these students requires a significant investment. As of the March 29th date, the CBE has spent \$3 million, and this will continue to increase daily. We have not received any funds to cover these services.

We recognize that education is a provincial responsibility; however, immigration is clearly a federal responsibility. As a school district with significant experience in welcoming refugee students, we are assisting in many ways to meet the needs of the students and their families.

We are requesting that the federal government provide directed funding for education so that school districts such as ours can continue to provide full and ongoing support for these students in Canada.

We are committed to working with all levels of government to ensure that these students receive the level of support that they need as they start their new life in Canada. Thank you for your consideration.

Yours Truly,

Joy Bowen-Eyre, Chair
Board of Trustees
Calgary Board of Education

cc: Hon. John McCallum, Minister of Immigration, Refugees and Citizenship
All Calgary MPs

Board Chair

Joy Bowen-Eyre Wards 1 & 2

Vice-Chair

Amber Stewart Wards 12 & 14

Trustees

Lynn Ferguson Wards 3 & 4

Pamela King Wards 5 & 10

Trina Hurdman Wards 6 & 7

Judy Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

report to Board of Trustees

Chief Superintendent's Update

Date | April 12, 2016

Meeting Type | Regular Meeting, Public Agenda

To | Board of Trustees

From | David Stevenson,
Chief Superintendent of Schools

Purpose | Information

Governance Policy
Reference | Operational Expectations
OE-8: Communication With and Support for the Board

1 | Recommendation

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

2 | Issue

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

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

Congratulations

We would like to acknowledge and congratulate Greg Francis, our General Counsel, on the announcement of his appointment as Queen's Counsel for the Province of Alberta.

Greg is one of 39 lawyers this year to be designated as "Her Majesty's Counsel, learned in the law, for the Province of Alberta" also known as Queen's Counsel. The honorary title of Queen's Counsel is used to recognize Alberta lawyers for exceptional merit and contribution to the administration of justice.

This appointment recognizes Greg's integrity, professionalism, competence and contributions in public life. The Lieutenant-Governor, on the recommendation of the Minister of Justice and Solicitor General, Kathleen Ganley, formally appointed Mr. Francis at a ceremony on March 16.

Personalize Learning

Syrian Refugees

As of March 14, 2016, 427 students who were born in Syria with refugee status have registered at Kingsland Centre, 336 (80%) of whom are attending one of the Calgary Board of Education Literacy English Academic Development (LEAD) program classes. An additional 52 refugees from other countries have registered within the same time frame.

Additional LEAD classes have been opened since the beginning of the arrival of refugee students in January. From April to December 2016 Calgary is expected to welcome an additional 700 refugees from Syria which is estimated will bring approximately 200 to 250 students to the CBE. 60 of these students are anticipated to arrive prior to June 2016. Planning for accommodating students who are refugees is ongoing.

The City of Calgary hosted a Welcome Fair for Syrian refugees on Saturday, March 12, 2016. Two members of the Diversity and Learning Support team represented the Calgary Board of Education, greeted newcomers and answered questions pertaining to our district and education in Calgary.

The Calgary Board of Education continues to participate on the Syrian Refugee Project steering committee chaired by the Calgary Catholic Immigration Society. On March 30, 2016 Calgary Board of Education will participate in a forum to update Calgarians on the Calgary Syrian Refugee Resettlement Project.

School-based personnel, Kingsland Centre staff, Diversity and Learning staff, Transportation Services, Psychological Services, the Early Learning Team,



Communications and Human Resources have all contributed to the success of this resettlement project and are to be congratulated for the high level of commitment and professionalism.

Build Professional Capital

Bridge to Teaching

Across Alberta there is increasing demand for qualified Career and Technology Studies (CTS) teachers who can offer CTS programs including dual-credit and advanced CTS courses to high school students. In support of this demand, Alberta Education has collaborated with the Alberta Teachers' Association and Alberta teacher preparation institutions to create the *CTS Bridge to Teacher Certification* (CTS Bridging) program. This program provides funding to school jurisdictions to support CTS-trained individuals in completing an Alberta teacher preparation program. Instructors such as certificated journey persons, health care professionals and information technologists are authorized to work as a teacher while pursuing the educational requirements to qualify for Interim Professional Certification. Upon completion, CTS Bridging program participants will be authorized under a Letter of Authority to work in schools while continuing their studies toward successful completion of the Bachelor of Education program.

CBE has been granted funding to enroll 7 new participants in this program including two welders, two chefs, a carpenter, a cosmetologist and an automotive technician. As part of this opportunity CBE has agreed to host site visits for Alberta Education personnel, contribute to knowledge sharing activities in collaboration with Alberta Education and provide specific outcomes as requested.

Participants who have successfully completed the minimum 36 semester-hour credits of a CTS Bridging program and have been granted a Letter of Authority will continue to work collaboratively with their mentors and supervisors as they complete the teacher preparation program. The addition of this skilled work force to our CBE roster strongly supports the conditions for Personalized Learning through CTS programing choices for our students.

New Teacher Training Commons at Sherwood School

Sherwood School, in partnership with Learning and Facilities & Environmental Services is pleased to host a series of professional learning opportunities for staff in our new Teacher Training Commons (TTC).

The TTC approach is a strategy for teacher professional learning that includes designing an adaptable training program for instructing teachers in the safe use of tools and equipment while promoting a sustainable culture of safety in instructional design. This is an important initiative for supporting teachers who are newly hired to teach career-related courses, as well as for current teachers. The participants include teachers and learning leaders of design studies, construction, foods,



culinary, fine & performing arts, substitute teachers and core subject teachers using Career and Technology Foundations (CTF) shops and support staff. In most cases, the lead instructor is a Red Seal journey person, either Calgary Board of Education or industry-sponsored, who is supported by other learning specialists, leaders and teachers. Interested staff may select from pre-planned sessions on non-instructional days or after school workshops or, with support of their principal, attend an “immersion day” in which they personalize their learning by job shadowing or team teaching with experts on site.

As we continue to focus on personalization as our strategy for student success, we continue to emphasize the importance of thoughtful task design and assessment. Students are the focus of our work, and they are ultimately the beneficiaries of a Teacher Training Commons that highlights both safety and engaging instructional design.

New Learning Commons/Maker Cohort

The Learning Commons/Maker approach offers a philosophy and a comprehensive set of strategies that support the personalization of learning and the building of professional capital of staff. This approach capitalizes on student engagement while providing teachers with new opportunities to design innovative learning tasks. Professional learning through a cohort approach supports collaborative learning networks of teachers. The cohort develops shared standards of practice through data-driven, research-informed and job embedded professional learning.

EducationMatters grants offer support to schools as they transition from Libraries to Learning Commons. This year they have begun funding for Maker grants to schools. Six schools have received grants in support of Learning Commons and ten schools have received grants for Maker Spaces. Over the last three years twenty-six schools have received funding to transition their Libraries into Learning Commons.

The Learning Commons grants require schools to report on access to learning resources, increase in student autonomy and the overall impact on student achievement. The Maker grants require schools to report on student achievement in the areas of problem-solving skills, cross-curricular connections and an increased understanding of the nature of resources. Benefits to students include the opportunity to learn in an inclusive, flexible, learner-centred space designed for collaboration, inquiry, and creativity. A significant focus on student voice and autonomy are embedded into the design of the grant application and structure.

Administrative Secretary Cohort

As a result of identified need based upon the high turnover of staff in the Administrative Secretary E role and the opening of new schools in the coming years, the CBE is piloting a succession plan for this particular employee group. The role is critical to the smooth operations of a school.



A specific process has been established to attend to the identification, preparation, selection and ongoing development of employees in this role. The first phase of our process attends to the immediate need in new schools and the second phase is a succession plan to fill those vacancies generated by new schools as well as to make recommendations to meet these needs into the future.

Several significant activities have occurred to-date including the following:

- Significant stakeholder representatives have been brought together to determine critical success factors, key information and delivery methods to ensure Administrative Secretary cohorts have the skills needed to successfully begin their work.
- A professional development curriculum has been developed by system staff and current school-based E secretaries. Efforts concentrate on the interconnections of people, process and content and are delivered from the Administrative Secretary's point of view. The delivery methods will be action oriented and directly related to their day-to-day work. This curriculum includes, but is not limited to: Communications & Customer Service skills, difficult conversations, SIRS & Student Registration, Finance, Records Management, Absence Management, FOIP, Volunteers & Clearance process, Facilities request processes and other topics as required.
- Ongoing support for E secretaries as they fulfill their role through both group sessions and one-on-one support.

The anticipated positive consequences of this process include:

- the ability to ensure that schools have highly competent and engaged Administrative Secretaries
- the creation of a network of school-based Administrative Secretaries
- the creation of an ongoing succession plan for school-based Administrative Secretaries
- increased capacity within existing Service Unit and school resources

A modest and focused financial and human resource investment will result in the development of a succession plan for school-based Administrative E Secretaries. This will ensure that this employee group has the necessary competencies to fulfill the role and assist in the smooth operation of schools. It is hoped that the lessons learned from this pilot will create the vision for an ongoing succession plan for this employee group.

Engage Our Public

Cinderella Project

The Cinderella Project is an annual event recognizing and supporting the academic achievements of female high school graduates. The mandate of the Cinderella Project is to ensure every young woman has the opportunity to attend their graduation with their peers with style and dignity as they celebrate their success in

school. Community volunteers spend countless hours planning and orchestrating the event. The project is an excellent example of how Calgary Board of Education staff and the greater community come together to help make a big difference in the lives of our graduating young women.

This year over 350 young women received an invitation to participate, an approximate 10% increase over last year. All Calgary Board of Education High Schools were invited to nominate deserving students.

Calgary Board of Education staff and students were involved in this project this year in the following ways:

- the culinary students of Lester B. Pearson High School catered the event for over 220 volunteers;
- technology and fashion students created a display dress including wearable technology;
- students collected dresses at Sir Winston Churchill High School;
- student volunteers assisted with event day preparation through Youth Central.

Nelson Mandela High School Theatre

Work continues to progress towards the fall opening of Nelson Mandela High School. The school as it is currently designed provides for the option to construct an extension for a theatre and accordingly, a community open house was held at the Genesis Centre on March 16 with Trustee Lynn Ferguson, CBE staff from Nelson Mandela School and Area III and representatives from the architectural firm Gibbs Gage in attendance. At this time conceptual drawings for the theatre were provided to share information and to begin support for fund raising efforts. Design boards and an animated “fly through” of the design were available for viewing.

Over the course of the past two years this design has evolved and represents a collaborative effort between various CBE departments, Gibbs Gage, Calgary Arts Development and members of the local theatre community. This theatre concept is based on best practices from other theatres that are utilized by schools and communities and received input from theatre companies and educators. We look forward to continued work on the development of the theatre at Nelson Mandela High School to support students and their learning.

Public Engagement Framework

The CBE is committed to involving people in decisions that affect them. To do this more effectively we are developing a new system-wide approach to public engagement. The framework will help people understand how their contributions influence decisions within the CBE, clarify roles and responsibilities and allow us to have a consistent approach across our system.

Extensive consultation with employees, parents, students and community members in late 2015 helped inform the development of the framework. The CBE is working with experts and the internal Public Engagement Framework Committee to develop



this tool, and it is expected the draft will be completed by late April or early May. While it was originally anticipated that the draft would be ready to share with the public by the end of March, there is still work required to ensure the first draft is ready to be distributed to key stakeholders for their feedback. The delay is related to the time commitments required to develop this tool at the same time as the CBE is engaging communities on a number of other key initiatives, including transportation and schools impacted by the opening of new schools.

Engagement Opportunities

Transportation

The CBE has committed to reviewing our transportation model to ensure we continue to deliver safe, reliable and cost-effective transportation that is sustainable over the long term. Parents, staff, students and other stakeholders will have in-person and online opportunities to share their perspectives. These consultations will occur before any potential changes to transportation service levels and the transportation budget are finalized for the 2016-17 school year and beyond. Engagement opportunities include employee sessions, workshops and an online survey. These opportunities have been widely promoted through channels such as a Facebook page and ad, Twitter, our internal and external websites, and direct communications to principals and parents.

A representative stakeholder advisory committee, consisting of internal and external stakeholders, has also been formed to help guide and support this engagement.

The CBE will communicate decisions on 2016-17 transportation service levels and/or fee adjustments in May 2016.

Budget Priorities

The CBE has been encouraging staff, parents and members of the public to share their views regarding budget priorities for the 2016-17 school year and beyond. During February and early March, approximately 80 parents/community members and 40 employees attended budget engagement sessions over five evenings and one afternoon. At these sessions Chief Financial Officer Grundy provided an overview of the CBE's financial position, answered questions and led group discussions on budget priorities. Comments have been encouraged through Twitter and cbe.ab.ca/dialogue. To date, we have received over 100 comments.

All comments were recorded and a summary will be publicly available in April. The feedback obtained will influence budget decisions for next school year and future years.

Literacy

The CBE is developing a K-12 strategy to advance instructional and assessment practices that optimize learning with a priority on literacy. The goal is to ensure



each student develops the necessary literacy skills to thrive in life, work, and continued learning. Literacy has been identified as a priority in our Three-Year Education Plan. The purpose is to advance multiple literacies, numeracy and core competencies for each student across subject areas.

In March the literacy strategy team hosted workshops that were open to teachers, principals, assistant principals and all staff. These conversations will help the CBE develop an understanding of current needs, existing best practices and next steps in literacy. The dialogue will support the development of a multi-faceted literacy strategy that will guide all of our schools.

Impacted Schools

The new schools opening in the 2016-17 school year will create additional space in some existing schools and result in future changes for other schools. We will be engaging with stakeholders on how the CBE can utilize these spaces to support student learning opportunities.

In February and March internal engagements with area directors and principals were held in each area to identify opportunities for using additional space in schools. In April we will hold five public open houses to share information on the declining enrolment in area schools and ask stakeholders for their feedback on the opportunities that have been identified. In addition to the open houses there will be online opportunities for parents and other stakeholders to provide input.

Student Code of Conduct

All school boards must develop a draft system-wide student code of conduct as part of an overall submission to Alberta Education by March 31, 2016 to align with the recent amendments to the *School Act* (Bill 10). A committee comprised of school-based administrators and system leaders have led this work. The committee has reviewed current research and practices across North America and provided input into the draft CBE Student Code of Conduct.

Currently the CBE is engaging with a cross section of parents about what is important as it relates to this work. There will be further public engagement with parents, students and staff regarding the draft Student Code of Conduct this spring.

Steward Our Resources

Postings for Teachers

The CBE will provide two rounds of open postings for teachers this spring. Open postings provide an opportunity for teachers to change locations and potentially teaching assignments. This is an opportunity we know teachers value. It is a chance to grow personally and professionally and we are pleased to be able to offer it this year.



The CBE feels confident that the Resource Allocation Method (RAM) can be released on April 7 in advance of the provincial budget release date of April 14, in order to accommodate these postings. Traditionally, budget balancing decisions are made after provincial grant announcements. If the CBE were to wait to make budget balancing decisions after funding announcements, two open rounds of postings would not be possible. Administration feels sufficient certainty about budget funding assumptions for enrolment growth and funding rates. The early release of the RAM will provide us with adequate time to plan for staffing of new schools as well as the movement of staff in the open rounds of postings.

Our decision to provide for two rounds of open postings for teachers is grounded in our three-year education plan and our commitment to building professional capital and creating the best possible learning environments for students. To facilitate the two rounds of open postings we require the support of our teachers and principals in responding in a timely fashion. The first round of postings will commence on May 27. The other key dates will be communicated as they are confirmed. We look forward to providing these opportunities for our teaching staff to enhance their practice in new settings.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

report to Board of Trustees

Construction Projects Status Report

Date	April 12, 2016
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Information
Originator	Dany Breton, Superintendent, Facilities & Environmental Services
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board OE-12: Facilities
Resource Person(s)	Eugene Heeger, Director, Design & Property Development Robert Ashley, Manager, Design Services

1 | Recommendation

It is recommended:

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

2 | Issue

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



3 | Background

Following the demolition of the old Ernest Manning High School, the National Sport School was moved temporarily into leased office accommodation at Calgary Olympic Park. On September 26, 2012, the Alberta Government approved provincial funding of \$3M for the National Sport School on the condition that the Calgary Board of Education (CBE) funds an additional \$6M for a total project value of \$9M.

On July 7, 2012, the Alberta Government approved provincial funding for the Innovation Centre/Academy (Booth Centre) modernization for Chinook Learning Services. In June 2013, significant damage occurred to the building as a result of the Calgary floods. Engineering and insurance assessments have been finalized. Work is ongoing with the Alberta Government (Justice, Infrastructure and Education), the City of Calgary and the Calgary Municipal Land Corporation to allow site redevelopment to advance.

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

On January 21, 2014, the Alberta Government announced the approval of four CBE major modernizations. The four projects are: Christine Meikle School (replacement), Aboriginal Learning Centre (Harold W Riley School modernization), Jack James High School (modernization) and Bowness High School (modernization).

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

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

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

On March 11, 2014, the Alberta Government advised that Rideau Park School was eligible for flood mitigation funding up to \$2.5M. On March 13, 2015, the Alberta Government advised that CBE's request for flood mitigation funding had been approved.

The first part of the report deals with the general situation of the country and the progress of the work done during the year. It also mentions the various committees and their work.

The second part of the report deals with the work done by the various committees and their progress. It also mentions the various reports and documents prepared by them.

The third part of the report deals with the work done by the various committees and their progress. It also mentions the various reports and documents prepared by them.

The fourth part of the report deals with the work done by the various committees and their progress. It also mentions the various reports and documents prepared by them.

The fifth part of the report deals with the work done by the various committees and their progress. It also mentions the various reports and documents prepared by them.

The sixth part of the report deals with the work done by the various committees and their progress. It also mentions the various reports and documents prepared by them.

The seventh part of the report deals with the work done by the various committees and their progress. It also mentions the various reports and documents prepared by them.

The eighth part of the report deals with the work done by the various committees and their progress. It also mentions the various reports and documents prepared by them.

Handwritten notes and signatures at the bottom right of the page.

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

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

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

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

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

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

On September 23, 2015, Alberta Education advised Administration that the six school projects that had been approved for design only (Refer to the 2016-2019 School Capital Plan) were approved for full build out.

On November 11 and 12, 2015, Alberta Education released grants for the construction or modernization of six schools totalling \$157.7M. This funding will allow for the construction of the Southeast High School (Seton), Martindale middle school, Springbank Hill/Discovery Ridge middle school and Silverado elementary school, along with the modernization of James Fowler High School and Lord Beaverbrook High School.

In March 2016, Alberta Education adjusted approved grant funding agreements to align with tender award values. For twelve schools, this meant a reduction of \$19.16M. The CBE is currently working with Alberta Education to ensure that this reduction does not impact school completion schedules.

4 | Analysis

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

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

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

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

- Elbow Park ES
- Evergreen MS (Bundle 1)
- Buffalo Rubbing Stone ES, Eric Harvie ES, Auburn Bay ES
- McKenzie Highlands MS
- Dr. Martha Cohen MS
- William D. Pratt MS (Bundle 4)
- Peter Lougheed MS (Bundle 4)

- Evanston ES (Bundle 5)
- Copperfield and New Brighton ES (Bundle 6)
- West Springs and Cranston MS (Bundle 7)
- Hugh A. Bennett and Dr. Roberta Bondar K-4 School (Bundle 8)

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

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

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

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

Modular Classrooms

On January 18, 2016, the Province approved the following 15 modular classroom requests. The installation of these modular units will be completed during the Summer and Fall of 2016.

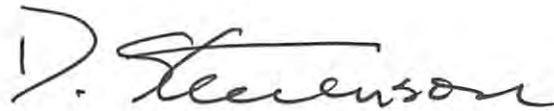
Queen Elizabeth Elementary School	2
Samuel W. Shaw School	4

Lake Bonavista School	2
Midsun School	1
Chris Akkerman Elementary School	6

5 | Conclusion

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

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



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

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

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
April 2016**

Building	Orig. Open Date	Rev. Open Date	Notes/Comments
1. National Sport School	Dec-14	TBD	The National Sport School is currently located in leased premises at Canada Olympic Park. Planning for the permanent school at Canada Olympic Park started in 2009 and has progressed to design stage. Design brief is complete. Development Permit conditions are under review, a response has been submitted to the City. Until a source of capital funding is secured, no further architectural or engineering work will be completed. Discussions were held with WinSport on potential funding strategies, and with the City on progressing the Development Permit approval application extension.
2. Innovation Centre / Academy (Booth Centre) (Chinook Learning Services) Capacity 675 students	Mar-14	TBD	<p>Booth Centre modernization for Chinook Learning Services central location was approved for provincial funding on July 7, 2012. Prime Consultants were appointed through a request for proposal (RFP) process on July 23, 2012. Alberta Infrastructure has provided technical documentation on the existing facility. Schematic design and functional space layouts have been finalized.</p> <p>Different concepts are being assessed for the potential redevelopment of the site with the Calgary Municipal Land Corporation and developers. Discussions are ongoing. An Expression of Interest (EOI) proposal call was issued to developers in January 2015. Following the review of EOI submissions, four developers will be invited to submit RFPs.</p> <p>An educational program charrette was held in June 2012 to determine the functional program needs and requirements. A Draft Vision Statement has been prepared by Learning Services. The Land Use Re-designation Application has been submitted to the City of Calgary. The preparation of the Developer RFP has been suspended until the Land Use Re-designation has been approved by the City.</p> <p>An Open House and Public Information Session was hosted at Fort Calgary on March 30, 2016 for East Village residents and neighbours to outline the Land Use Amendment application to the City of Calgary.</p>
3. Kenneth D. Taylor School (Evanston School) Grades K-4 Capacity 600 students	Fall-16		<p>Project handed over to the CBE to develop and construct in June 2014. Sahuri + Partners Architecture Inc. appointed as Prime Consultant. Steering Committee set up. Working drawings were prepared for a fixed price lump sum tender. Tenders were issued November 2014 and closed in December 2014. Altus Group was appointed as Project Manager. The Development Permit was approved by the City. On January 29, Alberta Infrastructure approved the construction contract award. An Open House was held on February 25, 2015, at the Education Centre.</p> <p>A Letter of Award was issued to APM Construction Services Ltd. and mobilization and construction commenced on April 14, 2015 following the issuing of a partial Building Permit by the City. Excavations and foundations are complete with masonry being installed to the gymnasium. Site services are completed. An erosion and sedimentation control audit has been successfully undertaken. Masonry block work and steel erection is complete with roof decking complete. Piling for modulars complete. Modulars have been collected from Alberta Infrastructure's manufacturer and have been installed on site. Mechanical and</p>

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
April 2016**

Building	Orig. Open Date	Rev. Open Date	Notes/Comments
			<p>electrical rough-ins ongoing. ENMAX electrical power installation complete. Interior block work and drywall installation ongoing. Exterior veneer block work ongoing. Roofing being completed. Interior drywall ceilings and bulkheads ongoing. HVAC start-up commissioning meeting has commenced. Construction remains 2 weeks behind schedule. Contractor is confident completion date will be met.</p>
<p>4. Peter Lougheed School (Saddle Ridge School) Grades 5 – 9 Capacity 900 students</p>	Fall-16		<p>Project handed over to the CBE to develop and construct in June 2014. Gibbs Gage Architects appointed as Prime Consultant. Steering Committee set up. Working drawings were prepared for a fixed price lump sum tender. Tenders were issued November 2014 and closed in December 2014. Pivotal Projects was appointed as Project Manager. The Development Permit was approved by the City. An Open House was held on February 25, 2015, at the Education Centre.</p> <p>A Letter of Award was issued to LEAR Construction Management Ltd. and mobilization and construction commenced in mid-March 2015. Site piling and foundations are complete. Structural steel erection is complete with roofing complete. AHU has been delivered to the site and provisions for temporary heat are in place. Exterior walls and sheathing are complete. Sprinkler installation ongoing. Interior masonry and GWB partitions progressing. Window frames installed. ENMAX has powered up the site. Mechanical and electrical rough-ins and ducting ongoing. ATCO has installed the gas line and meter. Modular units have been delivered to site and are installed. Glazing installation is 90%. External concrete block veneer installation has commenced. External metal cladding insulation and fittings have commenced. HVAC start-up commissioning meeting has commenced. Construction is on schedule.</p>
<p>5. Copperfield School Grades K-4 Capacity 600 students</p>	Fall-16		<p>Project handed over to the CBE to develop and construct in June 2014. Group 2 Architecture appointed as Prime Consultant. Steering Committee set up. Working drawings were prepared for a fixed price lump sum tender. Tenders were issued November 2014 and closed in December 2014. Pivotal Projects was appointed as Project Manager. The Development Permit was approved by the City. On January 29, Alberta Infrastructure approved the construction contract award. An Open House was held on February 25, 2015, at the Education Centre.</p> <p>A Letter of Award was issued to Tribuild Contracting (Calgary) Ltd. and mobilization and construction commencing in mid-March 2015. Site piling and foundations are complete. Deep services are complete. Masonry work is continuing. Structural steel, q-deck erection and roofing are complete. ENMAX transformer has been installed. Exterior framing is complete. Window installation is complete. ATCO gas meter has been installed. Slabs on grade are complete. Interior metal stud and drywall installation ongoing. Mechanical and electrical rough-ins and ducting ongoing. Construction is tracking 3 weeks behind schedule. External concrete block veneer installation has commenced. Fireproofing to Mechanical Room complete. Screw pile installation for modular has commenced. Contractor is still confident completion date will be met.</p>

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
April 2016**

Building	Orig. Open Date	Rev. Open Date	Notes/Comments
6. New Brighton School Grades K-4 Capacity 600 students	Fall-16		<p>Project handed over to the CBE to develop and construct in June 2014. Group 2 Architecture appointed as Prime Consultant. Steering Committee set up. Working drawings were prepared for a fixed price lump sum tender. Tenders were issued November 2014 and closed in December 2014. Pivotal Projects was appointed as Project Manager. The Development Permit was approved by the City. On January 29, Alberta Infrastructure approved the construction contract award. An Open House was held on February 25, 2015, at the Education Centre.</p> <p>A Letter of Award was issued to Tribuild Contracting (Calgary) Ltd. and mobilization and construction commenced in mid-March 2015. Site piling and foundations are complete. Deep services are complete. Structural steel, q-deck erection and roofing are complete. Mechanical equipment has been installed on to the second floor and HVAC installation is ongoing. Exterior walls, brick veneer and sheathing is progressing. Interior block work complete with door frames installed. Fire spray in Mechanical Room complete. Parapets complete. Mechanical and electrical rough-ins and ducting ongoing. Interior metal stud and drywall installation is continuing. ATCO has installed the gas line and meter. External concrete block veneer installation ongoing. Exterior metal cladding has commenced. Interior painting has commenced. T-bar ceiling installation has commenced. Construction is on schedule.</p>
7. William D. Pratt School (Royal Oak/Rocky Ridge School) Grades 5 – 9 Capacity 900 students	Fall-16		<p>Project handed over to the CBE to develop and construct in June 2014. Gibbs Gage Architects appointed as Prime Consultant. Steering Committee set up. Working drawings were prepared for a fixed price lump sum tender. Tenders were issued in November 2014 and closed in December 2014. Pivotal Projects was appointed as Project Manager. The Development Permit was approved by the City. An Open House was held on February 25, 2015, at the Education Centre.</p> <p>A Letter of Award was issued to LEAR Construction Management Ltd. and mobilization and construction commenced in mid-March 2015. Site piling and foundations are complete. Slabs on grades are completed. Structural steel and q-deck erection is complete with roofing complete. Installation of lighting and electrical rough-ins ongoing. ENMAX transformer has been installed. AHU's have been delivered and installed. Gym block walls complete. Interior framing and drywall complete. Mechanical and electrical rough-ins and ducting ongoing. Modular units have been delivered to site and have been installed. Window frame and glazing installation has commenced. External blueskin installation is ongoing. Mechanical VAV box installation has commenced. HVAC start-up commissioning meeting has commenced. Construction is on schedule.</p>
8. Nelson Mandela High School (Northeast High School) Grades 10 – 12 Capacity 1800 students	Fall-16		<p>School approved for Provincial funding May 1, 2013, as part of BASCP using the Design/Build delivery process, with the CBE to look after maintenance. Bridging Consultants worked with CBE to develop the site layout and floor plans for the proponent RFP. Gibbs Gage Architects and the Bird Construction team were the successful design build proponents.</p> <p>Alberta Education approved an increase in capacity of the school to 1800 students. Construction continues and Alberta Infrastructure has advised of a</p>

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
April 2016**

Building	Orig. Open Date	Rev. Open Date	Notes/Comments
			<p>phased handover to the CBE. Furniture, fixtures and equipment fit-up and commissioning will commence after the school is turned over to the CBE in Summer 2016. Two successful open houses were held in April and September 2014.</p> <p>Construction is proceeding without incident. A site tour was held on September 25, 2015.</p> <p style="color: red;">Alberta Infrastructure has advised that the building will be handed over in five stages between June 1 and August 12, 2016. The 300 student addition will be ready for occupancy on December 2, 2016.</p>
9. Harold W. Riley School Aboriginal Learning Centre	Sep-16	Dec-16	<p>Harold W. Riley modernization for the Aboriginal Learning Centre was announced January 21, 2014. A provincial pre-design charrette was held on November 25 and 26, 2013 as part of a Value Management exercise to gather support for the project. The Provincial kick-off meeting occurred February 25, 2014. The Leblond Partnership has been selected as Prime Consultant.</p> <p>The design process has been completed. Pivotal Projects Incorporated has been selected as Project Managers. Public engagement and open house held on June 18 and September 17, 2014. Development Permit application submitted in August 2014. Working drawings were finalized for tender, which was scheduled for mid-January 2015. Hazmat abatement work has been completed.</p> <p>Following the tender reviews by Alberta Infrastructure and the recommendation approval by Trustees, Everest Construction Management Ltd. was awarded the construction contract in mid-April 2015. Mobilization and construction has commenced on site. Demolition has been completed and the full Building Permit has been approved. A number of unforeseen structural issues have been identified as a result of the demolition work and these are being dealt with by the team on site. Structural steel erection has been completed following initial delivery delays. There was slow progress of steel installation, which created scheduling uncertainty and mechanical and electrical installation delays as a consequence. Block work to Gym and Washrooms are complete. AHUs and glulam beams have been delivered to site and central gathering space framing complete. Sub-contractors are struggling to resource project sufficiently. On January 13, 2016, the Prime Consultant issued a Notice of Default to the Contractor. Block work is ongoing. Roof installation is ongoing, Mechanical and electrical rough ins and duct work ongoing. Slabs on grade being poured. Framing of walls ongoing. While the contractor has agreed to accelerate the work, the construction completion will be later than scheduled. The school will not be ready for occupancy by September 2016.</p>
10. Christine Meikle School (Replacement school)	Dec-16		<p>Christine Meikle School replacement for students with complex learning needs was announced January 21, 2014. This new school located on a greenfield site will combine attributes of both educational and health care facilities to address the special needs of the students. A provincial program charrette was held on February 12, 2014 as part of a Value Management exercise to gather information on the project. The Provincial kick-off meeting occurred February 25, 2014.</p>

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
April 2016**

Building	Orig. Open Date	Rev. Open Date	Notes/Comments
			<p>Marshall Tittlemore Architects has been selected as Prime Consultant. Resource Planning Group has been retained to complete the functional program for the project. Stantec Consulting Ltd. has been selected as Project Manager. Public engagement and open house held on June 19, August 6 and September 17, 2014. Development Permit application submitted in September 2014.</p> <p>A Statement of Claim has been registered by a group of residents who are opposed to the development. No judgment has been made by the courts. Design development has been completed. Tenders closed on March 19, 2015.</p> <p>Following the tender reviews by Alberta Infrastructure and the recommendation approved by Trustees, Starcraft Construction Ltd. was awarded the construction contract in mid-April 2015. Mobilization and construction has commenced on site. The full Building Permit has been approved. Foundations are complete. Structural steel installation, q-deck erection and roofing are complete. Masonry work, steel stud and drywall progressing. Winter hoarding for masonry walls and concrete work in place. Interior masonry walls substantially complete with GWB partitions following progress. ATCO gas line installed. Installation of window frames and glazing continuing. Mechanical and electrical rough-ins and ducting are ongoing. ENMAX transformer installed. Interior framing and masonry walls are being completed. Construction is on schedule.</p>
11. Bowness High School Modernization	Sep-16	Dec-16	<p>Modernization of Bowness High School was announced January 21, 2014. The modernization will update the spaces to meet the current and future needs of the students. The Provincial kick-off meeting occurred February 25, 2014. BKDI Architects has been selected as Prime Consultant. The design process is underway. MHPM Project Managers Inc. has been selected as Project Manager. Public engagement and open house held on June 18, August 6 and September 17, 2014. Development Permit application submitted in August 2014. On October 1, 2014, Alberta Infrastructure approved the appointment of Chandos Construction Ltd. as the Construction Manager. Working drawings have been prepared for sequential tendering, which commenced at the end of January 2015. A Design Development Cost Report has been completed and submitted to Alberta Infrastructure for staged Tender Approval reviews. The first tender package was released in March 2015, and approved for award.</p> <p>Tender Package #2 (Remaining Scope) was submitted to Alberta Infrastructure in Mid-April 2015 for approval to proceed to tender. A partial Permit for Demolition was received from the City in mid-April and construction demolition activities have been completed.</p> <p>Processing of contract awards for Tender Package #2 took longer than forecast and this will extend the construction schedule. The full Building Permit has been approved.</p> <p>The Learning Commons sprinkler installation and hazmat removal has been completed. A kitchen equipment supplier has been identified. A change of the CTS Fashions program to a Robotics/Pre-Engineering program has been</p>

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
April 2016**

Building	Orig. Open Date	Rev. Open Date	Notes/Comments
12. Jack James High School Modernization	Sep-16		<p>approved. Foundations are complete. Steel erection is complete. Q-deck installation complete. Roofing complete. Sprinkler installation is ongoing with internal demolitions. Mechanical and electrical underground services are complete. Mechanical and electrical piping runs from main boiler room to new addition ongoing. Slab on grade complete. Exterior metal stud framing ongoing. Interior framing ongoing. Construction is currently on schedule.</p> <p>Modernization of Jack James High School was announced January 21, 2014. The modernization will update the spaces to meet the current and future needs of the students. The Provincial kick-off meeting occurred February 25, 2014. Dialog Alberta Architecture has been selected as Prime Consultant. The design process is underway. Turnbull Construction Services Ltd. Has been selected as Project Manager. Public engagement and open house held on June 18, August 6 and September 17, 2014.</p> <p>Development Permit application was submitted in August 2014 and approved by the City in December 2014. On October 1, 2014, Alberta Infrastructure approved the appointment of Carbon Constructors Inc. as the Construction Manager. Working drawings have been completed and sequential tendering has commenced since the end of January 2015. A Design Development Cost Report has been completed.</p> <p>Alberta Infrastructure has reviewed and approved the tender documents and Cost Report. The first Bid Package for work has been approved for award by Alberta Infrastructure. Construction mobilization has commenced.</p> <p>A second Bid Package (balance of work) was approved by Alberta Infrastructure and the Trustees and awarded to the Construction Manager in mid-April. A full Building Permit has been issued and mobilization and construction activities have commenced. Construction remains on schedule. The first program area, existing construction trades was ready for occupancy at the commencement of the new school year.</p> <p>Building Trades Expansion has been delayed due to delays caused by the discovery of lead paint and existing concrete beams which required replacement with steel beams. This space was turned over in mid February 2016. In addition, the Autobody and Multipurpose Room was delayed from February to March 2016 due to these knock-on effects. Other than these 2 CTS program area delays, the overall project is on schedule.</p>
13. Marshall Springs School (Evergreen School) Grades 5 - 9 Capacity 900 students	Sep-16	Mar-17	<p>The new Middle school was announced February 10, 2014, as part of the Provincial government's commitment to build 50 new schools. The Provincial kick-off meeting occurred February 25, 2014. Zeidler Partnership Architects has been selected as Bridging Consultant. The design process is completed. Public engagement and open house held on June 18, August 6 and September 17, 2014. Development Permit application submitted in August 2014.</p> <p>Design-Build proposal documents have been issued and contractor proposals were received and assessed in February 2015. The Design-Build responses</p>

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
April 2016**

Building	Orig. Open Date	Rev. Open Date	Notes/Comments
			<p>were unsatisfactory and over budget. The Design Team will finalize a new set of working drawings and lump sum tender documents were issued in August 2015. On September 17, 2015, Alberta Infrastructure approved the construction contract award to LEAR Construction Management Ltd. A Letter of Award was issued to LEAR. Mobilization and construction commenced at the end of September 2015.</p> <p>Foundations are complete, following the stripping and preparation of the site. Awaiting structural steel installation. Construction schedule being re-assessed. Full Building Permit was finally released by the City mid-January 2016. This project is at major risk due to delays with permitting approvals and progress constraints. Structural steel framing in ongoing. Masonry walls to gymnasium ongoing. Shallow underground piping being installed. Contractor attempting to accelerate schedule to meet substantial completion by year end.</p>
14. Eric Harvie School (Tuscany School) Grades K-4 Capacity 600 students	Sep-16	Dec-16	<p>The new K-4 school was announced February 10, 2014, as part of the Provincial government's commitment to build 50 new schools. The Provincial kick-off meeting occurred February 25, 2014 Group 2 Architecture has been selected as Bridging Consultant. The design process is completed. Public engagement and open house held on June 18, 2014. The Development Permit application was submitted in August 2014 and was approved by the City. Design-Build proposal documents have been issued and contractor proposals will be received and assessed in February 2015.</p> <p>The Design-Build responses were unsatisfactory and over budget. The Design Team has finalized a new set of working drawings and lump sum tender documents were issued in March 2015.</p> <p>Tender closed in early April 2015. After tender reviews and approvals by Alberta Infrastructure and the Trustees, a Letter of Award has been issued to Everest Construction Management Ltd. Mobilization and construction has commenced. Site grading and piling complete. Foundations complete. Deep services utility connections complete. Masonry to Gym complete. Q-deck complete. Roofing complete. Slab on grade complete. Exterior GWB partitions ongoing. Interior framing and masonry walls being installed. Mechanical and electrical rough-ins and ducts ongoing. ENMAX transformer installed and energized. ATCO gas connection complete. Roofing work complete. Window installation ongoing. Exterior cladding installation ongoing. Construction is tracking behind schedule and will be substantially complete by October for an opening by year end.</p>
15. Buffalo Rubbing Stone School (Panorama Hills School) Grades K-4 Capacity 600 students	Sep-16		<p>The new K-4 school was announced February 10, 2014, as part of the Provincial government's commitment to build 50 new schools. The Provincial kick-off meeting occurred February 25, 2014. Group 2 Architecture has been selected as Bridging Consultant. The design process is underway. Public engagement and open house held on June 18, 2014.</p> <p>The Development Permit application was submitted in August 2014 and was approved by the City. Design-Build proposal documents have been issued and contractor proposals will be received and assessed in February 2015.</p>

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
April 2016**

Building	Orig. Open Date	Rev. Open Date	Notes/Comments
			<p>The Design-Build responses were unsatisfactory and over budget. The Design Team has finalized a new set of working drawings and lump sum tender documents were issued in March 2015.</p> <p>Tender closed in early April 2015. After tender reviews and approval by Alberta Infrastructure and the Trustees, a Letter of Award has been issued to Westcor Construction. Mobilization and construction has commenced. Cast in place piles are complete. Foundations complete. Deep services utility connections complete. Structural steel erection is complete. Gym masonry walls complete. Slab on grade complete. Interior block work continuing. Problematic soil conditions have contributed to delays. A revised schedule has been submitted which is tracking 4 weeks late due to delay claims. Exterior sheathing complete. Window frame installation and glazing continuing. Interior and exterior masonry continuing. Mechanical and electrical rough-ins and duct work ongoing. Contractor is confident completion date will be met.</p>
16. Auburn Bay School Grades K-4 Capacity 600 students	Sep-16		<p>The new K-4 school was announced February 10, 2014, as part of the Provincial government's commitment to build 50 new schools. The Provincial kick-off meeting occurred February 25, 2014. Group 2 Architecture has been selected as Bridging Consultant. The design process is underway. Public engagement and open house held on June 18, 2014.</p> <p>Development Permit application submitted in August 2014 was approved by the City. Design-Build proposal documents have been issued and contractor proposals will be received and assessed in February 2015. The Design-Build responses were unsatisfactory and over budget. The Design Team has finalized a new set of working drawings and lump sum tender documents were issued in March 2015.</p> <p>Tender closed in early April 2015. After tender reviews and approvals by Alberta Infrastructure and the Trustees, a Letter of Award has been issued to Starcraft Construction Ltd. Mobilization and construction has commenced. Site grading and piling complete. Foundations complete. Deep services utility connections complete. Structural steel erection is complete. Block work in progress. ENMAX transformer installed. AHU installed. Structural steel complete with roofing complete. ATCO gas meter installed. All slabs cast. Exterior sheathing complete. Interior masonry ongoing. Exterior envelope works have commenced. Window installation ongoing. Construction is currently on schedule.</p>
17. McKenzie Highlands School (McKenzie Towne School) Grades 5 – 9 Capacity 900 students	Sep-16	Dec-16	<p>The new Middle school was announced February 10, 2014, as part of the Provincial government's commitment to build 50 new schools. The Provincial kick-off meeting occurred February 25, 2014. Group 2 Architecture has been selected as Bridging Consultant. The design process is underway. Public engagement and open house held on June 18, 2014. The Development Permit application was submitted in August 2014 and was approved by the City. Design-Build proposal documents have been issued and contractor proposals will be received and assessed in February 2015.</p>

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
April 2016**

Building	Orig. Open Date	Rev. Open Date	Notes/Comments
			<p>The Design-Build responses were unsatisfactory and over budget. The Design Team will finalize a new set of working drawings and lump sum tender documents will be issued in May 2015 for award and commencement of construction by July 2015. After tender approvals by Alberta Infrastructure and the Board, a Letter of Award was issued to Maple Reinders. Mobilization and construction has commenced. A Building Permit has been issued.</p> <p>Erosion control in place. Top soil stripping and stock piling complete. Grade beams and piling complete. Concrete slabs complete. Under slab deep services complete. Wall framing has commenced and is proceeding rapidly. Electrical rough-ins for prefab concrete panels complete. Fabrication and installation of concrete panels has commenced. Glulam manufacturer has advised that there will be material delivery delays. Schedule is being reassessed. Substantial completion is forecast for October. Erection of glulams continues. Mechanical and electrical rough-ins ongoing.</p>
18. Dr. Martha Cohen School (New Brighton-Copperfield School) Grades 5 - 9 Capacity 900 students	Sep-16	Dec-16	<p>The new Middle school was announced February 10, 2014, as part of the Provincial government's commitment to build 50 new schools. The Provincial kick-off meeting occurred February 25, 2014. Group 2 Architecture has been selected as Bridging Consultant. The design process is underway. Public engagement and open house held on June 18, 2014. The Development Permit application was submitted in August 2014 and was approved by the City. Design-Build proposal documents have been issued and contractor proposals will be received and assessed in February 2015.</p> <p>The Design-Build responses were unsatisfactory and over budget. The Design Team will finalize a new set of working drawings and lump sum tender documents were issued in May 2015 for award and commencement of construction by July 2015. After tender approvals by Alberta Infrastructure and the Board, a Letter of Award was issued to Maple Reinders. Mobilization and construction has commenced. A partial Building permit has been issued.</p> <p>Erosion control in place. Top soil stripping and stock piling complete. Piling is complete. Grade beams are complete. Concrete slabs in progress. Under slab deep services complete. Structural slabs are complete. External wall framing has commenced and is proceeding rapidly. Glulam manufacturer has advised that there will be material delivery delays. Schedule is being reassessed. Substantial completion is forecast for October. Erection of glulams continues. Mechanical and electrical rough-ins ongoing.</p>
19. Elbow Park School (Replacement school)	Dec-16		<p>The June 2013 flood caused significant structural damage to the existing Elbow Park School due to differential settlement. As a result, a replacement of the Elbow Park School was approved by the Provincial government on February 12, 2014. The Provincial kick-off meeting occurred on February 25, 2014. Gibbs Gage Architects were selected as the Prime Consultant. The new school will meet current building standards including barrier free access and will address flood mitigation in the design. The library will reflect the original aesthetic design.</p> <p>The first information meeting with the community was held on April 2, 2014. The</p>

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
April 2016**

Building	Orig. Open Date	Rev. Open Date	Notes/Comments
			<p>consultant team led by Gibbs Gage Architects and advised by Donald Luxton & Associates and MMP Engineering recommended the preservation of the North, West and East exterior walls along with a partial preservation of the South façade, while demolishing the remainder of the school.</p> <p>This design concept for the Elbow Park Replacement School was presented to the public on July 3, 2014. Comments received were consistently favorable. A new and modern school is planned to be constructed within the historic walls, with a new brick veneer and glass curtain wall gymnasium addition to the South. The new roofs are to emulate the original sloped roofs between the historic facades, while the new addition will have a flat roof with clerestory lighting over the central ancillary spaces.</p> <p>In June 2014, Duke Evans Inc. was retained as the Project Manager. Due to the nature of this project a Construction Management construction procurement process is to be followed to meet the phased schedule of activities. The Schematic Design Report has been completed and has been approved by Alberta Infrastructure. A Development Permit application has been approved. On October 1, 2014, Alberta Infrastructure approved the appointment of Stuart Olson Construction Ltd. as the Construction Manager.</p> <p>The first Tender Package for the specialist foundation work, demolition and structural wall stabilization was retendered and has been awarded. The balance of the work has been tendered. Hazmat abatement work has been completed. Demolition work continues as planned. Tender Package 2 (balance of work) has been approved for award by Alberta Infrastructure. Construction is proceeding following re-sequencing of activities. Construction is lagging behind due to subcontractor resourcing and performance issues. The concrete grade beams and pilaster connections to the historic wall is complete. Engineered foundation backfill complete. Under slab services complete. Cast in place slabs being poured. Completion is still projected as scheduled.</p>
20. Rideau Park School (Flood mitigation)		TBD	<p>Rideau Park School was approved for flood mitigation funding on March 11, 2014. Engineering Consultants have been appointed to commence flood mitigation design. Options have been assessed and it is anticipated that construction of this work will commence in the 1Q 2016. The first phase design work for the mechanical systems move and new mechanical and electrical room scope is being developed. The Development Permit application process has commenced.</p> <p>An Engagement Meeting was held with the School Council and Community Association on February 17, 2016.</p>
21. West Ridge School (West Springs/ Cougar Ridge School) Grades 5 – 9 Capacity 900 students		Jan-17	<p>A new starter middle school was announced September 22, 2014, as part of the Provincial government's commitment to build four starter schools. On October 8, 2014, the Province committed to the immediate planning of the final school design. Riddell Kurczaba Architects was appointed to commence planning and design. Steering Committee Meetings have commenced and Schematic Design</p>

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
April 2016**

Building	Orig. Open Date	Rev. Open Date	Notes/Comments
22. Dr. George Stanley School (Cranston School) Grades 5 - 9 Capacity 900 students	Jan-17		<p>options have been developed for phasing the construction build-out.</p> <p>On February 19, 2015, full build-out was approved. Detailed Design and tender documents have been prepared for a tender issued in June 2015. An Open House was held on February 25, 2015, at the Education Centre.</p> <p>Following tender reviews and approvals by Alberta Infrastructure and the Board, a Letter of Award was issued to Chandos Construction Ltd. Mobilization and construction has commenced. Erosion control in place. Top soil stripping and stock piling complete. Site piling and foundations complete. Deep services installation complete. Slab installation in progress. Installation of precast walls complete. Structural steel erection complete. Underground mechanical and electrical services ongoing. Building envelope ongoing. Construction is on schedule.</p> <p>A new starter middle school was announced September 22, 2014, as part of the Provincial government's commitment to build four starter schools. On October 8, 2014, the Province committed to the immediate planning of the final school design. Riddell Kurczaba Architects was appointed to commence planning and design. Steering Committee meetings have commenced and schematic design options have been developed for phasing the construction build-out.</p> <p>On February 19, 2015, full build-out was approved. Detailed Design and tender documents has been prepared for a tender issue in June 2015. An Open House was held on February 25, 2015, at the Education Centre.</p> <p>After tender reviews and approvals by Alberta Infrastructure and the Board, a Letter of Award was issued to Delnor Construction Ltd. Mobilization and construction has commenced. Erosion control in place. Top soil stripping and stock piling complete. Site piling and foundations complete. Deep services installation complete. Slab installation in progress. Installation of precast walls complete. Structural steel erection complete. Steel decking complete. Underground mechanical and electrical services ongoing. Building envelope ongoing. Construction is on schedule.</p>
23. Hugh A. Bennett School (Saddle Ridge School) Grades K-4 Capacity 600 students	Sept-16	Jan-17	<p>A new starter elementary school was announced September 22, 2014, as part of the Provincial government's commitment to build four starter schools. On October 8, 2014, the Province committed to the immediate planning of the final school design. Manasc Isaac Architects was appointed to commence planning and design. Steering Committee meetings have commenced and schematic design options have been developed for phasing the construction build-out.</p> <p>On February 19, 2015, full build-out was approved. Detailed Design and tender documents have been prepared for a tender issue in June 2015. An Open House was held on February 25, 2015, at the Education Centre.</p> <p>After tender reviews and approvals by Alberta Infrastructure and the Board, a Letter of Award was issued to Bird Construction Group. Mobilization commenced at end of August. Erosion control in place. Top soil stripping and stock piling</p>

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
April 2016**

Building	Orig. Open Date	Rev. Open Date	Notes/Comments
			complete. Foundation grade beams complete. Underground services complete. Structural steel installation complete . A full Building Permit has been issued. Q-decking installation has commenced. Blueskin installation continues on exterior cladding. Mechanical and electrical rough-ins and ducting continues. Interior steel stud erection continues. Masonry work continues. Construction is currently on schedule.
24. Dr. Roberta Bondar School (Aspen Woods School) Grades K-4 Capacity 600 students	Sept-16	Jan-17	<p>A new starter elementary school was announced September 22, 2014, as part of the Provincial government's commitment to build four starter schools. On October 8, 2014, the Province committed to the immediate planning of the final school design. Manasc Isaac Architects was appointed to commence planning and design. Steering Committee meetings have commenced and schematic design options have been developed for phasing the construction build-out.</p> <p>On February 19, 2015, full build-out was approved. Detailed Design and tender documents have been prepared for a tender issue by June 2015. An Open House was held on February 25, 2015, at the Education Centre.</p> <p>The tenders closed September 1, 2015. Following review and approvals by Alberta Infrastructure and the Board, a contract was awarded on September 18, 2015. Mobilization and construction commenced at the end of September 2015. Erosion control in place. Top soil stripping and stock piling complete. Foundation grade beams complete. Underground services complete. Structural steel installation complete. A full Building Permit has been issued. Q-decking installation has commenced. Blueskin installation continues on exterior cladding. Mechanical and electrical rough-ins and ducting continues. Interior steel stud erection continues. Masonry work continues. Construction is currently on schedule.</p>
25. Glenmeadows School Grades K-6 Extension	Sep-16	TBD	<p>The original plan to place eight modular units on the Westgate School site (Provincial approval September 22, 2014) has been changed to a revised plan to install six modular units (five classrooms and a washroom) at the Glenmeadows School site.</p> <p>A Development Permit application has been made to the City. A meeting with the Glenmeadows Community Association was held on January 12, 2015. The City has advised the CBE that an Appeal has been lodged against the issuance of the Development Permit. The Hearing ruled for the CBE with a substantial number of conditions for the release of the Development Permit. The CBE has received the Calgary Subdivision and Development Appeal Board's ruling. The appeal requirements are being addressed in order to meet the Development Permit conditions.</p>
26. Southeast High School Grades 10 -12 Capacity 1800 students	Fall-18		<p>The Province announced the design development funding for the new high school on September 22, 2014. Proposals for a prime consultant have been assessed. Gibbs Gage Architects was appointed on February 10, 2015, to commence Design Development Services. Site investigation studies have commenced. Steering Committee Meetings have commenced. CTS Programs have been identified.</p>

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
April 2016**

Building	Orig. Open Date	Rev. Open Date	Notes/Comments
			A schematic concept has been developed and the Development Permit application process has commenced with the pre-application planning process. The Design Development Report has been finalized together with a Cost Report which has been submitted to Alberta Infrastructure for approval. The working drawings are being prepared for a Summer tender.
27. Martindale School Grades K-6 Capacity 600 students	Fall-17		On October 8, 2014, the Province committed to the immediate planning and design of the elementary school. RFPs were issued for design services and proposals were reviewed in December 2014. Design Services Contract was awarded to Sahuri + Partners Architecture Inc. Steering Committee Meetings have commenced. Schematic Designs have been developed. Working drawings and the pretender estimates were reviewed by Alberta Infrastructure for a tender release in January 2016. Tenders have been received and are being reviewed and assessed for approval by Alberta Infrastructure.
28. James Fowler High School Modernization	Dec-17	Fall-18	On October 8, 2014, the Province committed to the immediate planning and development of design scope of the high school modernization. Onsite inspections and program assessments are being undertaken with the Province to determine an agreed scope of work. Responses for Design Services and Design Consultants have been received. Taff Architecture has been appointed to lead the Design Team. Steering Committee Meetings have commenced. Design Team has commenced detailed assessments of the school and has developed conceptual schematic layouts of the required program spaces. A design Development Report has been prepared. Working drawings are being prepared for a Summer tender.
29. Springbank Hill/ Discovery Ridge School Grades K-9 Capacity 900 students	Fall-17		On October 8, 2014, the Province committed to the immediate planning and design of the elementary/middle school. RFPs have been issued for design services and proposals were reviewed in December 2014. Design Services Contract was awarded to CEI Architecture Planning Interiors. Steering Committee Meetings have commenced. Schematic Designs have been developed. Working drawings were prepared for Alberta Infrastructure review in January 2016 for tender release. Alberta Infrastructure has approved the tender and the documents will be released in March 2016. The documents are out for tender.
30. Lord Beaverbrook High School Modernization	Dec-17	Fall-18	On October 8, 2014, the Province committed to the immediate planning and development of design scope of the high school modernization. Onsite inspections and program assessments are being undertaken with the Province to determine an agreed scope of work. Responses for Design Services and Design Consultants have been received. Riddell Kurczaba Architects have been appointed to lead the Design Team. Steering Committee Meetings have commenced. Design Team has commences detailed assessment of the school and has developed conceptual schematic layouts of the required program spaces. A design Development Report has been prepared. Working drawings are being prepared for a Summer tender.

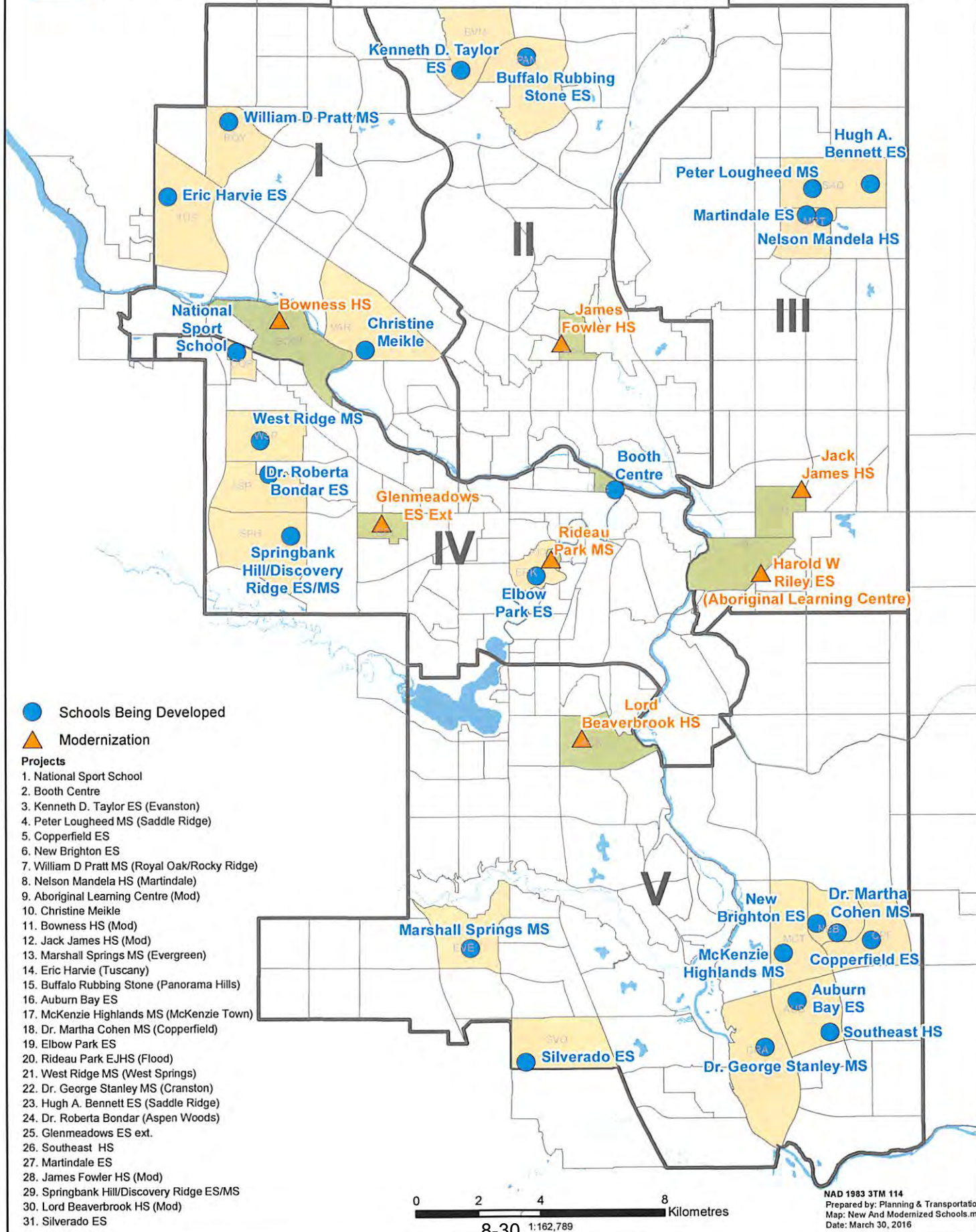
**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
April 2016**

Building	Orig. Open Date	Rev. Open Date	Notes/Comments
31. Silverado School Grades K-4 Capacity 600 students	Fall-17		On October 8, 2014, the Province committed to the immediate planning and design of the elementary school. Tenders were issued November 2014 and proposals were reviewed in December 2014. Design Services Contract was awarded to Sahuri + Partners Architecture Inc. Steering Committee Meetings have commenced. Schematic Designs have been developed. Working drawings and the pretender estimate were reviewed by Alberta Infrastructure for a tender release in January 2016. Alberta Infrastructure has approved the tender and the documents are out in the market. Tenders have been received and are being reviewed and assessed for approval by Alberta Infrastructure.



Calgary Board of Education

CBE New/Modernized Schools Approved and Under Development



- Schools Being Developed
- ▲ Modernization

Projects

1. National Sport School
2. Booth Centre
3. Kenneth D. Taylor ES (Evanston)
4. Peter Lougheed MS (Saddle Ridge)
5. Copperfield ES
6. New Brighton ES
7. William D Pratt MS (Royal Oak/Rocky Ridge)
8. Nelson Mandela HS (Martindale)
9. Aboriginal Learning Centre (Mod)
10. Christine Meikle
11. Bowness HS (Mod)
12. Jack James HS (Mod)
13. Marshall Springs MS (Evergreen)
14. Eric Harvie (Tuscany)
15. Buffalo Rubbing Stone (Panorama Hills)
16. Auburn Bay ES
17. McKenzie Highlands MS (McKenzie Town)
18. Dr. Martha Cohen MS (Copperfield)
19. Elbow Park ES
20. Rideau Park EHS (Flood)
21. West Ridge MS (West Springs)
22. Dr. George Stanley MS (Cranston)
23. Hugh A. Bennett ES (Saddle Ridge)
24. Dr. Roberta Bondar (Aspen Woods)
25. Glenmeadows ES ext.
26. Southeast HS
27. Martindale ES
28. James Fowler HS (Mod)
29. Springbank Hill/Discovery Ridge ES/MS
30. Lord Beaverbrook HS (Mod)
31. Silverado ES



NAD 1983 3TM 114
 Prepared by: Planning & Transportation
 Map: New And Modernized Schools.mxd
 Date: March 30, 2016

Kenneth D. Taylor School (Evanston K-4 School)



Roofing ongoing / Insulation being installed



Exterior Veneer completed / glazing installed

Kenneth D. Taylor School (Evanston K-4 School)

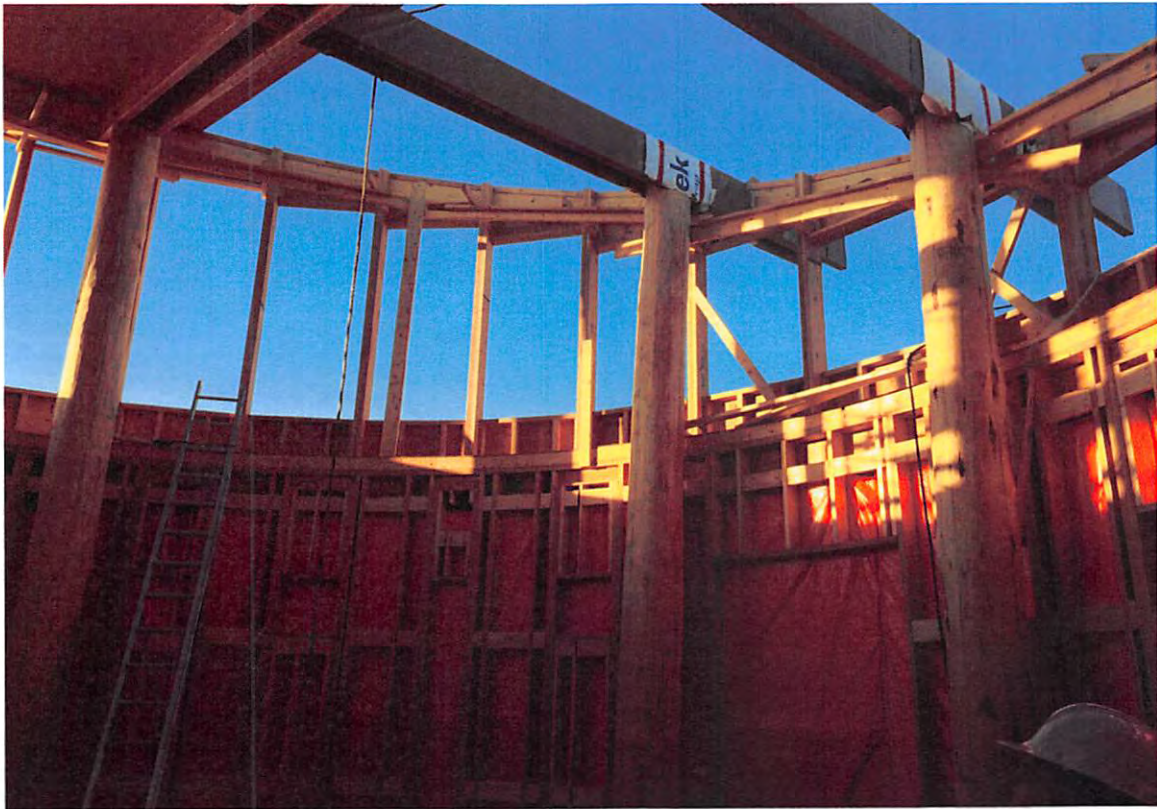
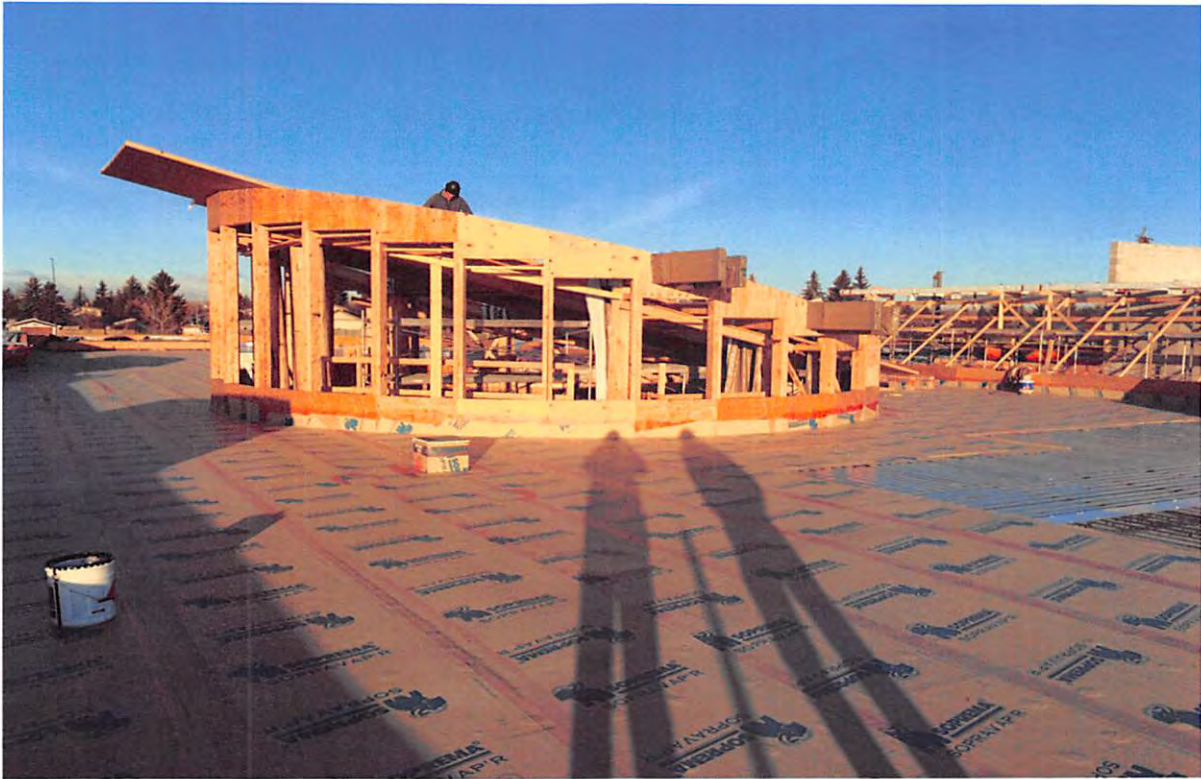


Interior dry walling / Duct work installation



Mechanical Room

Aboriginal Learning Centre (Harold W. Riley School)



Aboriginal Learning Centre (Harold W. Riley School)



Christine Meikle School (Replacement School)



South Wing Mechanical Rough-ins



Christine Meikle School (Replacement School)



Roof (100% Complete)



Pool: filled for Testing

McKenzie Highlands School (McKenzie Towne Middle School)



Bldg 2 Classroom Glulam



Dr. Martha Cohen School (New Brighton-Copperfield Middle School)



Prefab erection



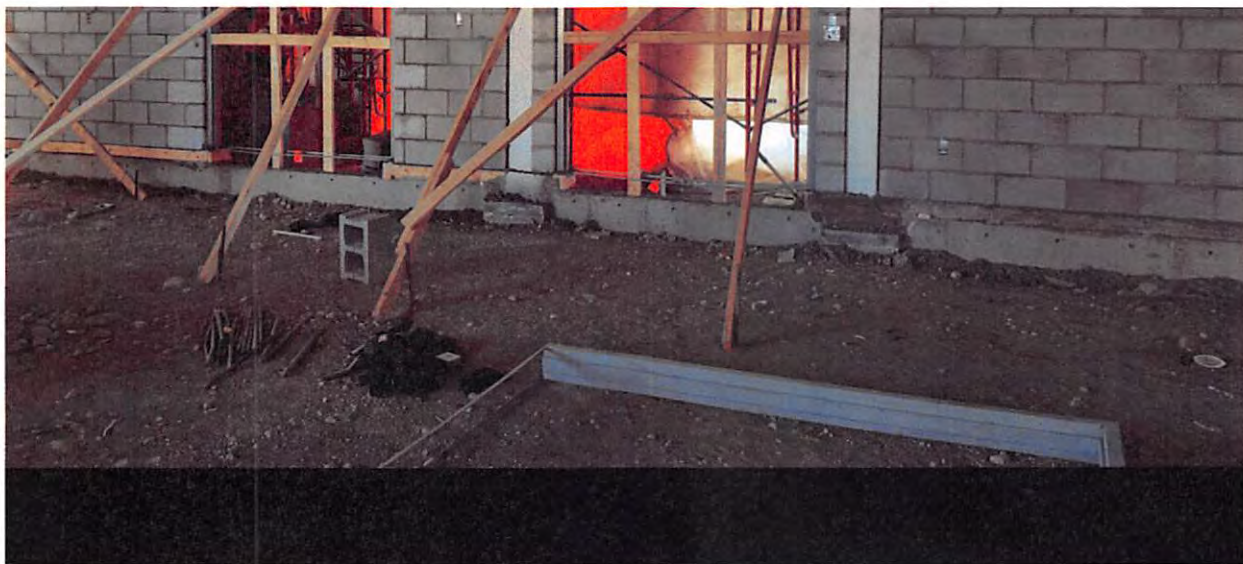
Dr. Martha Cohen School (New Brighton-Copperfield Middle School)



Dr. Roberta Bondar School (Aspen Woods K-4 School)



Steel bridging Northwing



Masonry near completion on North gym wall