

public agenda

Regular Board Meeting

November 8, 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 Results Focus			
15 mins	4.1 School Presentation – Altadore School	C. Davies	R-2	
40 mins	4.2 Science Information Report 2016-17	D. Stevenson	R-2, OE-8, 10	Page 4-1
	5 Operational Expectations			
20 mins	5.1 OE-4: Treatment of Employees – Annual Monitoring	Board	OE-4, 8, 12	Page 5-1 (Nov. 1/16)
	6 Public Comment [PDF]		GC-3.2	
Max 20 mins	Requirements as outlined in Board Meeting Procedures			
	7 Matters Reserved for Board Action			
20 mins	7.1 Proposed Amendment to Governance Policies: Operational Expectations <i>(THAT the Board of Trustees gives first reading to the amendment of the Operational Expectations policies attached to the report; agrees to undertake the work in the proposed Engagement Roadmap; and directs the Chief Superintendent to inform the Board of any significant impacts by Feb. 28, 2017.)</i>	Board	GC-2	Page 7-1



Time	Topic	Who	Policy Ref	Attachment
	8 Consent Agenda	Board	GC-2.6	
	8.1 Additional Transfer / Financial Status of Reserves and Designated Funds at August 31, 2016 (<i>THAT the Board approves the transfer represented in the report, as submitted.</i>)		OE-6	Page 8-53
	8.2 Items Provided for Board Information		OE-8	
	8.2.1 Correspondence			Page 8-63
	8.2.2 Chief Superintendent's Update			Page 8-58
	8.2.3 Results 4: Personal Development – Reasonable Interpretation		R-4	Page 8-33
	8.2.4 Results 5: Character – Reasonable Interpretation		R-5, OE-8	Page 8-45
	8.2.5 Construction Projects Status Update		OE-8, 12	Page 8-1
	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

Science Information Report

Date	November 8, 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
Resource Persons	Chris Meaden, Director, Learning Ronna Mosher, Director, Learning Dianne Roulson, Director, Learning Elizabeth Wood, System Principal, Research & Strategy

1 | Recommendation

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

2 | Issue

This report provides the Board of Trustees with information related to student achievement in Science during the 2015-16 school year. It is a detailed look at Science learning information from the perspective of Results 2: Academic Success.

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 2016-17 school year. This Science information report follows the *Summary of the 2015-16 Provincial Achievement Test and Diploma Examination Results* report presented to the Board of Trustees on October 11, 2016 which also contained information in support of Trustees' understanding and oversight of student achievement in 2015-16. This Science report is the first of a series of subject-specific information reports.

4 | Analysis

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

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

Report Card Data

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

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

In grades 10-12, student learning is reported as a single percentage grade.

Overall

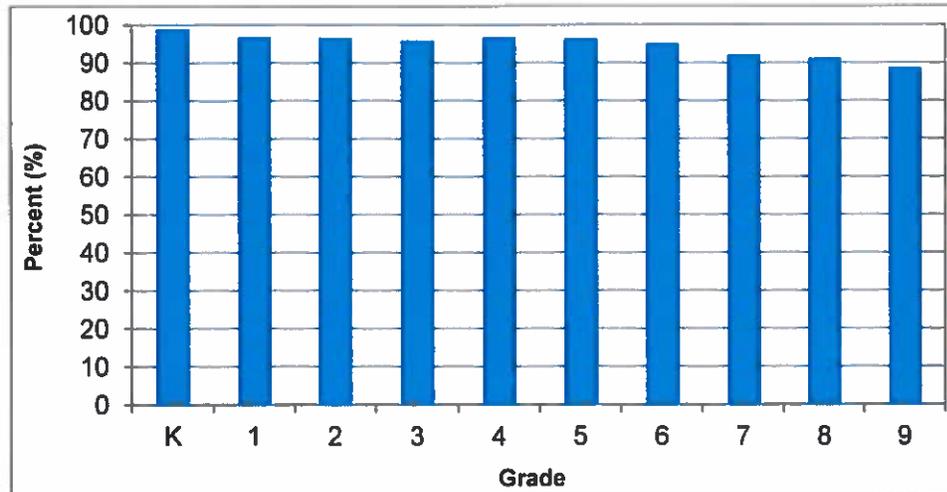
Percentage of students meeting learning expectations within Science as measured by student report cards: K-12

Year	2011-12	2012-13	2013-14	2014-15*	2015-16
Overall	92.8	93.3	93.1	94.3	94.7

Percentage of students meeting learning expectations within Science as measured by student report cards by grade: K-9

Year	K	1	2	3	4	5	6	7	8	9
2014-15	99.1	96.5	96.8	95.3	96.9	95.8	94.9	91.1	91.9	84.9
2015-16	99.0	96.8	96.6	95.9	96.8	96.3	95.0	92.1	91.1	88.7

Percentage of students meeting learning expectations within Science as measured by student report cards by grade 2015-16: K-9



Note | *Students are considered successful with the learning outcomes of the Programs of Study if they receive:

- a 2, 3, or 4 on the current CBE K-9 report card; or
- 50% or above for a course in grades 10-12.

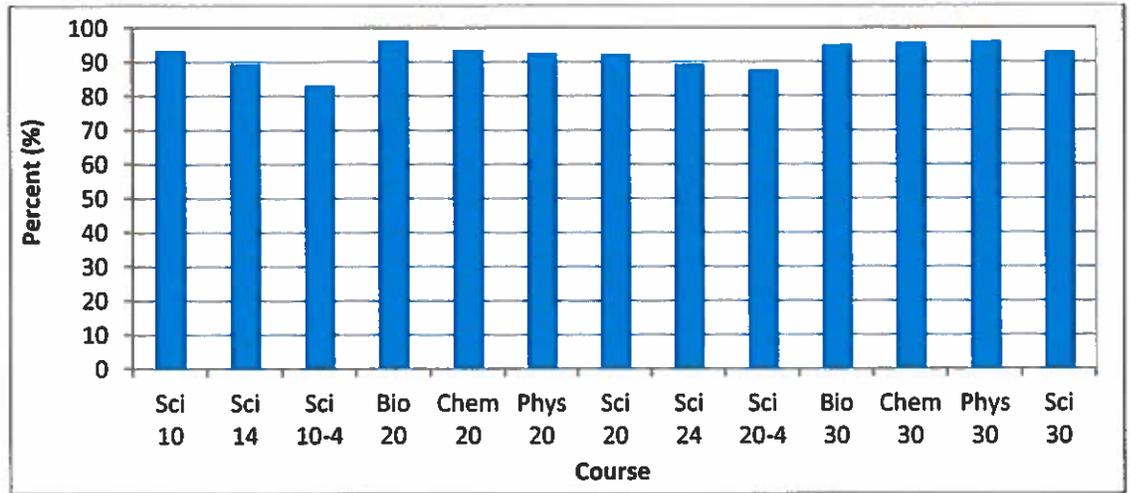
Historical data reflects students receiving:

- a 3, 4, or 5 on a report card using a 1-5 scale;
- a 2, 3, or 4 on a report card using a 1-4 scale;
- an A, B, or C on a report card using an ABCD scale; or
- 50% or above on a report card using a percentage scale.

Percentage of students meeting learning expectations within Science as measured by student report cards by course: 10-12

Year	Sci 10	Sci 14	Sci 10-4	Bio 20	Chem 20	Phys 20	Sci 20	Sci 24	Sci 20-4	Bio 30	Chem 30	Phys 30	Sci 30
2014-15	91.0	87.9	79.3	96.3	93.6	93.3	92.3	88.9	79.9	93.9	96.0	96.0	92.3
2015-16	93.4	89.5	83.2	96.4	93.6	92.6	92.4	89.4	87.6	95.1	95.6	96.1	93.0

Percentage of students meeting learning expectations within Science as measured by student report cards by course 2015-16: 10-12



The percentage of students meeting learning expectations in:

- Kindergarten to grade 9 is 95.1%.
- high school is 93.9%.

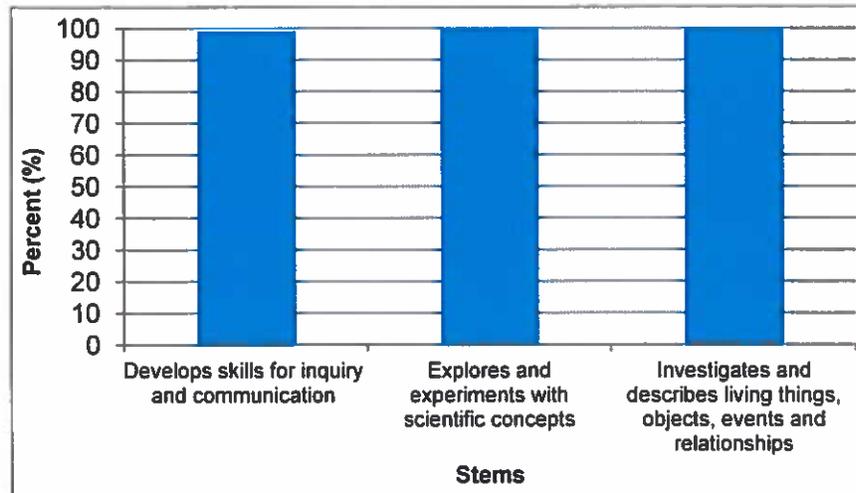
In ten of the thirteen high school courses, the percentage of students meeting with success increased over the previous year.

Overall by Stem

Percentage of students meeting learning expectations within Science as measured by student report cards by stem: Kindergarten

Stem	2014-15	2015-16
Makes personal sense of objects, events and relationships ¹	99.3	
Develops skills for inquiry and communication ¹		99.2
Explores and experiments with scientific concepts	99.6	99.5
Investigates and describes living things, objects, events and relationships ²	99.4	99.6

Percentage of students meeting learning expectations within Science as measured by student report cards by stem 2015-16: Kindergarten



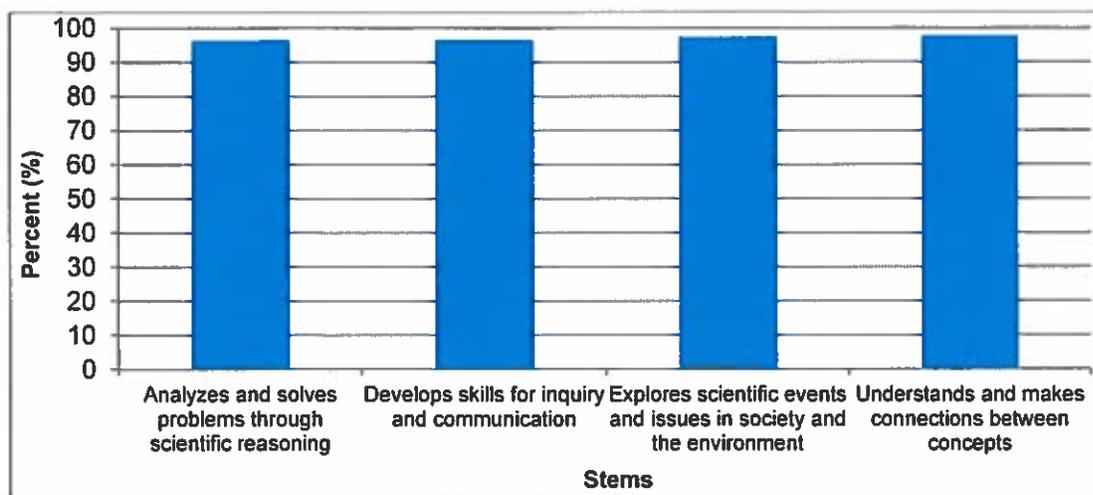
¹ In 2015-16, the report card stem "Makes personal sense of objects, events and relationships" was replaced with the stem "Develops skills for inquiry and communication."

² For 2014-15, this report card stem was "Investigates and describes living things, objects and events"

Percentage of students meeting learning expectations within Science as measured by student report cards by stem: Grades 1 – 9

Stem	2014-15	2015-16
Analyzes and solves problems through scientific reasoning	96.2	96.4
Develops skills for inquiry and communication	96.4	96.4
Explores scientific events and issues in society and the environment	97.2	97.4
Understands and makes connections between concepts	97.6	97.7

Percentage of students meeting learning expectations within Science as measured by student report cards by stem 2015-16: Grades 1 – 9



Overall by Stem and Grade

Percentage of students meeting learning expectations within Science as measured by student report cards by course and stem 2015-16: Grades 1 – 9

Stem	1	2	3	4	5	6	7	8	9
Analyzes and solves problems through scientific reasoning	97.9	98.0	97.3	97.9	97.4	96.4	94.8	94.2	91.6
Develops skills for inquiry and communication	97.6	97.4	96.8	97.5	97.4	96.3	95.3	95.3	93.4
Explores scientific events and issues in society and the environment	98.3	98.5	98.3	98.8	98.6	98.0	95.8	94.9	93.5
Understands and makes connections between concepts	98.9	98.8	98.2	98.9	98.5	98.0	96.4	96.3	94.2

As measured by the stems, the results are consistent from grades 1 to 6. In grades 7 to 9 student success drops slightly in the “analyzes and solves problems through scientific reasoning” stem.

Provincial Achievement Tests and Diploma Exams

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

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

Student results on provincial tests may be understood in terms of their level of achievement within a specific year. The value of an individual year's result is contextualized in comparison to the results achieved by students in the province as a whole. The results may also be understood as part of a pattern of improvement, decline, or maintained results. Year-to-year fluctuations are to be expected. The province evaluates the "improvement" aspect of a school jurisdiction's performance in any given year by comparing it to the jurisdiction's previous 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 Examinations, and to be maintaining or improving our results as compared to the previous three-year average. This goal is specific to provincial achievement tests and diploma examinations that are considered to be stable and statistically reliable by Alberta Education

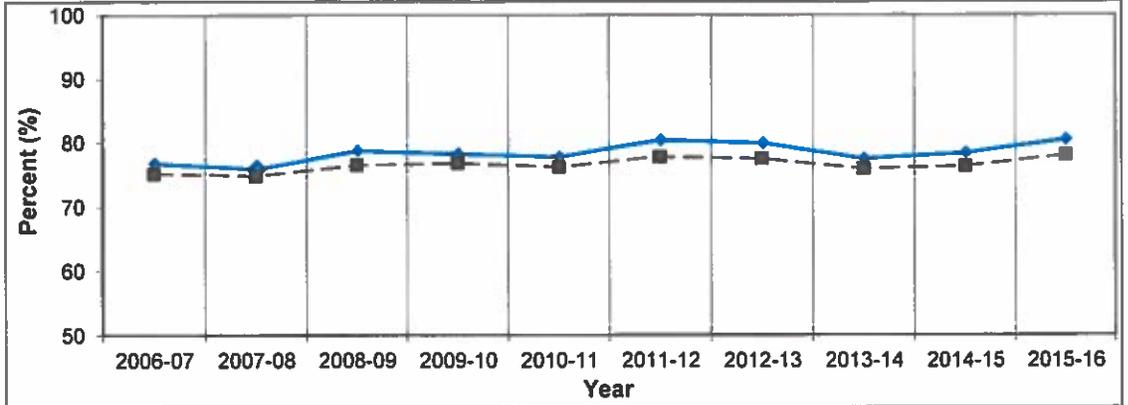
Alberta Education's evaluation of a school jurisdiction's results is done in relation to all students enrolled in a course for Provincial Achievement Tests and to students who wrote the exam for Diploma Examinations. Participation rates are an important aspect of PAT results as they demonstrate that an organization has had as many students as possible participate in provincial assessments. The CBE's high PAT participation rates represent active encouragement of success for all students.

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

Grade 6 Science Results
All Students Enrolled (Cohort)

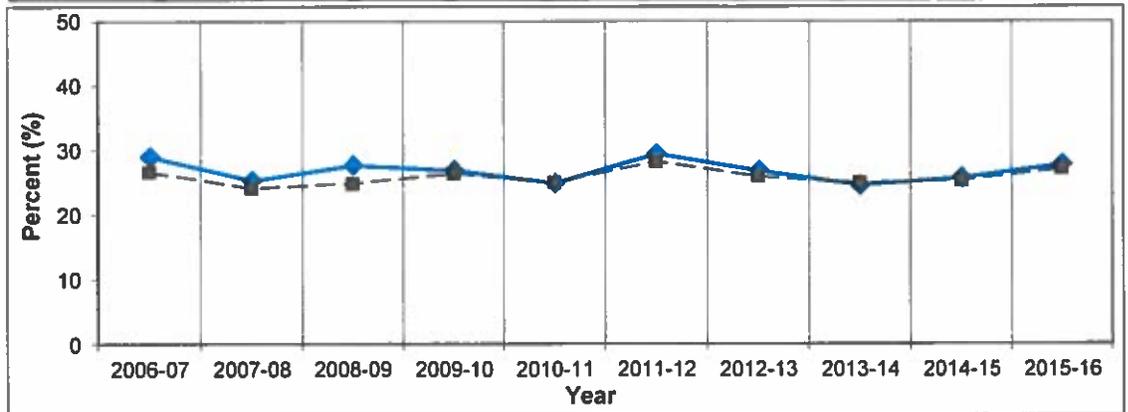
Acceptable Standard

Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
CBE	76.8	75.9	78.8	78.3	77.8	80.4	79.9	77.5	78.4	80.5
Province	75.2	74.8	76.5	76.8	76.2	77.8	77.5	75.9	76.3	78.0
Difference	1.6	1.1	2.3	1.5	1.6	2.6	2.4	1.6	2.1	2.5



Standard of Excellence

Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
CBE	28.9	25.2	27.6	26.8	24.8	29.3	26.7	24.5	25.6	27.7
Province	26.6	24.1	24.8	26.4	25.0	28.2	25.9	24.9	25.3	27.1
Difference	2.3	1.1	2.8	0.4	-0.2	1.1	0.8	-0.4	0.3	0.6



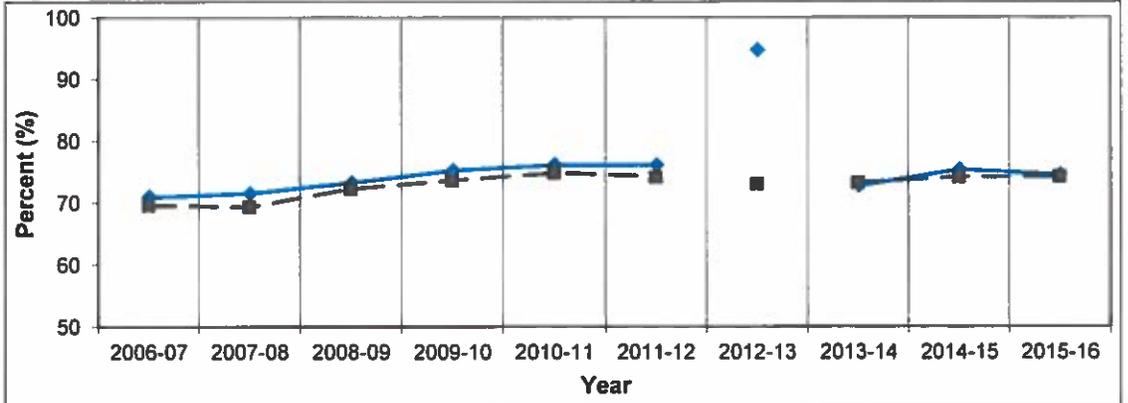
Participation

Year	CBE	Prov.	Diff.
2006-07	90.9	89.1	1.8
2007-08	90.8	89.0	1.8
2008-09	91.6	89.6	2.0
2009-10	92.3	90.5	1.8
2010-11	93.2	90.5	2.7
2011-12	94.2	90.8	3.4
2012-13	93.6	90.9	2.7
2013-14	93.2	90.2	3.0
2014-15	93.2	90.3	2.9
2015-16	93.8	90.6	3.2

Grade 9 Science Results
All Students Enrolled (Cohort)

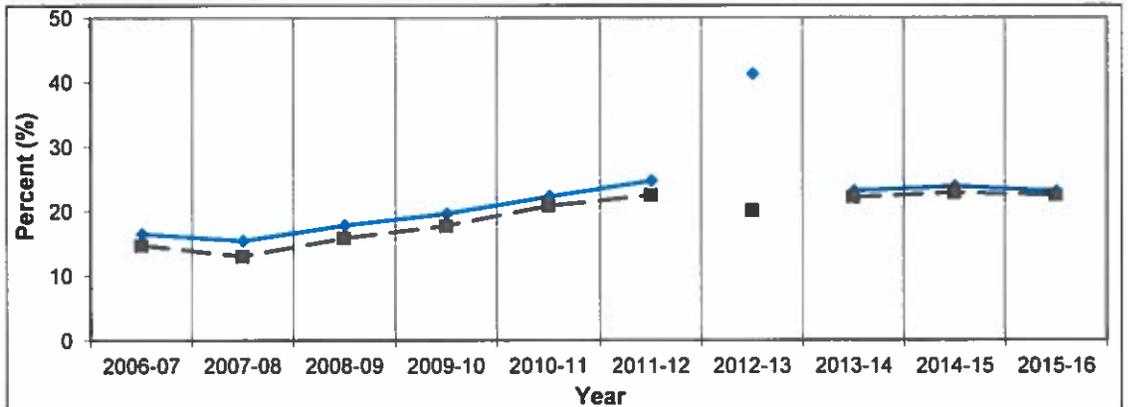
Acceptable Standard

Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
CBE	70.9	71.5	73.2	75.2	76.1	76.1	94.7	72.7	75.3	74.5
Province	69.6	69.3	72.2	73.6	74.8	74.1	72.9	73.2	74.1	74.2
Difference	1.3	2.2	1.0	1.6	1.3	2.0	21.8	-0.5	1.2	0.3



Standard of Excellence

Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
CBE	16.4	15.3	17.7	19.5	22.2	24.6	41.2	23.0	23.7	22.9
Province	14.7	13.0	15.8	17.7	20.8	22.4	20.0	22.1	22.8	22.4
Difference	1.7	2.3	1.9	1.8	1.4	2.2	21.2	0.9	0.9	0.5



Participation

Year	CBE	Prov.	Diff.
2006-07	90.8	88.8	2.0
2007-08	91.9	89.0	2.9
2008-09	92.2	90.4	1.8
2009-10	92.5	90.4	2.1
2010-11	92.7	90.0	2.7
2011-12	93.2	90.1	3.1
2012-13	97.7	89.3	8.4
2013-14	91.6	89.6	2.0
2014-15	91.8	89.9	1.9
2015-16	92.3	89.9	2.4

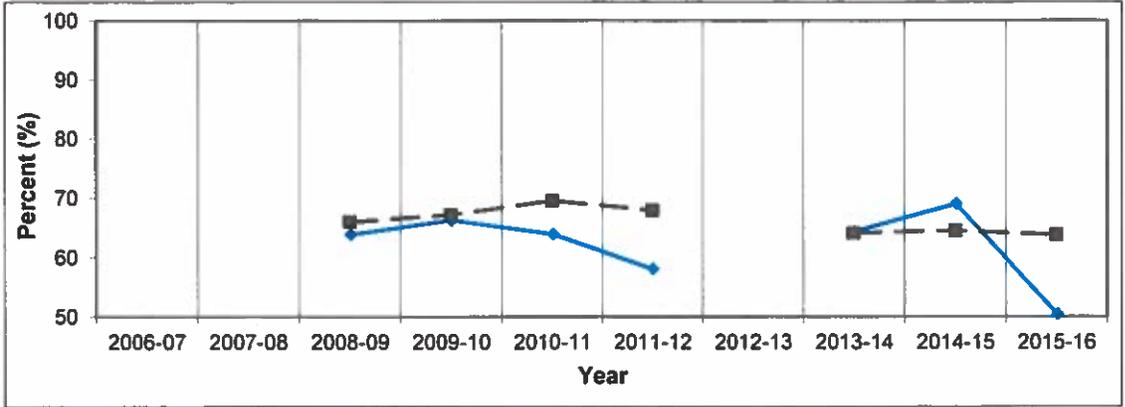
As a result of the flooding that substantially impacted Calgary and areas in southern Alberta in 2013, Alberta Education cancelled the June administration of the Grade 9 PAT for this subject. Results reflect only a small cohort of students who wrote in the January administration. Caution must be used in interpreting these results.

Grade 9 Knowledge and Employability Science Results

All Students Enrolled (Cohort)

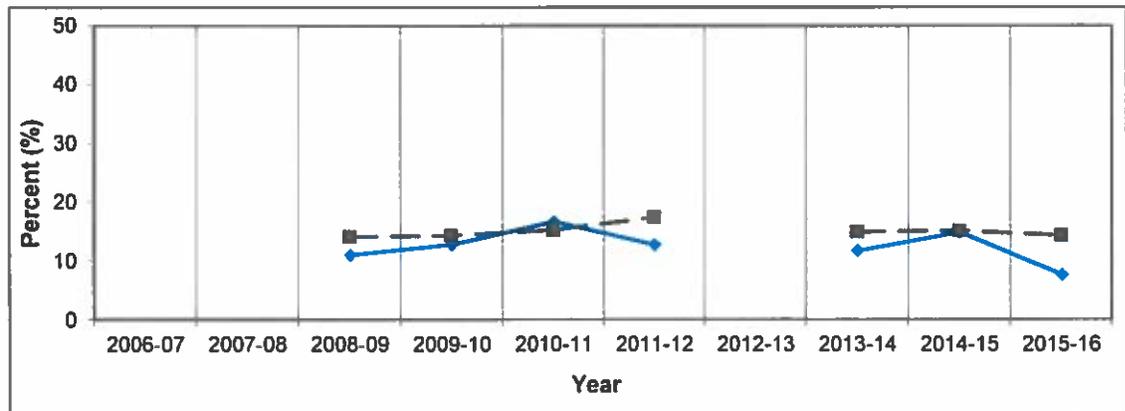
Acceptable Standard

Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
CBE			63.9	66.3	63.9	58.0		64.3	69.0	50.4
Province			66.0	67.2	69.5	67.9		64.1	64.5	63.8
Difference			-2.1	-0.9	-5.6	-9.9		0.2	4.5	-13.4



Standard of Excellence

Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
CBE			10.9	12.7	16.5	12.6		11.6	14.7	7.5
Province			14.1	14.3	15.2	17.3		14.9	15.1	14.3
Difference			-3.2	-1.6	1.3	-4.7		-3.3	-0.4	-6.8



Participation

Year	CBE	Prov.	Diff.
2006-07			
2007-08			
2008-09	90.1	87.2	2.9
2009-10	83.2	86.7	-3.5
2010-11	87.7	87.1	0.6
2011-12	81.1	85.6	-4.5
2012-13			
2013-14	82.9	85.6	-2.7
2014-15	88.8	87.0	1.8
2015-16	78.9	85.4	-6.5

Note | There was an error in the table for the Grade 9 Science Knowledge and Employability Results Standard of Excellence as reported in the *Summary of the 2015-16 Provincial Achievement Test and Diploma Examination Results*. The graph was correct. The corrected table can be found on this page.

The KAE Science PAT was introduced in the 2008-09 school year.

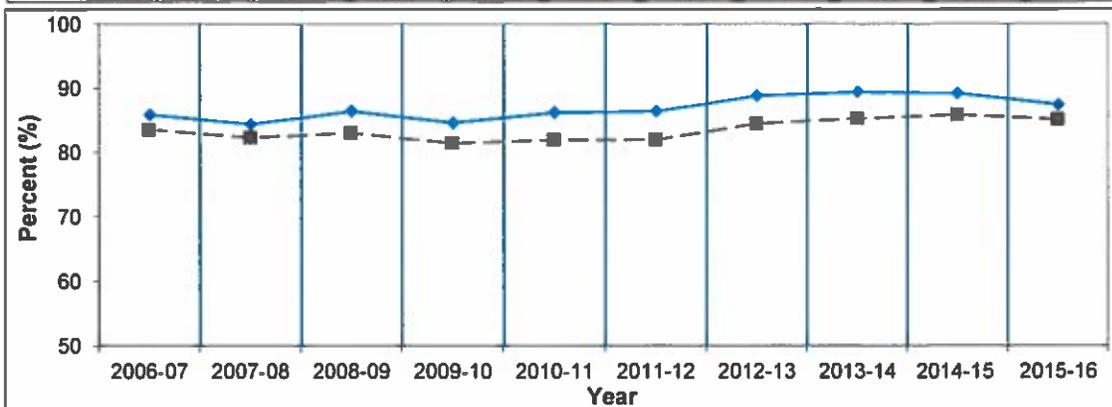
As a result of the flooding that substantially impacted Calgary and areas in southern Alberta in 2013, Alberta Education cancelled the June administration of the Grade 9 PAT.

The success rate for CBE based on the students who wrote the grade 6 Science PAT was 85.8% at the acceptable standard and 29.5% at the standard of excellence. On the grade 9 Science PAT, 80.7% of CBE students who wrote the PAT achieved the acceptable standard and 24.8% achieved the standard of excellence. On the grade 9 Science KAE PAT, based on the number of students who wrote, 63.8% achieved at the acceptable standard and 9.5% at the standard of excellence.

Attached to this report is the *Provincial Achievement Test Blueprint and Student Achievement for Students Who Wrote the Test* for each of grade 6 Science, grade 9 Science and grade 9 Science KAE.

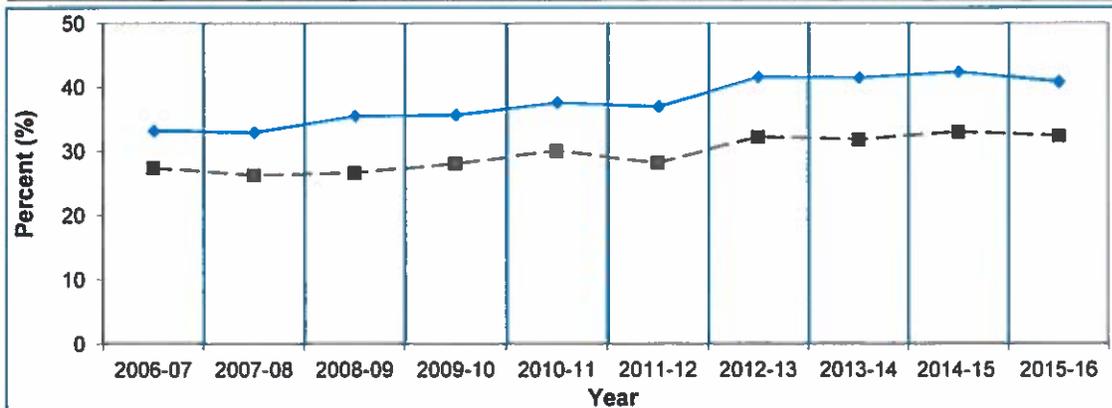
Acceptable Standard

Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
CBE	85.9	84.4	86.4	84.6	86.2	86.4	88.8	89.4	89.2	87.4
Province	83.5	82.3	83.0	81.4	81.9	81.9	84.4	85.2	85.8	85.1
Difference	2.4	2.1	3.4	3.2	4.3	4.5	4.4	4.2	3.4	2.3



Standard of Excellence

Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
CBE	33.1	32.9	35.4	35.6	37.5	36.9	41.5	41.4	42.3	40.7
Province	27.4	26.3	26.6	28.1	29.9	28.2	32.2	31.8	33.0	32.4
Difference	5.7	6.6	8.8	7.5	7.6	8.7	9.3	9.6	9.3	8.3



Participation

Year	CBE	Prov.	Diff.
2006-07			
2007-08			
2008-09	37.4	39.8	-2.4
2009-10	39.0	41.2	-2.2
2010-11	41.8	42.8	-1.0
2011-12	42.2	42.8	-0.6
2012-13	41.8	42.2	-0.4
2013-14	42.6	41.4	1.2
2014-15	41.7	40.6	1.1
2015-16	42.3	40.6	1.7

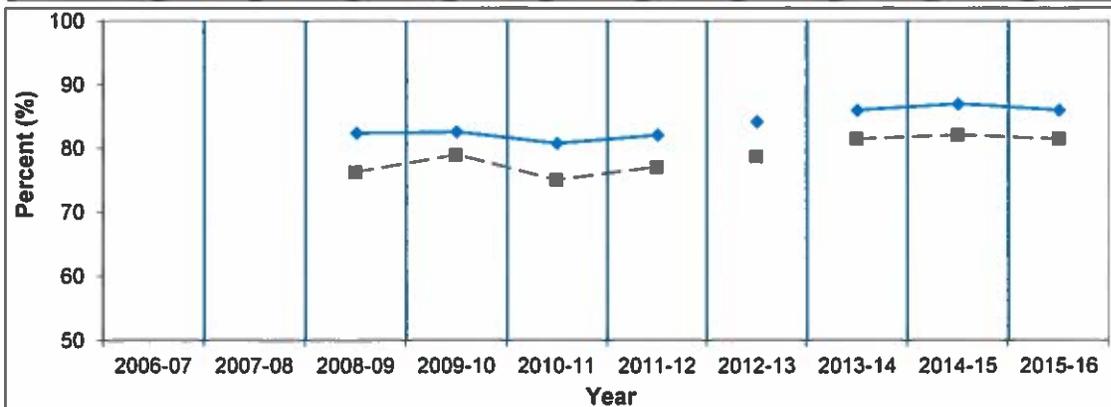
Effective September 2015, weighting on the diploma examination was reduced to 30% from 50%, impacting the interpretation of the results with previous years.

For the 2012-13 school year, Alberta Education revised its method for calculating participation rates. Results are based upon a cohort of grade 10 students who are tracked over time. The results show the percentage of students in this cohort who complete the diploma exams by the end of their third year of high school. They recalculated the participation rate for the years to 2008-09 to 2011-12. Participation rates prior to 2008-09 have not been included because no comparison can be made.

Chemistry 30

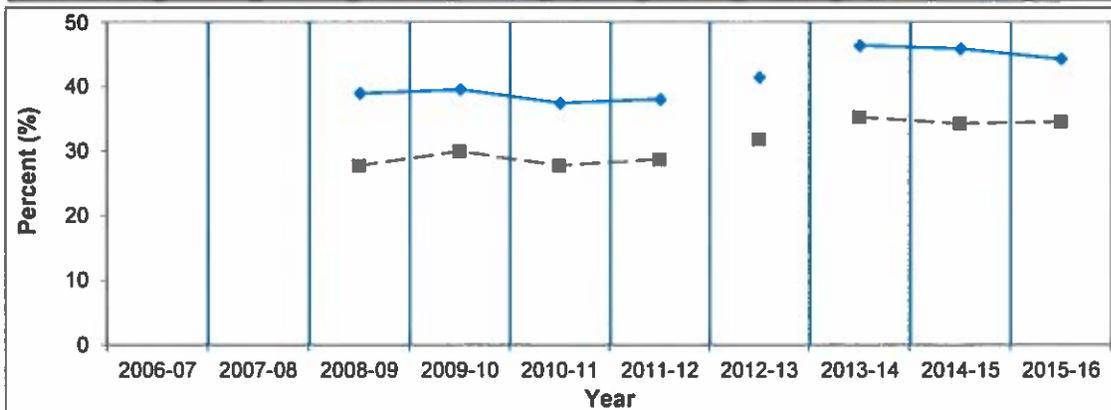
Acceptable Standard

Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
CBE			82.4	82.6	80.8	82.1	84.2	86.0	87.0	86.0
Province			76.3	79.0	75.1	77.1	78.8	81.5	82.1	81.5
Difference			6.1	3.6	5.7	5.0	5.4	4.5	4.9	4.5



Standard of Excellence

Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
CBE			38.9	39.5	37.4	38.0	41.4	46.3	45.8	44.2
Province			27.7	29.9	27.7	28.7	31.8	35.2	34.2	34.5
Difference			11.2	9.6	9.7	9.3	9.6	11.1	11.6	9.7



Participation

Year	CBE	Prov.	Diff.
2006-07			
2007-08			
2008-09	33.3	29.7	3.6
2009-10	39.6	35.2	4.4
2010-11	41.4	36.0	5.4
2011-12	42.1	36.4	5.7
2012-13	28.2	31.5	-3.3
2013-14	41.5	34.7	6.8
2014-15	42.5	35.7	6.8
2015-16	43.0	35.5	7.5

A new Program of Study for Chemistry 30 in 2008-09 resulted in a new diploma exam.

Effective September 2015, weighting on the diploma examination was reduced to 30% from 50%, impacting the interpretation of the results with previous years.

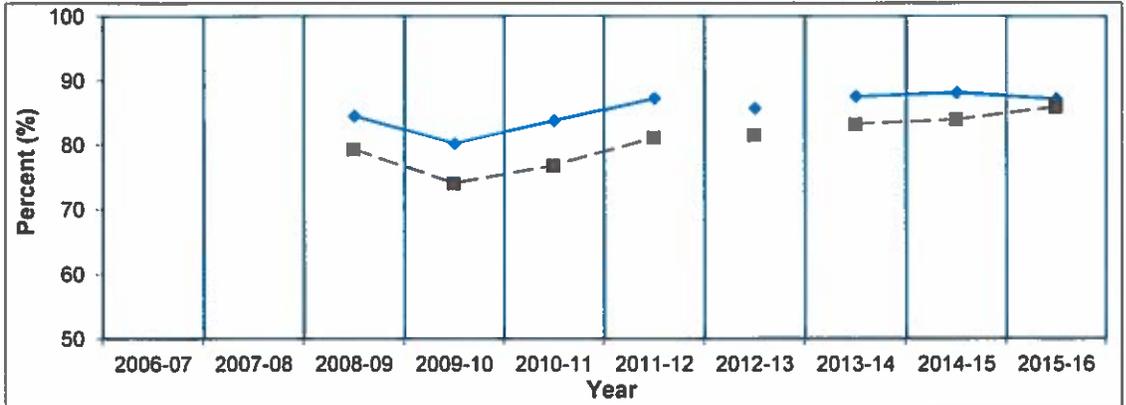
For the 2012-13 school year, Alberta Education revised its method for calculating participation rates. Results are based upon a cohort of grade 10 students who are tracked over time. The results show the percentage of students in this cohort who complete the diploma exams by the end of their third year of high school. They recalculated the participation rate for the years to 2008-09 to 2011-12. Participation rates prior to 2008-09 have not been included because no comparison can be made.

Participation in diploma exams was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Physics 30

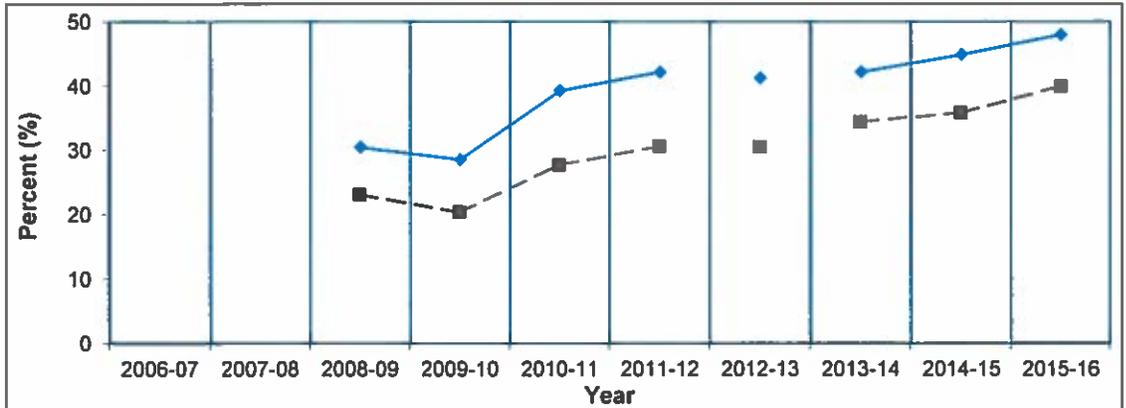
Acceptable Standard

Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
CBE			84.5	80.2	83.7	87.2	85.7	87.5	88.1	87.1
Province			79.3	74.0	76.7	81.1	81.5	83.2	83.9	85.8
Difference			5.2	6.2	7.0	6.1	4.2	4.3	4.2	1.3



Standard of Excellence

Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
CBE			30.4	28.5	39.2	42.1	41.2	42.1	44.8	47.9
Province			23.1	20.4	27.7	30.5	30.4	34.3	35.8	39.8
Difference			7.3	8.1	11.5	11.6	10.8	7.8	9.0	8.1



Participation

Year	CBE	Prov.	Diff.
2006-07			
2007-08			
2008-09	18.5	17.5	1.0
2009-10	21.7	20.0	1.7
2010-11	22.6	20.6	2.0
2011-12	22.0	20.2	1.8
2012-13	15.1	17.3	-2.2
2013-14	23.3	20.0	3.3
2014-15	23.8	19.8	4.0
2015-16	23.5	19.3	4.2

A new Program of Study for Physics 30 in 2008-09 resulted in a new diploma exam.

For the 2012-13 school year, Alberta Education revised its method for calculating participation rates. Results are based upon a cohort of grade 10 students who are tracked over time. The results show the percentage of students in this cohort who complete the diploma exams by the end of their third year of high school. They recalculated the participation rate for the years to 2008-09 to 2011-12. Participation rates prior to 2008-09 have not been included because no comparison can be made.

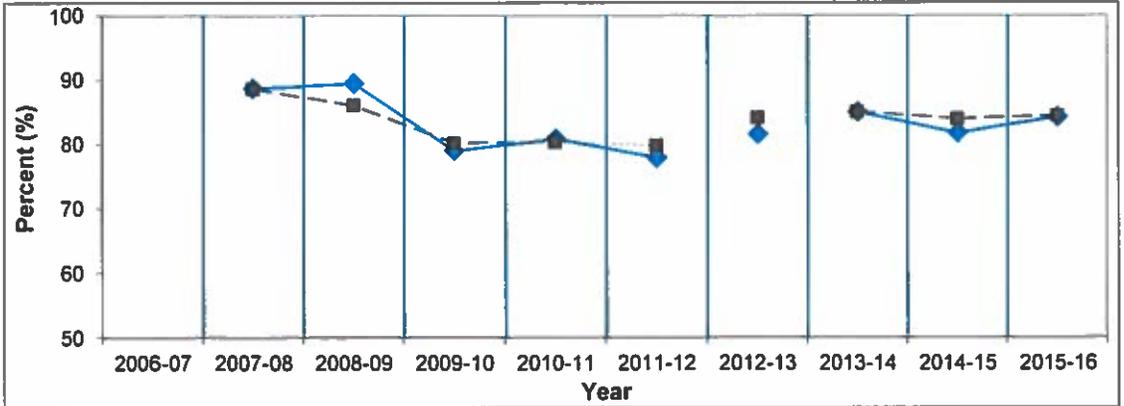
Participation in diploma exams was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Effective September 2015, weighting on the diploma examination was reduced to 30% from 50%, impacting the interpretation of the results with previous years.

Science 30

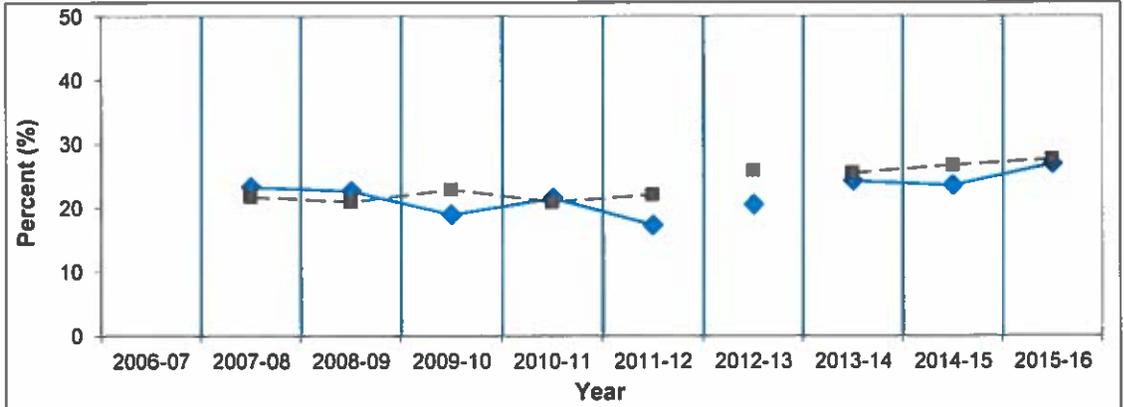
Acceptable Standard

Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
CBE		88.7	89.4	78.9	80.8	77.9	81.6	85.0	81.7	84.2
Province		88.6	86.0	80.1	80.3	79.8	84.1	85.0	83.9	84.4
Difference		0.1	3.4	-1.2	0.5	-1.9	-2.5	0.0	-2.2	-0.2



Standard of Excellence

Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
CBE		23.2	22.5	18.8	21.4	17.2	20.4	24.1	23.4	26.8
Province		21.7	20.9	22.8	20.9	22.0	25.8	25.4	26.6	27.6
Difference		1.5	1.6	-4.0	0.5	-4.8	-5.4	-1.3	-3.2	-0.8



Participation

Year	CBE	Prov.	Diff.
2006-07			
2007-08			
2008-09	7.4	8.2	-0.8
2009-10	8.6	9.0	-0.4
2010-11	8.7	9.1	-0.4
2011-12	9.6	10.3	-0.7
2012-13	6.0	9.8	-3.8
2013-14	12.0	12.8	-0.8
2014-15	13.1	14.1	-1.0
2015-16	14.9	15.7	-0.8

A new Program of Study for Science 30 in 2007-08 resulted in a new diploma exam.

For the 2012-13 school year, Alberta Education revised its method for calculating participation rates. Results are based upon a cohort of grade 10 students who are tracked over time. The results show the percentage of students in this cohort who complete the diploma exams by the end of their third year of high school. They recalculated the participation rate for the years to 2008-09 to 2011-12. Participation rates prior to 2008-09 have not been included because no comparison can be made.

Participation in diploma exams was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Effective September 2015, weighting on the diploma examination was reduced to 30% from 50%, impacting the interpretation of the results with previous years.

CBE Results versus Non-CBE Results

In the tables below, the Grade 6 Science, Grade 9 Science and Grade 9 KAE Science numbers are based on the all students enrolled cohort. For the Diploma Examinations these data are based on the students who wrote.

Acceptable Standard

Courses	Alberta Education Results			Estimated Results	
	CBE	Prov.	CBE minus Prov.	Non-CBE	CBE minus Non-CBE
Grade 6 Science	80.5	78.0	2.5	77.5	3.0
Grade 9 Science	74.5	74.2	0.3	74.1	0.4
Grade 9 KAE Science	50.4	63.8	-13.4	65.0	-14.6
Biology 30	87.4	85.1	2.3	84.5	2.9
Chemistry 30	86.0	81.5	4.5	80.1	5.9
Physics 30	87.1	85.8	1.3	85.4	1.7
Science 30	84.2	84.4	-0.2	84.4	-0.2

Standard of Excellence

Courses	Alberta Education Results			Estimated Results	
	CBE	Prov.	CBE minus Prov.	Non-CBE	CBE minus Non-CBE
Grade 6 Science	27.7	27.1	0.6	27.0	0.7
Grade 9 Science	22.9	22.4	0.5	22.3	0.6
Grade 9 KAE Science	7.5	14.3	-6.8	14.9	-7.4
Biology 30	40.7	32.4	8.3	30.3	10.4
Chemistry 30	44.2	34.5	9.7	31.4	12.8
Physics 30	47.9	39.8	8.1	37.3	10.6
Science 30	26.8	27.6	-0.8	27.8	-1.0

5 | Conclusion

CBE students achieve very well in Science. The levels of success evaluated by their teachers are high across a range of courses, grades and learning outcomes. The levels of achievement attained by CBE students on provincial tests generally surpass that reported by the province, with the exceptions of Grade 9 Science KAE and Science 30.

Grade 9 Science KAE is a re-emerging area of concern. CBE student success on the Grade 9 Science KAE PAT showed a decrease from the previous year, where improvement and growth had been achieved. All Grade 9 KAE subjects will be a focus of a cross-curricular action plan for this year to improve student success.

Science 30 results have improved from 2014-15 results to be within less than one percentage point difference from the provincial results. CBE strengths in Biology 30, Chemistry 30 and Physics 30 continue to be notable.

Overall academic success for CBE students is well supported through Science instructional programs. School development plans and system-wide supports and networks focus on continuous and targeted improvement to ensure student success across time.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

Attachment I: Provincial Achievement Test Blueprint and Student Achievement for Students Who Wrote the Test

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

attachment

Provincial Achievement Test Blueprint and Student Achievement for Students Who Wrote the Test

Grade 6 Science

Topics	Reporting Category				Student Achievement Average (Raw Score and Percentage)	
	Knowledge ¹		Skills ²		CBE ³	Prov.
	CBE ³	Prov.	CBE ³	Prov.		
Inquiry & Problem Solving					7.6/11 (69.1%)	7.5/11 (68.2%)
Air, Aerodynamics, and Flight					9.5/14 (67.9%)	9.7/14 (69.3%)
Sky Science					5.6/8 (70.0%)	5.6/8 (70.0%)
Evidence & Investigation					4.7/7 (67.1%)	4.8/7 (68.6%)
Trees & Forests					7.0/10 (70.0%)	7.0/10 (70.0%)
Student Achievement Average (Raw Score and Percentage)	14.8/21 (70.5%)	14.9/21 (71.0%)	19.7/29 (67.9%)	19.7/29 (67.9%)	Total Test 34.5/50 (69.0%)	Total Test 34.6/50 (69.0%)

Grade 9 Science⁴

Topics	Reporting Category				Student Achievement Average (Raw Score and Percentage)	
	Knowledge ¹		Skills ²		CBE ³	Prov.
	CBE ³	Prov.	CBE ³	Prov.		
Biological Diversity					66.1%	66.5%
Matter & Chemical Change					69.4%	69.3%
Environmental Chemistry					64.5%	64.5%
Electrical Principles & Technologies					64.6%	66.3%
Space Exploration					66.0%	66.8%
Student Achievement Average (Raw Score and Percentage)	64.7%	65.9%	66.6%	67.2%	Total Test 66.0%	Total Test 66.7%

¹ Fundamental understanding of both the concepts and the processes of science.

² Application of science processes and the use of higher-level thinking to solve problems.

³ The CBE results are estimates on the combined results between the English and French writers.

⁴ Raw scores are not reported for Grade 9 Science because the Grade 9 Science French test had one less question than the English test.

Grade 9 Science Knowledge and Employability

Topics	Reporting Category				Student Achievement Average (Raw Score and Percentage)	
	Knowledge ¹		Skills ²		CBE	Prov.
	CBE	Prov.	CBE	Prov.		
Biological Diversity					6.5/10 (65.0%)	6.2/10 (62.0%)
Matter & Chemical Change					5.7/10 (57.0%)	6.4/10 (64.0%)
Environmental Chemistry					5.9/10 (59.0%)	5.8/10 (58.0%)
Electrical Principles & Technologies					5.1/10 (51.0%)	6.3/10 (63.0%)
Space Exploration					5.9/10 (59.0%)	6.3/10 (63.0%)
Student Achievement Average (Raw Score and Percentage)	12.5/21 (59.5%)	13.4/21 (63.8%)	16.8/29 (57.9%)	18.1/29 (62.4%)	Total Test 29.2/50 (58.4%)	Total Test 31.5/50 (63.0%)

¹ Fundamental understanding of both the concepts and the processes of science.

² Application of science processes and the use of higher-level thinking to solve problems.

operational expectations monitoring report

OE-4: Treatment of Employees

Monitoring report for the 2015 - 2016 school year
Report date: November 1, 2016.

CHIEF SUPERINTENDENT CERTIFICATION

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

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

Signed: D. Stevenson
David Stevenson, Chief Superintendent

Date: Oct. 21/16

BOARD OF TRUSTEES ACTION

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

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

Summary statement/motion of the Board of Trustees:

Signed:
Chair, Board of Trustees

Date:

OE-4: Treatment of Employees**Executive Summary**

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

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

The Chief Superintendent's reasonable interpretation for OE 4: Treatment of Employees was approved on March 6, 2012. The Board of Trustees last monitored OE-4: Treatment of Employees on November 3, 2015.

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

Indicator 1: Compliant

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

Indicator 1: Compliant

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

Indicator 1: Compliant

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

Indicator 1: Compliant

Indicator 2: Compliant

Indicator 3: Compliant

4.5 Effectively handle complaints and concerns.

Indicator 1: Compliant

Indicator 2: Compliant

4.6 Maintain adequate job descriptions for all employee positions.

Indicator 1: Compliant

Indicator 2: Compliant

Indicator 3: Compliant

4.7 Protect confidential information

Indicator 1: Non-compliant

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

Indicator 1: Compliant

4.9 Honour the terms of negotiated agreements

Indicator 1: Compliant

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

Indicator 1: Compliant

Indicator 2: Compliant

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

Indicator 1: Compliant

4.12 Maintain an organizational culture that positively impacts the ability of employees to responsibly perform their jobs and work in an environment of professional support and courtesy.

Indicator 1: Non-compliant

Indicator 2: Compliant

Indicator 3: Compliant

4.13 Reasonably include people in decisions that affect them.

Indicator 1: Non-compliant



OE-4: Treatment of Employees

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

Board-approved Interpretation |

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

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

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

The Chief Superintendent will

4.1	Conduct extensive background inquiries and checks prior to hiring any paid personnel.	Compliant
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Board-approved Interpretation |

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

Board-approved Indicator and *Evidence of Compliance* |

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

The organization is compliant with this indicator.

- a) 99.8% of new hire or rehired employees began work after confirmation from Human Resources that the person successfully passed a vulnerable sector police information check.
- b) 100% of new employees provided academic credentials prior to commencing employment.
- c) 100% of new employees have had references checked prior to commencing employment.

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

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

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

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

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

Board-approved Indicator and Evidence of Compliance |

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

The organization is compliant with this indicator.

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

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

Evidence demonstrates the indicator in subsection 4.2 is in compliance.

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

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

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

Board-approved Indicator and Evidence of Compliance |

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

The organization is compliant with this indicator.

98.3% of CBE employees successfully completed their probationary assessment as evidenced by successful performance evaluations and continued employment beyond the probationary period.

Evidence demonstrates the indicator in subsection 4.3 is in compliance.

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

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

Board-approved Indicators and Evidence of Compliance |

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

The organization is compliant with this indicator.

An internal review of all suspensions, transfers and terminations confirmed compliance with collective agreements and statutes.

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

The organization is compliant with this indicator.

Administrative Regulations (ARs) under the accountability of Human Resources continue to be reviewed on a regular basis. Research and drafting began on the development of two new ARs during the 2015-2016 year. This work will continue into the next monitoring cycle.

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

The organization is compliant with this indicator.

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

Evidence demonstrates the indicators in subsection 4.4 are in compliance.

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

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

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

expect resolution. Examples of these mechanisms are grievance procedures, the whistleblower administrative regulation and the respect in the workplace administrative regulation.

Board-approved Indicators and Evidence of Compliance |

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

The organization is compliant with this indicator.

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

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

The organization is compliant with this indicator.

98.7% of employee inquiries to the Employee Contact Centre (formerly known as the Employee Information Centre) were resolved within four business days.

Evidence demonstrates the indicators in subsection 4.5 are in compliance.

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

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

Board-approved Indicators and Evidence of Compliance |

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

The organization is compliant with this indicator.

Every new position requires a job description prior to commencing the hiring process. Fourteen job descriptions were created in 2015-2016.

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

The organization is compliant with this indicator.

Every employee is provided with the position description as part of the application process. The position description is included in the offer letter provided to each successful candidate.

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

The organization is compliant with this indicator.

A review process is in place to ensure all job descriptions will be reviewed on a three-year cycle. The second three-year cycle commenced July 2015.

<i>Date</i>	<i>Number of Active Position Descriptions</i>
<i>August 2015</i>	<i>512</i>
<i>August 2016</i>	<i>521</i>

Currently there are 521 active positions resulting from the ongoing review process. In 2015-2016 14 new descriptions were created, 4 previously discontinued descriptions were reactivated and 9 existing descriptions were deactivated.

Evidence demonstrates the indicators in subsection 4.6 are in compliance.

4.7 Protect confidential information	Non compliant
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Board-approved Interpretation |

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

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

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

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

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

Board-approved Indicators and Evidence of Compliance |

No breaches in the reporting period.

The organization is non-compliant with this indicator.

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

- *October 2015: Payroll information of unpaid employees was sent to the wrong Third-party employee for processing;*
- *November 2015: Employee sick leave hours were emailed to the wrong employee;*
- *November 2015: Payroll and overpayment information was sent to the wrong employee;*
- *March 2016: An employee's sick time information was emailed to the wrong employee;*
- *April 2016: An employee's Return from Leave information was mailed incorrectly;*
- *July 2016: A letter was sent to an employee with the correct information but wrong employee name.*

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

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

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

Board-approved Indicator and Evidence of Compliance |

Salaries and benefits are periodically reviewed against identified comparators.

The organization is compliant with this indicator.

In August of 2016 salaries of exempt employees were compared to the market data from Alberta organizations as reported from Hay Group PayNet.

Evidence demonstrates the indicator in subsection 4.8 is in compliance.

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

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

Board-approved Indicator and Evidence of Compliance |

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

The organization is compliant with this indicator.

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

Evidence demonstrates the indicator in subsection 4.9 is in compliance.

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

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

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

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

Board-approved Indicators and Evidence of Compliance |

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

The organization is compliant with this indicator.

Three rounds of bargaining commenced during the 2015-2016 school year. All bargaining rounds commenced following the Board of Trustees' mandate approval.

<i>Bargaining Unit</i>	<i>Mandate approved</i>	<i>Bargaining commenced</i>
<i>CUPE</i>	<i>September 29, 2015</i>	<i>January 20, 2016</i>
<i>Staff Association</i>	<i>September 29, 2015</i>	<i>January 20, 2016</i>
<i>Construction and Maintenance Skilled Trade Unions</i>	<i>February 23, 2016</i>	<i>April 14, 2016</i>

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

The organization is compliant with this indicator.

The Collective Agreement between the Calgary Board of Education and the Calgary Board of Education Staff Association was ratified by the Board of Trustees on June 28, 2016.

Evidence demonstrates the indicators in subsection 4.10 are in compliance.

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

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

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

Board-approved Indicator and Evidence of Compliance |

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

The organization is compliant with this indicator.

The Board of Trustees approved exempt compensation in May 2016.

Evidence demonstrated the indicator in subsection 4.11 is in compliance.

4.12 Maintain an organizational culture that positively impacts the ability of employees to responsibly perform their jobs and work in an environment of professional support and courtesy.	Compliant
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Board-approved Interpretation |

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

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

Board-approved Indicators and *Evidence of Compliance* |

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

This organization is not compliant with this indicator.

Research and project planning began during the spring of 2016 in support of developing and implementing an effective employee engagement survey. It is anticipated that the survey will be conducted, results analyzed and reported on during the next monitoring cycle.

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

The organization is compliant with this indicator.

The Calgary Board of Education's attrition rate is 2.25% as indicated by voluntary separation. The current industry benchmark is 3%.

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

The organization is compliant with this indicator.

In the February 2016 Accountability Pillar Survey, 80.2% of CBE teachers responded "Agree" or "Strongly Agree" to the following question:

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

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

This result was 5.2 percentage points higher than the previous three-year average (2013-2015) of 75.0%.

Evidence demonstrates that two out of three indicators are in compliance. The exception is 4.12.1.

4.13 Reasonably include people in decisions that affect them.	Non-compliant
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Board-approved Interpretation |

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

Board-approved Indicator and Evidence of Compliance |

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

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

The organization is not compliant with this indicator.

Research began during the spring of 2016 in support of developing an employee engagement survey. Data gathered and input received from employees during the development of the CBE engagement framework has been used to inform aspects of this survey as we move forward. It is anticipated that the survey will be conducted, analyzed and reported on during the next monitoring cycle.

Evidence demonstrates non-compliance with this subsection.

ATTACHMENT: OE-4 Capacity Building and/or Process Information

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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

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

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

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

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

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

Processes put in place during the last reporting cycle and identified in the last monitoring report, continue to be used to attend to the proper timing of background checks and commencement of employment. These processes are making an impact and have reduced the number of incidents of employees starting work prior to having a cleared background check this year. We will continue to use and monitor these processes. Once it became known that the background check was not cleared, employees were either removed from the work site or re-assigned so as not to be working with students.

4.7 Protect confidential information

CBE takes full responsibility for breaches of confidential information. The majority of issues were created due to human error. The importance of accuracy has been communicated to the HR teams with an emphasis on quality of employee communications.

4.12.1 and 4.13 Conduct an Employee Engagement survey on a bi-annual basis...

As indicated, research, development and project planning for the implementation of this survey has commenced. The employee engagement survey has been embedded as a strategy into the 3 year Education Plan with the intention of promoting a workplace culture where all employees find meaning and fulfilment. It is anticipated that the survey will be communicated to employees, conducted, analyzed and reported during the 2016-2017 school year and subsequent monitoring and reporting cycle. Quarterly reports outlining the progress of the employee engagement survey will be provided to the Board of Trustees.

report to Board of Trustees

Proposed Amendment to Governance Policies: Operational Expectations

Date	November 8, 2016
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joy Bowen-Eyre, Board Chair
Purpose	Decision
Governance Policy Reference	Governance Culture GC-2: Governing Commitments

1 | Recommendation

It is recommended:

- 1) That the Board of Trustees gives first reading to the amendment of the following Operational Expectations Policies, as provided in the Attachment to the report:
 - OE-1: Global Operational Expectation
 - OE-2: Learning Environment/Treatment of Students (formerly OE-11)
 - OE-3: Instructional Program (formerly OE-10)
 - OE-4: Treatment of Employees
 - OE-5: Financial Planning
 - OE-6: Asset Protection (formerly OE-7)
 - OE-7: Communication With and Support for the Board (formerly OE-8)
 - OE-8: Communicating With the Public (formerly OE-9)
 - OE-9: Facilities (formerly OE-12)
- 2) That the Board of Trustees agrees, in principle, to undertake the communication work as outlined in the proposed Engagement Roadmap, attached to the report as Appendix I.
- 3) That the Board of Trustees directs the Chief Superintendent to inform the Board prior to February 28, 2017, of significant organizational impacts, if any, that would result from these proposed changes.



2 | Background

The Board of Trustees has adopted a Coherent Governance model whereby the Board provides leadership for the CBE by setting direction through policy. This is consistent with the *School Act* which outlines that the [Chief] Superintendent is the chief executive officer as well as chief education officer of the district and carries out duties as assigned by the Board. The Board governs the system through policies that set out the Results (learning outcomes), Operational Expectations (the boundaries of day-to-day operations), Governance Culture (how the Board works) and Board/Chief Superintendent Relationship (delegation to and evaluation of the Board's single employee).

Operational Expectations policies are defined as both the non-negotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. These policies articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable. "These Operational Expectations policies define the degree of authority transferred to the CEO and staff as they make day-to-day decisions." (Dawson & Quinn, *Boards That Matter*, Rowman & Littlefield Education, 2011, p. 27)

The Board of Trustees, on behalf of the community of owners that the board serves, identifies the values within which the CEO, and therefore all staff, make operational decisions. From time to time, the Board may review and update its policies. Trustees have undertaken a review to provide greater clarity and direction to the Chief Superintendent regarding the operations of the district. As part of ongoing work, the Operational Expectations policies were reviewed to identify duplication and repetition. At the heart of this work, there was a commitment to ensure that the overarching values of the Calgary Board of Education were upheld. Namely:

- Students come first
- Learning is our central purpose
- Public education serves the common good

Upon approval of first reading, it is also recommended that the Board requests an impact statement from the Chief Superintendent. An Engagement Roadmap (Appendix 1) has been prepared to guide the appropriate communication of the Board's governance structure and the proposed revisions to Operational Expectations. It is anticipated that the Board will complete second and final reading of any changes to the Operational Expectations policies by mid-March 2017.

Following final approval of policy revisions, the Coherent Governance Model requires that the Chief Superintendent provide a reasonable interpretation and proposed indicators of successful performance for each policy. The reasonable interpretation and indicators are subject to Board approval, and, following such approval, will form the basis for monitoring of the policies. Until this work is complete, monitoring of the policies will continue in their current form. It is

anticipated that at earliest, monitoring of the revised policies will commence in the 2017-18 school year.

Attachment I shows the proposed revisions for the following Operational Expectation policies:

- OE-1: Global Operational Expectation
- OE-2: Learning Environment/Treatment of Students (formerly OE-11)
- OE-3: Instructional Program (formerly OE-10)
- OE-4: Treatment of Employees
- OE-5: Financial Planning
- OE-6: Asset Protection (formerly OE-7)
- OE-7: Communication With and Support for the Board (formerly OE-8)
- OE-8: Communicating With the Public (formerly OE-9)
- OE-9: Facilities (formerly OE-12)
- Appendix I: Engagement Roadmap

OPERATIONAL EXPECTATIONS

OE-1: Global Operational Expectations

Monitoring Method: Internal Report
Monitoring Frequency: Annually

The Board of Trustees believes that the credibility of and public confidence in the organization are necessary to contribute positively to student success. The Board expects practices, activities and decisions that are in keeping with the standards, as defined in law and board policies, for an organization responsible for public education.

The Chief Superintendent shall:

- 1.1 Take all reasonable measures to ensure that practices, activities, decisions and organizational conditions are lawful, ethical, safe, respectful, prudent, in compliance with Board policy and preserve the organization's public image and credibility.
- 1.2 Take reasonable actions to ensure that the organization, the Board or employees are not recklessly exposed to legal liability.

Adopted:



OPERATIONAL EXPECTATIONS

OE-2: Learning Environment/Treatment of Students

Monitoring Method: Internal Report
Monitoring Frequency: Annually

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

The Chief Superintendent shall:

- 2.1 Provide safe and positive learning conditions for each student that foster a sense of belonging and a respect for diversity.

Adopted:

OPERATIONAL EXPECTATIONS
OE-3: Instructional Program**Monitoring Method: Internal Report**
Monitoring Frequency: Annually

The Board of Trustees believes that providing high quality programming for all students is essential for student success, as defined in the Results. The Board believes that each student should have access to educational programming without financial barriers.

The Chief Superintendent shall:

- 3.1 Plan for and provide challenging, relevant and high quality programming opportunities that consider the educational needs of students, the choices of families, and the fiscal and operational capacity of the organization.
- 3.2 Ensure that the instructional program is regularly evaluated and modified as necessary.
- 3.3 Ensure that no program emphasizes a particular religion, notwithstanding the School Act definition of alternative programs.
- 3.4 Provide safe and reliable transportation services that consider the learning needs of students, the choices of families, and the fiscal and operational capacity of the organization.

Adopted:



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

The Board of Trustees believes that student success and well-being depend upon the recruitment, retention, and fair compensation of highly qualified employees working in an environment that is safe, courteous, and professionally supportive.

The Chief Superintendent shall:

- 4.1 Provide a safe, supportive and respectful organizational culture for all staff that respects diversity and fosters a positive and welcoming environment.
- 4.2 Establish and implement standards and practices for the recruitment, fair compensation, and retention of highly qualified employees.
- 4.3 Administer clear personnel rules and procedures for employees, including processes for suspension, transfer and termination actions.
- 4.4 Ensure the Board's approval for the bargaining mandate, the ratification of all collective agreements for unionized employees, and the approval of the total compensation of all exempt employees.

Adopted:



OPERATIONAL EXPECTATIONS**OE-5: Financial Planning**

Monitoring Method: Internal Report
Monitoring Frequency: Annually

The Board of Trustees believes that prudent financial planning and management are essential for student success and public confidence.

The Chief Superintendent shall:

- 5.1 Present the budget-planning assumptions.
- 5.2 Develop a budget that:
 - a. is in a summary format understandable to the Board and presented in a manner that allows the Board to understand the relationship between the budget and the Results priorities and any Operational Expectations goals for the year as set out in the Annual Summative Evaluation; and
 - b. avoids fiscal jeopardy.
- 5.3 Ensure prudent financial management that does not materially deviate from the budget
- 5.4 Ensure that prior board approval is received for all expenditures from reserve funds and for all transfers between operating reserves, capital reserves or committed operating surplus.

Adopted:

OPERATIONAL EXPECTATIONS
OE-6: Asset Protection

Monitoring Method: Internal Report
Monitoring Frequency: Annually

The Board of Trustees believes that the protection of all organizational assets contributes to student learning.

The Chief Superintendent shall:

- 6.1 Properly maintain, adequately protect and appropriately use all organizational assets.

Adopted:

OPERATIONAL EXPECTATIONS**OE-7: Communication With and Support for the Board**

Monitoring Method: Internal Report
Monitoring Frequency: Annually

The Board of Trustees believes that it can effectively do its job when the Board is supported in its work and is fully and adequately informed about matters relating to Board work and significant organizational concern.

The Chief Superintendent shall:

- 7.1 Submit required monitoring data (see policy *B/CSR-5: Monitoring Chief Superintendent Performance*) in a thorough, accurate and understandable fashion, according to the Board's annual work plan schedule, and including both Chief Superintendent interpretations and relevant data to substantiate compliance or reasonable progress.
- 7.2 Provide for the Board in a timely manner information about trends, facts, accommodation planning or significant modifications of any instructional programs, anticipated significant media coverage and other information relevant to the Board's work.
- 7.3 Inform the Board, the Board Chair or individual members if, in the Chief Superintendent's opinion, the Board or individual members have encroached into areas of responsibility assigned to the Chief Superintendent or if the Board or its members are non-compliant with any *Governance Culture* or *Board/Chief Superintendent Relationship* policies.
- 7.4 Inform the Board in a timely manner of any actual or anticipated noncompliance with any *Board Operational Expectations* policy or any anticipated failure to achieve reasonable progress toward any *Results* policy.

Adopted:

OPERATIONAL EXPECTATIONS**OE-8: Communicating and Engaging With the Public****Monitoring Method: Internal Report****Monitoring Frequency: Annually**

The Board of Trustees believes that working with our communities is a critical component to building relationships that support student success, the Calgary Board of Education and public education. Communities include students, parents, school councils, staff, members of the public, corporate and community partners, and all levels of government. We value relationships based on mutual respect, courtesy, honesty, freedom of information and protection of privacy.

The Chief Superintendent shall:

- 8.1 Ensure the timely flow of information, appropriate input, and strategic two-way dialogue between the organization and its communities to build understanding and support for organizational efforts.
- 8.2 Ensure that school councils are supported in performing their mandated role.
- 8.3 Effectively handle complaints and concerns.
- 8.4 Reasonably include people in decisions that affect them.

Adopted:



OPERATIONAL EXPECTATIONS
OE-9: Facilities**Monitoring Method: Internal Report**
Monitoring Frequency: Annually

The Board of Trustees believes that learning is optimized in facilities that are safe, clean and properly maintained. Further, the Board of Trustees believes that in order to meet the needs of the entire organization, the responsible stewardship of resources requires effective and efficient use of funding for real property.

The Chief Superintendent shall:

- 9.1 Ensure that facilities are safe, clean and properly maintained.
- 9.2 Ensure that facility planning and design decisions appropriately consider environmental impacts, including eco-efficiency and sustainability.
- 9.3 Utilize Board-approved prioritization criteria to ensure the effective and efficient use of capital funding and demonstrate responsible stewardship of resources.
- 9.4 Maximize the public's use of facilities as long as student safety, student activities, and the instructional program are not compromised.
- 9.5 Ensure that financially significant improvements, acquisition, disposal or encumbrance of real property are in support of student learning.

Adopted:



Board of Trustees Engagement Roadmap



Calgary Board
of Education

dialogue)))

1. THE SITUATION

Citizens of Calgary elect trustees to govern the Calgary Board of Education. Seven trustees are elected during the municipal election. The Board's job is to represent, lead and serve Calgarians and to govern the CBE.

The Board has two key functions: governance and advocacy.

Governance: The Board of Trustees follows a Coherent Governance model whereby the Board provides leadership for the CBE by setting direction through policy. Trustees govern over the system through policy which sets out the learning expectations (Results), the system expectations (Operational Expectations) as well as relationship expectations and expectations of how the Board governs itself (Board/Governance Culture). The Board has one single employee - the Chief Superintendent and he/she is responsible for meeting the Operational Expectations. Policies are monitored to ensure acceptable performance ("indicators") at public board meetings through the year. OEs align with legislation and regulatory requirements.

From time to time, the Board may review and update their policies. Once the policies are approved by the Board in a public board meeting, the Chief Superintendent and Administration begin the work to define the reasonable interpretation of the policies and the indicators of successful performance.

Advocacy: The Board of Trustees are advocates for the CBE and its students. CBE's learning expectations are the dominant focus of CBE's performance. Trustees listen to the concerns and aspirations of parents and community members and share those perspectives with CBE Administration and/or levels of government. The Board values building strong relationships with its stakeholders and various levels of government to promote and celebrate public education and the CBE.

Other functions include: appointing an independent auditor, naming schools, approving the bargaining mandate and ratifying collective agreements, approving compensation packages for non-union employees,

The work of the Board is guided by our Mission and values:

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.

Values: Students come first. Learning is our central purpose. Public education serves the common good.

2. WHAT ACTION ARE WE TAKING AND DECISION MAKER

The Board of Trustees wants to connect with stakeholders to share their work and seek to understand what is important to them when it comes to the CBE and public education. There is no decision to be made during this engagement. The Board of Trustees will determine if, how and what aspects of the input gathered during the engagement influences the final approved OEs and/or advocacy efforts.

Particularly, the Board is reviewing its Operational Expectations (OEs). OE policies are defined as *both the non-negotiable 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.* The Board sets these policies and then Administration provides the indicators by which the policies are measured.

At a public Board meeting in November 2016, the Board will have the first reading of the proposed Operational Expectations. Then Administration provides the Board with impact statements outlining how these policies affect day-to-day operations. A second and final reading of these OEs is expected before CBE's spring break, 2017.

With this in mind,

By mid-March 2017, the Board of Trustees will finalize the Operational Expectations. The Board of Trustees would like to share information with stakeholders about their Governance structure, the new Operational Expectations and how they determine their advocacy priorities.

3. PURPOSE OF ENGAGEMENT

The purpose of engagement is to:

1. Continue to build public confidence in the Calgary Board of Education by listening and gathering input from stakeholders and highlighting the work of the CBE to support student success.
2. Help stakeholders understand how our Board of Trustees governs the CBE and advocates on behalf of students.
3. Share information with stakeholders about the Board's governance and advocacy work.

4. WHAT'S IN AND OUT OF SCOPE

It is important to outline the factors that will be in scope and out of scope for discussion and feedback at the outset of the engagement opportunities. This will allow stakeholders to have a clear understanding of which aspects of decision-making they are able to influence and which they are not.

This engagement will focus on the Board's work. The engagement will highlight how the Board sets expectations and that achievement of those expectations is managed by Administration led by the Chief Superintendent (the Board's only employee).

In scope:

- Building understanding about the various functions of the Board of Trustees.
- Sharing the ways Trustees are actively working on their behalf to advocate for education.
- Building understanding of the various Operational Expectations (OEs) and how these OEs are monitored.
- Sharing advocacy priorities with stakeholders.
- Listening to the concerns and aspirations from stakeholders as it relates to policies and advocacy efforts.

Out of scope:

- Operational matters including school, student, staff or union matters
- Adjusting the role of the Board to include operational matters
- Defining the reasonable interpretations of the policy and indicators by which the policy is measured.

Some other factors that need to be considered as follows:

- Curriculum is defined by the province.
- Funding is provided on a per student basis and is provided by the province
- CBE policies must align to legislative and regulatory requirements.

5. STRATEGY

The CBE is committed to listening and including people in decisions that affect them. We also want to make sure we are using our resources in the most efficient way to ensure we are maximizing the dollars supporting students and the classroom.

We want to give stakeholders a voice but we also know there are many engagements planned this school year (impacted schools, literacy, and math to name a few.)

With that in mind, school council members are an informed stakeholder group we will connect with to gather perspectives.

At the November COSC meeting: we will provide a verbal update on this plan and next steps

Jan COSC: have a facilitated conversation to gather perspectives on OEs and/or advocacy efforts.

We will use other existing channels (website, key communique, meetings) to share details and updates on progress.

Ideally, the engagement opportunities provided will help encourage understanding of the role of the Board of Trustees and their governance structure. This engagement is at the Inform level of the IAP2 spectrum. Board of Trustees, as the decision-maker, will determine what, if any, input gathered during the engagement will be used to adjust the OE or advocacy work.

A number of design parameters will guide the strategic approach to this engagement:

- a. Engagement conversations will be values-based. That is, they will be framed by CBE values: Students Come First, Learning is our Central Purpose, Public Education Serves the Common Good.
- b. Other values will be introduced or flow from these higher level values, such as transparency, accountability, fiscal responsibility.
- c. We will communicate values and educate stakeholders about governance and the role of the Board.
- d. Communication of background information and engagement opportunities (times, dates and venues) will happen in a reasonable time prior to engagement.
- e. Existing communication channels and mechanisms will be exploited to the maximum degree. This includes communication through schools, the CBE website and social media.
- f. We will set out the context for the conversation early.
- g. Both internal and external stakeholders will be engaged and have opportunities to provide input.
- h. Concerns and aspirations will be listened to.
- i. Multiple formats and opportunities to provide feedback will be offered.

6. ENGAGEMENT GOALS AND OBJECTIVES

This dialogue seeks to achieve several objectives in order to support meaningful engagement. The engagement seeks to achieve three goals: build understanding about the role of the Trustee, facilitate inclusive conversations among stakeholders in order to document community concerns and aspirations and use stakeholder input to review policy.

References in the objectives to *inform & communicate*, as explained in Appendix A.

Objective #1: To inform & communicate with stakeholders about the role of the Board.

- a. *Outcome: Stakeholders understand why a local school board matters.*

- b. *Outcome: Stakeholders understand the role of a Trustee.*
- c. *Output: Factsheet, web story and/or a video to highlight the role of a Trustee.*

Objective #2: To inform & communicate with stakeholders about the the Board's governance function.

- a. *Outcome Stakeholders understand governance structure and why OEs matter.*
- b. *Outcome: Stakeholders understand why changes are needed.*
- c. *Output: Factsheet, web story (insite and corporate site) and/or a video to highlight the role of a Trustee.*

Objective #3: To inform & communicate with stakeholders about priorities for advocacy.

- a. *Outcome: Stakeholders understand how the Board's policy drives advocacy efforts.*
- b. *Outcome: Stakeholders understand what factors they can influence and which they cannot.*
- c. *Outcome: Stakeholders understand the Board's advocacy priorities.*
- d. *Output: fact sheet, web story (insite and corporate site), social media campaign, in person meetings and/or a video.*

Objective #4: To inform & communicate with stakeholders how their involvement can influence policy decisions and/or advocacy priorities.

- e. *Outcome: Stakeholders understand and accept that policy changes are necessary.*
- f. *Outcome: Stakeholders can see where they have the opportunity to influence decision-making.*
- g. *Output: Appropriate communications to stakeholders summarizing input and how it may influence board actions.*

7. COMMUNICATIONS & EDUCATION

Communications and education effort is critical to the engagement's overall success.

KEY MESSAGES

- Public Education plays a critical role in our society.
- A locally accountable Board of Trustees is important. We work hard to ensure parents, students and community members have a voice at the CBE. We advocate with all levels of government for public education and what is in the best interests of CBE students.
 - The role of a Trustee is to listen and respond to stakeholders concerns and aspirations. Sometimes that feedback is translated into policy. Trustees pass along any feedback to Administration, who in turn, respond and/or action the feedback.
- The CBE is committed to success for every student. We set the direction the learning expectations and monitor CBE's performance.
 - Success at the CBE means that 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.
- A key role of the Board is Governance.
 - Governance ensures that each aspect of the system - from learning to transportation to staffing and everything in between - has a set expectation. The Board sets the expectations and evaluates the system's performance on a regular basis. It is Administration, under the direction of the Chief Superintendent, who carries out the day-to-day work of the system and ensures the expectations are met.
- Trustees advocate for what is in the best interest of CBE students.
 - We are active in our school communities. We listen, seek to understand and are strong advocates for our students, what is in the best interest of the CBE and public education.
 - We believe in strong partnerships - with parents, students, staff, communities and all levels of government. By working together, we can make a difference for our students today and for our future.
- The Board of Trustees is updating the Operational Expectations (OEs) for the CBE. These OE policies set the system expectations. CBE Administration then develops indicators by which these policies are measured.

KEY MESSAGES- ADVOCACY AND THE BOARD'S WORK

- Since October 2013, The Board of Trustees has been dedicated to advancing the work of the Calgary Board of Education. The Board's stability and their focus on accountability, transparency, fiscal responsibility, support for students and learning and relationship building is evident in their work.
- The Board's policies direct the work of the board and its advocacy priorities.
- *Accountability and Transparency: OE-8 Communication with and Support for the Board and OE-9 Communicating with the Public* include expectations for reporting and communication that have resulted in:
 - Developing and approving new priorities for Capital Planning
 - Increased transparency around transportation planning and service level decisions
 - Increased amount and type of data presented to the Board in monitoring reports
 - Focus on improving budget reporting
 - Rigorous community engagement process developed and actioned by the CBE
 - Compensation disclosure - the first and only school board in the province to disclose compensation information
- *Fiscal Responsibility: The Board has been involved in or directed work done by the CBE in response to OE-5 Financial Planning and OE-6 Asset Protection, including:*
 - Holding fee rates steady
 - Committing to no salary increases for Board of Trustees or Superintendents, move to a structured compensation grid for Exempt employees
 - Clean audit record
 - The Board has approved a number of union agreements, the stability from no labour action is valuable
- *Relationship Building and Communication: OE-3 Treatment of Owners and OE-9 Communicating with the Public* guide work that improves the way that the CBE builds relationships, considers the voices of our stakeholders and communicates with parents and school councils.
 - Building stronger relationships with all levels of government; particularly municipal (City Charters) and Provincial

- Launched School Messenger to improve and standardize school-to-parent communication
 - Regular COSC meetings with school councils
- Support for Students and Learning: *OE-3 Treatment of Owners, OE-11 Learning Environment – Treatment of Students* and *OE-12 Facilities* guides advocacy work to ensure that safe, supportive learning environments for students are funded appropriately. *OE-10 Instructional Program* guides advocacy efforts to ensure that students have the support they need to succeed and achieve the mission of the Board of Trustees.
- Direction of Reserve fund use to classrooms and to improving the learning environments
 - Support of initiatives that improve learning environments, such as WIFI upgrades
 - Continued funding for student supports such as additional ELL funding, full-day kindergarten, support for Refugee students
 - Advocacy for facilities for students – modernizations and new schools
 - Support for CBE leadership in Curriculum Redesign project (2014-16, future)
 - Bill 10 work supporting a safe and caring environment for all CBE students and staff
 - Focus on supporting Indigenous students through additional funding and strategies such as Grad Coaches

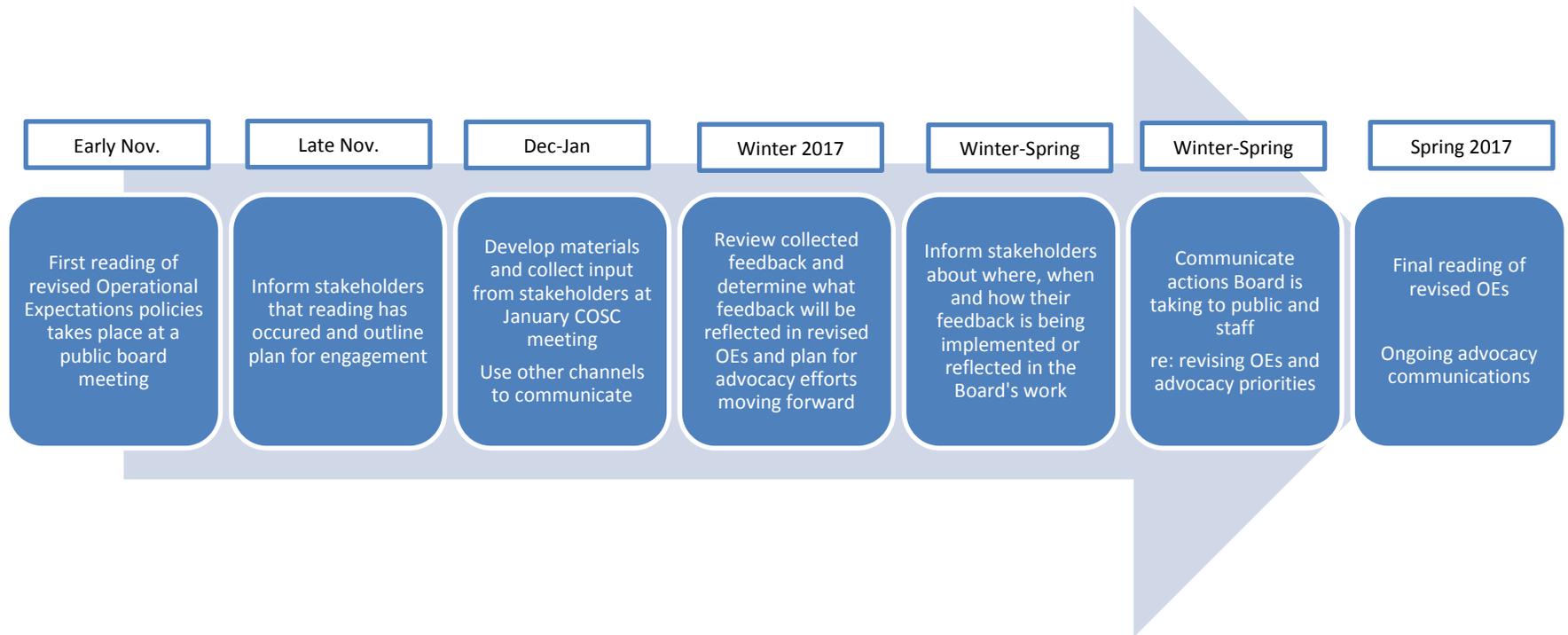
CHANNELS

We will communicate regularly and consistently through multiple communication channels. Information will be prepared to support community engagement sessions, online engagement and other activities.

AUDIENCES

- School Councils
- Parents
- Students
- Staff
- The public
- Government

8. ENGAGEMENT PROCESS



Appendix A

CBE Spectrum of Engagement



	Inform & Communicate	Gather Input	Work Together	Assign
CBE Commitment	We will listen to each other and share information.	We will consider advice in a meaningful and transparent way.	We will co-create solutions to address problems and seize opportunities together.	To the greatest extent possible we will implement your recommendations.
Throughout all spectrum levels and steps in the decision we will keep the community informed.				
WHAT	CBE and community have dialogue together to understand individual concerns & aspirations.	CBE asks questions and the community shares their perspective.	The community and CBE collaborate to develop options in support of decision-making.	Based upon clearly defined parameters, the community is assigned with specific parts of the decision.
WHY	To build mutual understanding and respect.	To gather input in response to questions or alternative approaches.	The decision is complex and will impact the community. A high degree of understanding between the CBE and community is required.	The level of impact is clear and there are opportunities for higher levels of engagement.
Example Techniques	Dialogue Circle Forums Telephone Townhall Gatherings Discussion Boards	Symposium Survey Focus Group Interview Online Workbook Crowd Sourcing	Workshop World Café Charette Open Space Appreciative Inquiry Wiki	Study Circle Future Search Advisory Committee Task Team Community Panel Community Jury

Appendix B – Tactics and schedule

Tactic	Date/Timing	Details	Stakeholders
Website	Ongoing	Update CBE website to include an Engagement page for the Board of Trustees <ul style="list-style-type: none"> • Link to information about Governance, advocacy, school councils page, election information 	Parents, Staff, Government, Public
Website stories	November, January, March, May	Website stories that provide information and updates for stakeholders <ul style="list-style-type: none"> • 2 governance focused • 2 advocacy focused • Link to these stories on staff insite 	Parent, Staff, Government, Public
Newsletters	Monthly: Community Bi-monthly: Schools	Topics related to governance and advocacy relevant to each audience group	Public, Parent
Flatsheets	Existing topics, add governance	Currently being revised; topics include funding, sustainability, transportation, facilities	Government, Public, Parents
Video	The Role of Trustee and the Board COSC meetings, MLA/MPs, Student Leadership, Community Associations, Business/Community groups	Include infographic overview of the structure of the Board of Trustees, information that is relevant to potential candidates and information related to governance structure and advocacy priorities; may include each individual trustee and a shorter version without Discussion/Roadshow regarding governance and advocacy priorities and the role of Trustee	Public, Parents, Staff, Government, Potential candidates Parents, Public, Government, Students
Meetings	Spring 2017		
Social Media Chat		ABCs of advocacy and the Board of Trustees Encouraging voter participation and election participation	Public, Parents, Students

report to Board of Trustees

Additional Transfer | Financial Status of Reserves and Designated Funds at August 31, 2016

Date	November 8, 2016
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Decision and Information
Originator	Brad Grundy, Chief Financial Officer and Corporate Treasurer
Governance Policy Reference	Operational Expectations OE-6: Financial Administration OE-8: Communication With and Support for the Board
Resource Person(s)	Carla Male, Director, School Financial Management Donna Rogers, Manager, Corporate Planning and Reporting

1 | Recommendation

It is recommended:

1. THAT the transfer represented in this report be approved.

2 | Issue

Operational Expectation OE-6: Financial Administration requires that the Chief Superintendent will not transfer monies between reserves or committed operating surplus without Board approval.

The Financial Status of Reserves and Designated Funds at August 31, 2016 report was received by the Board of Trustees on November 1, 2016 and the reserve transfers described in the report were approved. At the time the report was written, the audit was still in progress.



During the preparation of the Aug. 31 2016 year-end financial statements, management identified an error in the prior year liabilities. It was found that certain CBE-funded supplemental dental and extended health benefit liabilities were identified that needed correction. This accounting adjustment has no impact on current or future employee dental and extended health benefits.

These benefits are administered through an Administrated Services Only plan and all direct benefits to employees have been paid in full during the year of benefit access.

The net effect of correcting this error is a decrease to 2015 accounts payable and accrued liabilities and an increase to accumulated surplus for expenses related to 2002 through to 2014.

The auditors agreed with management that a further adjustment was required to recast the opening accumulated surplus balance in the amount of \$8.1 million. These recast amounts relate solely to the employers paid benefits and have no impact on the total compensation rewards provided to employees between 2002 and 2014.

As a result, an additional reserve transfer is required to account for the increase resulting from the recast opening accumulated surplus balance.

3 | Analysis

A reserve transfer is recommended to transfer \$8.1 million from Unrestricted Surplus into the Fiscal Stability Reserve (FSR):

FSR prior to transfer	Transfers in	Aug 31, 2016
\$ 33,159,118	\$ 8,082,117	\$ 41,241,235

This transfer results in an unrestricted surplus balance of \$nil.

4 | Conclusion

This request to transfer funds to a Reserve is being recommended in accordance with the Board approved terms and conditions for specific reserve funds where applicable, and in accordance with provincial regulations and guidelines. A summary of all reserves and designated fund activity for the year ended August 31, 2016 is provided in Attachments I. These are consistent with OE 6: Financial Administration.

Attachment II provides additional information for the planned use of reserves for projects already underway or in the development stages.

This report represents the Financial Status of Operating Reserves, Designated Operating Funds, Capital Reserves and Designated Capital Funds as at August 31, 2016, with a request for consideration and approval of the Reserve transfer by the Board of Trustees in connection with the 2015-16 Operating and Capital Budgets and associated financial results for the Calgary Board of Education, as required by OE 6: Financial Administration.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: **2015-16 Statement of Total Reserves and Designated Funds**
Attachment II: **Reserve status for the 2016-17 school year**

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

Attachment I – 2015-16 Statement of Total Reserves and Designated Funds

Description	Reserve balance Sept 1, 2015	Prior period adjustment ⁽¹⁾	2015-16 Fall Update planned use of reserves ⁽²⁾	2015-16 Transfers and closures of reserves	2015-16 use of reserves	Balance Aug. 31, 2016	Anticipated 2016-17 use of reserves ⁽⁵⁾	Forecasted 2017-18 use of reserves ⁽⁵⁾
Accumulated operating reserves								
Available for use reserves								
Continuing education fee stabilization	1,593	-	(1,593)	(1,593)	-	-	-	-
Utility expense stabilization reserve	5,007	-	(5,007)	(5,007)	-	-	-	-
Snow removal budget stabilization	200	-	(200)	(200)	-	-	-	-
Administrative systems renewal	890	-	(890)	(890)	-	-	-	-
General instruction	3,000	-	(3,000)	(3,000)	-	-	-	-
Fiscal stabilization reserve	10,464	-	(10,464)	27,268	3,511	41,242	(26,126)	(15,116)
System transformation	2,000	-	(2,000)	(2,000)	-	-	-	-
Operating lease reserve	14,577	-	(14,577)	(14,577)	-	-	-	-
Subtotal available for use reserves	37,731	-	(37,731)	-	3,511	41,242	(26,126)	(15,116)
Restricted reserves								
Transportation fee stabilization reserve	122	-	(122)	-	(122)	-	-	-
EducationMatters flow-through funds ⁽³⁾	1,679	-	-	-	133	1,812	-	-
Changes in accounting policy reserve	(10,164)	-	-	-	-	(10,164)	-	-
Total operating reserves	28,599		(37,853)		(4,551)	32,890	(26,126)	(15,116)
Designated operating reserves								
School decentralized budgets	2,275	-	(2,275)	-	3,587	5,862	(5,862)	-
Instructional and service unit initiatives	1,440	-	(1,439)	-	(387)	1,053	(1,053)	-
Total Designated Funds	3,715		(3,715)		3,200	6,915	(6,915)	
Unrestricted operating surplus	104	8,082	(104)		(8,186)			
Total operating reserves and designated funds	33,187		(41,672)		(1,465)	39,805	(33,041)	(15,116)
Capital reserves								
Building reserve	18,212	-	(15,018)	-	(9,193)	9,019	(2,200)	(6,819)
Other capital reserves ⁽⁴⁾	17,206	-	(11,534)	-	12,195	29,401	(23,729)	(5,672)
Plant, operations and maintenance asset replacement	798	-	-	-	-	798	-	(798)
Total capital reserves	36,216		(26,552)		3,002	39,218	(25,929)	(13,289)

(1) A prior period adjustment has been made to correct for an overstatement of benefits charges in the years 2002 to 2014.

(2) Approved by the Board of Trustees on Dec 8, 2015.

(3) This reserve is the result of consolidating EducationMatters into the CBE's financial statements in accordance with accounting standards.

(4) Included in Other capital reserves is designated capital funds - capital funds carried forward for projects that were in progress and will continue into 15-16. The Designated Capital Funds balance at Aug 31, 2016 is \$23.7M

(5) The anticipated and forecasted use of reserves in 2016-17 and 2017-18 reflect the reserve use for projects in progress that have already been committed by reserve use including wireless upgrades, CTSC/TF and Fine and Performing Arts equipment upgrades and commissioning of new schools opening in 2017 and 2018.

Reserve Status for the 2016-17 School Year

Budget 16/17 May 30, 2016	Reason for Change in Reserves	Actual 2016/17 August 31, 2016	Planned Use of Reserves Uses
Estimated Operating: \$26.1M	<ul style="list-style-type: none"> - Enrollment Growth - Investment Returns - Staffing Costs - Other 	Actual Operating: \$41.2M	<ul style="list-style-type: none"> Operating Deficit 19.8M School Commissioning 3.5M Upgrade CTF/CTS Equipment 2.8M Nelson Mandela HS Gym 2.2M Total \$28.3M
Estimated Capital: \$12.6M		Actual Capital: \$15.5M	
Estimated Total: \$38.7M		Actual Total: \$56.7M	
*see page 32 of 2016-17 Budget Report			
Projects in Progress			
			Estimated \$
	Wireless enhancements		8,600,000
	Seton High School commissioning		7,000,000
	Continuing project management cost		4,200,000
	Student Information System upgrade		3,000,000
	New school fixed operating costs		2,600,000
	Additional Refugee intake		2,000,000
	New Area Office configuration		1,000,000
	Fostering a Positive Workplace		500,000
	Ongoing public engagement work		500,000
	Other unanticipated events		Unknown
	Total Projected Reserve Draw		\$57.7M +
			\$29.4M

report to Board of Trustees

Correspondence

Date	November 8, 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 October 6, 2016 to the Minister of Education and Minister of Infrastructure re: confirmation of closure of Christine Meikle School at its current location and relocation of the existing program to the replacement school at 3525 - 50 Street NW, Calgary.
- Letter dated October 26, 2016 to The Honourable D. Larivee, Minister, Municipal Affairs, providing feedback regarding the City Charter overview.

Attachments: Relevant Correspondence





Board of Trustees

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

www.cbe.ab.ca

Board Chair

Joy Bowen-Eyre Wards 1 & 2

Vice-Chair

Trina Hurdman Wards 6 & 7

Trustees

Lynn Ferguson Wards 3 & 4

Pamela King Wards 5 & 10

Judy Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

Amber Stewart Wards 12 & 14

October 6, 2016

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

The Honourable Brian Mason
Minister of Infrastructure
320 Legislature Building
10800 – 97 Avenue
Edmonton, Alberta T5K 2B6

Dear Ministers Eggen and Mason:

Re: Confirmation of Closure, Christine Meikle School at 64–12 St. NE Calgary

I am pleased to inform you that, at its meeting of October 4, 2016, the Board of Trustees of the Calgary Board of Education confirmed its approval of the closure of Christine Meikle School at its current location, effective January 31, 2017, in order that the entirety of the existing program can be relocated to the purpose-built replacement school at 3525-50 Street NW, Calgary.

The Board also confirmed that the name Christine Meikle School will be transferred to the new facility.

On September 23, 2016, the Board received an exemption from sections 4 through 7 of the Closure of Schools Regulation, based on the extensive community consultation undertaken by the CBE. This exemption has allowed us to move expeditiously towards the transfer of the program and students to the new school building.

On behalf of the Board, I would like to thank you for your support of this school and program, as we work together to serve our students in the best way possible.

Yours Truly,

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



Board of Trustees

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Judy Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

Amber Stewart Wards 12 & 14

October 26, 2016

Honourable Danielle Larivee
Minister of Municipal Affairs
Office of the Minister
204 Legislature Building
10800 – 97 Avenue
Edmonton, AB T5K 2B6

Dear Minister Larivee,

The purpose of this letter is to provide the Calgary Board of Education’s (CBE) written feedback regarding the City Charter overview provided to stakeholders in Calgary on October 11 and 12, 2016.

As an instrumental partner to both the Government of Alberta and the City of Calgary, the CBE supports the City Charter’s emphasis on formalizing long-term collaboration to deliver public services efficiently and effectively. However, we have some recommendations.

We ask that the collaborative partnership envisaged within the City Charter be expanded to include school boards. Building on our existing relationship, we feel that school boards would bring knowledge and experience that would greatly expand possibilities and enhance decisions. The City Charter has the potential to enhance the future of student learning if school boards are formally recognized as an essential partner in fostering a progressive, democratic and civil society.

We also wish to underscore that freehold sites are a legacy of a time that preceded the Joint Use Agreement and the collaborative relationship that has since evolved between the City of Calgary and school boards. Freehold school sites were procured using educational funding with the purpose of enhancing student learning outcomes. From time to time, it may be necessary to surplus and sell a freehold site. This is one of the few sources of non-provincial educational funding available to the CBE and is used to support students and our growing portfolio of aging schools. Although described as “enabling legislation”, this City Charter proposal would severely constrain a school board’s ability to secure the highest and best value for freehold properties. The CBE in its roles as an important partner and public service provider requests that this provision be eliminated from the City Charter proposal.

Finally, the City Charter Overview Package proposes the development of “more concise and precise definitions for schools”. Schools are already well defined within both the *School Act* and the *Education Act*. Additional definitions could make the definition of a school so rigid as to severely constrain the flexibility envisaged under the joint MOU submission. We recommend that the City Charter avoid creating additional inflexible definitions.

In closing, the City Charter has the potential to enhance the future of student learning if school boards are formally recognized within it as an essential partner. Additionally, it is only by taking care that the City Charter proposals are enabling to all parties responsible for the provision of public services that we can maximize the benefits envisaged by the City Charter to students and all Calgarians.

Thank you for the opportunity to provide feedback and know that the CBE is committed to working collaboratively with the Government of Alberta and the City of Calgary to build strong and vibrant communities rooted in high quality public education.

Yours truly,



Joy Bowen-Eyre
Chair, Board of Trustees

cc: Honourable David Eggen, Minister of Education
His Worship, Mayor Naheed K. Nenshi, Mayor of Calgary
David Stevenson, Chief Superintendent
Dany Breton, Superintendent, Facilities and Environmental Services



**report to
Board of Trustees****Chief Superintendent's Update**

Date	November 8, 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.

3 | Timely Information

Personalize Learning

WE Day

On October 26, 2016, 2,250 CBE students from 114 schools attended the annual WE Day celebration at the Scotiabank Saddledome. Each student selected to attend made a commitment to our global world. During the day students heard inspiring messages from astronaut Chris Hadfield, singer Paula Abdul, athlete Rick Hansen, motivational speaker Margaret Trudeau and others. Participation in the WE Day event is an important addition to a young student's portfolio as they come to understand what it means to be a global citizen.

Student Learning Assessments

CBE was one of 20 school districts chosen to participate in the third pilot of the Grade 3 Student Learning Assessments (SLA). CBE participation in this year's pilot is well aligned with our learning strategy to advance multiple literacies, numeracy and core competencies for each student across the subject areas.

To support administrators and teachers with administration and assessment, the Learning service unit and Client Technology Service:

- created an information page which provided instructions for set up and administration, FAQs and links to both CBE and Alberta Education support resources, and
- offered a series of sessions targeting administrators and teachers that covered setting up the digital environment, administering the assessments, collaborative assessment of literacy and numeracy performance tasks, using the digital interactive reports and planning next steps.

This year, the SLA application is open from September 1, 2016 until June 30, 2017. To date, out of a total of 151 schools with grade 3 students, 92 schools have begun the digital interactive literacy assessment and 86 have begun the digital interactive numeracy assessment.

Build Professional Capital

Indigenous Education

One of the key actions of the CBE Indigenous Education Strategy 2016-19 is to extend the graduation coaching model to include 11 elementary/junior/middle schools with the highest numbers of Indigenous students. Each school has received a 1.0 FTE learning leader to be part of the school leadership team to provide holistic, consistent, daily supports which include:

- Working with classroom teachers on task design & assessment
- Enhancing students' sense of belonging
- Ensuring each student has a learning plan/learner profile

- Focussing on literacy and numeracy including involvement in the system literacy strategy
- Engaging parents and community
- Tracking attendance
- Supporting transition (continuity of care for students in their learning)

The purpose of this action is to create a CBE prototype of wise practice focused on high impact instructional strategies, with the intention to then build out across the system.

High School Success Education camp

On October 7, 2016 approximately 700 high school teachers from across the Calgary Board of Education came together at Nelson Mandela High School. The goal was to further professional learning in relation to the nine principles of High School Redesign within the CBE context of high school success and the Three-Year Education Plan. The focus of this professional learning experience was on instructional design.

Building professional capital through networking and partnerships were key strategies. Opportunities were provided for teachers to connect with community partners and service providers to support the work.

Engage Our Public

Engagement with Schools Impacted by New School Openings

A record number of new schools opening in the 2016-17 school year is creating additional space in some existing schools and will result in future changes for some CBE schools. Engagement is happening throughout the fall in Areas I/II and V with parents, students, staff and the community on how the CBE can effectively utilize these spaces to support student learning. The goal is to make decisions in the best interests of student learning and system resources as a whole. The needs and voices of all individual communities will be considered in decisions.

18 facilitated sessions were held over six nights in October at various schools in Areas I, II, and V. Approximately 1,200 people registered to attend these sessions to provide feedback about the options being considered for each Area.

Scenarios were built looking at a variety of factors and input from parents, community members and staff, including principals. The scenarios consider many factors including what was heard in phase one of the engagement, capacity and projected enrolment numbers and system resources.

In addition, there are ongoing meetings and discussions with school principals and with two Community Advisory Groups that have been formed, one for Areas I and II and one for Area V.

Later in the year parents, students and community members will be asked to complete an online survey. Open houses are also being planned to provide the

public with an opportunity to review the recommendations before decisions are made.

The CBE anticipates communicating plans for the sustainable use of learning space across our system by March 2017. Plans may be implemented for the 2017-18 school year or later.

Detailed information about the engagement opportunities is available on the website at cbe.ab.ca/dialogue.

Steward Our Resources

Spring and Fall Staffing

Spring staffing provided opportunities for movement for teachers through 1628 vacant positions. Two Open Round postings were held where 737 teaching positions were posted. Within these open rounds were 514 unique postings which allowed for 293 teachers to move into a new position. After completion of these rounds, 221 positions remained vacant allowing opportunities for probationary and new temporary teachers to fill these openings. Other movement supported 22 Teacher exchanges, 126 job shares and 13 program moves. Through Administrative staffing there were 141 postings for school based and system level administrators.

Support staffing in the spring identified 463 vacant support staff positions and 217 employees were identified for transfer. Between June 1st and September 28th, there were 253 Staff Association (SA) postings on the SA Placement Registration Site for employees requiring placement and 262 SA and 13 Professional Support Staff postings on the CBE Career Site for all employees. Support staffing continues and employees continue to be identified for transfer into the fall. Positions are being posted on the SA Placement Opportunities Site or the CBE career site open to all eligible applicants.

Moving forward we are undertaking reviews of some processes and making the necessary adjustments. As part of improving our processes, a survey was sent to all Principals in the last week of June after the last round of teacher postings were completed. Based on this feedback and service unit observations, a committee has been formed to provide recommendations for improvement in the spring and fall staffing processes. Talent Management is continuing to monitor the success of the new Layoff & Recall process. While it has been successful in providing SA employees with choice of position(s) within their current Field of Employment, there are some aspects of this new process that require additional consideration.

This fall, we have improved the system for reviewing all teacher applications and they are now completed within one week of submission. The substitute teacher roster is now being more closely monitored and a process for notifying and removing inactive substitutes is in place. The process is resulting in a more accurate understanding of the capacity of the substitute teacher roster to meet system needs.

Support Staffing is continuing to develop recruitment strategies for difficult to fill support staff continuous and casual positions. A data driven assessment of the current state of recruitment along with the establishment of priorities is underway with a focus on identified areas of system need.

The Support Staffing team began conducting bulk-hiring sessions last year rather than conduct individual interviews for some of the high-demand casual roster positions. These sessions continued over the summer and into the fall. This type of hiring not only reduces the time to fill but is also intended to create a positive experience for the applicants and resulted in the hiring of 286 employees to the support staff Casual Roster. Facilities and Environmental Services also participated in bulk hiring sessions resulting in 28 candidates hired. Improvements are being made within HR with the support of Information Technology. These enhancements will improve our processes by providing more accurate employee data, both current and prospective while increasing business efficiency.

There has been a high volume of staffing decisions and changes since the spring and our systems and processes are responding well with a focus on continuous improvement. The staffing team is to be commended for their attention and response to the important work of ensuring our schools are staffed appropriately, effectively and efficiently.

DAVID STEVENSON CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

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report to Board of Trustees

Reasonable Interpretation Results 4: Personal Development

Date	November 8, 2016
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Decision
Originator	David Stevenson, Chief Superintendent of Schools
Governance Policy Reference	Results 4: Personal Development OE-8: Communication With and Support for the Board
Resource Person(s)	Ronna Mosher, Director, Learning

1 | Recommendation

It is recommended:

THAT the Board of Trustees approves the Chief Superintendent's Reasonable Interpretation of Results 4: Personal Development.

2 | Issue

In June 2015 the Board of Trustees approved modifications to the Results policies. These changes are represented in an attachment to this report. This requires an accompanying update of the Chief Superintendent's Reasonable Interpretation for each of these policies.

3 | Background

On January 13, 2015 the Board of Trustees gave first reading to the policy amendments for Results 2: Academic Success, Results 3: Citizenship and Results 4: Personal Development and passed the following motion:

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

On June 9, 2015 the Chief Superintendent provided a report to the Board of Trustees outlining the anticipated organizational impacts of the proposed policy changes, and on June 16, 2015 the Board of Trustees approved the policy changes. This report responds to the changes made to Results 4 and provides a new interpretation and new indicators for policy subsection 4.6. It also offers minor modifications to student survey indicators throughout the policy to make them consistent with changes to similar indicators approved for Results 2: Academic Success and Results 3: Citizenship.

4 | Analysis

The policy change that impacts Results 4: Personal Development is the identification of a new policy subsection 4.6. This policy subsection reads as follows.

Students will:

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

In the report of June 9, 2015 the Chief Superintendent informed the Board that “Moving this policy section from Results 2 to Results 4 will require a reinterpretation of the Board’s values. The Chief Superintendent’s reasonable interpretation of Results 4 will need to be modified to reflect the change in context from technological fluency for academic success to technological fluency for personal development. Some of the current indicators may still be usable within a modified interpretation; others may be eliminated and new indicators will be required.”

The previous interpretation and indicators for this policy statement, when included within Results 2: Academic Success, focused on aspects of the K-12 Information and Communication Technology (ICT) Program of Study that promote student success in using technology to participate in and advance achievement within the broad scope of learning programs.

The Chief Superintendent is now presenting to the Board an interpretation and indicators that focus on aspects of the K-12 Information and Communication Technology (ICT) Program of Study that recognizes that “technology will serve today’s students well—in entry-level work and beyond, in further study and lifelong learning,

and in their personal lives as inquisitive, reflective, discerning and caring citizens”.¹ This perspective maintains the focus on personal development “in and through learning” that has been established throughout the Calgary Board of Education and allow for a continuity of data through the re-use of some of the previous indicators from Results 2.

The updated Reasonable Interpretation of Results 4: Personal Development is presented here in its entirety. The literal interpretation of the Board’s values has been modified within policy subsection 4.6 only. One of the indicators (number 4) within 4.6 is new. Three others have been transferred from the previous reasonable interpretation of Results 2: Academic Success. Minor modifications to student survey measures have been made throughout the policy subsections.

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

Interpretation |

The Chief Superintendent interprets the Board of Trustees’ values in this statement to affirm the responsibility of public education to recognize and strengthen the diverse abilities and capacities of individual learners.

- The Chief Superintendent interprets *each student will identify and actively develop individual gifts, talents and interests* to mean that in and through their learning program, every individual learner in the Calgary Board of Education will become aware of and strengthen the personal abilities and potentials that contribute to their success.

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

Students will:

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

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.

Indicators |

1. Percentage of students who report they work through setbacks and challenges in their learning; as measured by student surveys.
2. Percentage of students who report they can adapt to new learning situations; as measured by student surveys².
3. Percentage of CBE students who return to school after dropping out; as reported by Alberta Education.

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

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.

² In 2015-16 data for indicators 1 and 2 of policy section 4.1 is expected to be collected from students in grades 4, 7, 10 and 12.

- 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.

Indicators |

1. Percentage of students in kindergarten to grade 9 reported to set and work toward learning goals; as measured by student report cards³.
2. Percentage of high school students who report they are able to set goals for themselves and work towards them; as measured by student surveys.
3. Percentage of high school students who report they raise questions and bring their own ideas to learning tasks; as measured by student surveys.
4. Percentage of high school students who report they use feedback and past experiences to improve their learning; as measured by student surveys⁴.

4.3 Have the confidence to embrace ambiguity and complexity.

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.

³ Indicators for this report card measure are: generates goals based on self-assessment, learning criteria, and personal interests; plans a strategic approach to meeting goals, solving problems and performing tasks; modifies and improves learning strategies based on experience and feedback; and explores ideas and initiates processes for learning.

⁴ Data for indicators 2, 3 and 4 of policy section 4.2 is expected to be collected from students in grades 10 and 12.

- 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.

Indicators |

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
2. Percentage of high school students who report they are comfortable learning about things that don't have a single right answer; as measured by student surveys⁶.

4.4 Take risks appropriately.

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.

1. The Chief Superintendent interprets *take risks* to mean that students act without assurance of success in order to fulfill a learning goal.
2. 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.

Indicators |

1. Percentage of students who report they try new things in their learning even when they are not guaranteed success; as measured by student surveys⁷.

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.

⁶ Data for indicator 2 of policy section 4.3 is expected to be collected from students in grades 10 and 12.

⁷ Data for indicator 1 of policy section 4.4 is expected to be collected from students in grades 4, 7, 10 and 12.

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

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.

Indicators |

1. Percentage of students experiencing success with the learning outcomes of the Health/CALM programs of study; as measured by student report cards.
2. Percentage of high school students who report they make decisions that keep them physically healthy; as measured by student surveys.
3. Percentage of high school students who report they make decisions that contribute to their overall well-being; as measured by student surveys⁸.

⁸ Data for indicators 2 and 3 of policy section 4.5 is expected to be collected from students in grades 10 and 12.

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

Interpretation |

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

- The Chief Superintendent interprets *technologically fluent* to mean that students can use information and communication technologies and media within their learning environments to meet their learning needs and personal goals.
- The Chief Superintendent interprets *critically, ethically and safely* to mean students demonstrate inquisitive, reasoned and caring actions as they explore and assess ideas, communicate with others and learn.

Indicators |

1. Percentage of students who report they can use technology to help them learn; as measured by student surveys⁹.
2. Percentage of students who report they can use technology to communicate effectively with others; as measured by student surveys.
3. Percentage of students who report they can assess critically information presented in online environments; as measured by student surveys.
4. Percentage of students who report they use technology to explore personal interests and ideas; as measured by student surveys¹⁰.

5 | Conclusion

The Chief Superintendent's updated Reasonable Interpretation for Results 4: Personal Development responds to the Board of Trustees' policy change for Results 4, and creates additional consistency with the approved Reasonable Interpretations for Results 2: Academic Success and Results 3: Citizenship.

⁹ Data for indicator 1 of policy section 4.6 is expected to be collected from students in grades 4, 7, 10 and 12.

¹⁰ Data for indicators 2, 3 and 4 of policy section 4.6 is expected to be collected from students in grades 7, 10 and 12.

The updated Reasonable Interpretation for Results 4 maintains the values and indicators that have served the organization well since the Board created the Results policies in 2012 while recognizing the shift in the placement of technological fluency within Results 4. It creates possibilities for expanded data sets within survey measures, and ensures continuity in student and staff experiences as well as the Board's monitoring of the Results policies.

DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

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

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

Results

R-2: Academic Success

Monitoring Method: Internal

Monitoring Frequency: Annually

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

Students will:

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

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

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



Results

R-3: Citizenship

Monitoring Method: Internal
Monitoring Frequency: Annually

Each student will be a responsible citizen.

Students will:

- 3.1 Participate in developing and maintaining our Canadian civil, democratic society.
- 3.2 Understand the rights and responsibilities of citizenship in local, national and international contexts.
- 3.3 Respect and embrace diversity.
- 3.4 Be responsible stewards of the environment by contributing to its quality and sustainability.
- ~~3.43.5~~ Be able to lead and follow, as appropriate, and to develop and maintain positive relationships with other individuals and groups in order to manage conflict and to reach consensus in the pursuit of common goals.

Results

R-4: Personal Development

Monitoring Method: Internal

Monitoring Frequency: Annually

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

Students will:

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

report to Board of Trustees

Reasonable Interpretation Results 5: Character

Date	November 8, 2016
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson Chief Superintendent of Schools
Purpose	Decision
Originator	David Stevenson, Chief Superintendent of Schools
Governance Policy Reference	OE-8: Communication With and Support for the Board Results 5: Character
Resource Person(s)	Ronna Mosher, Director, Learning

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the Chief Superintendent's Reasonable Interpretation of Results 5: Character

2 | Issue

Minor modifications are required to the Chief Superintendent's Reasonable Interpretation for Results 5: Character to make it consistent with revisions to the Reasonable Interpretations of the Board's other Results policies.

3 | Background

In June 2015 the Board of Trustees approved a new Reasonable Interpretation for Results 2: Academic Success. One of the changes approved by the Board at that time included the modification of student survey indicators to de-emphasize gathering data from grade 12 students and create possibilities for broader groups of students to provide monitoring information as appropriate.

The survey indicators for Results 3: Citizenship were similarly modified in October 2015. The Reasonable Interpretation for Results 4: Personal Development, also before the Board on November 8, 2016, follows this pattern as well. A modified Reasonable Interpretation for Results 5: Character is offered to help create consistency among the Reasonable Interpretations of the Results policies.

4 | Analysis

An updated Reasonable Interpretation of Results 5: Character is presented here. No changes have been made to the literal interpretation of the Board's values. Minor modifications to student survey measures have been made throughout the policy subsections.

Each student will demonstrate good character.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to affirm the responsibility of public education to help students develop the attributes and standards of behavior that contribute to positive and healthy relationships, personal fulfillment and the common good.

The Chief Superintendent interprets *each student will demonstrate good character* to mean that in and through their learning program, every individual learner in the Calgary Board of Education will act in ways that are ethical and responsible and contribute to a positive learning environment for all.

Students will:

5.1 Possess the strength of character to do what is right

Interpretation |

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

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

Indicators |

1. Percentage of students who report they do what they believe is right even when it is difficult or unpopular to do so; as measured by student surveys.
2. Percentage of students who report they respectfully challenge policies or decisions with which they may not agree; as measured by student surveys.
3. Percentage of students who report they use technology responsibly and with integrity; as measured by student surveys¹.

5.2 Act morally with wisdom.

Interpretation |

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

- The Chief Superintendent interprets *act morally with wisdom* to mean that in and through their learning programs students judge what is required

¹ Data for indicators 1, 2 and 3 of policy section 5.1 is expected to be collected from students in grades 7, 10 and 12.

within different situations and act responsibly for the good of themselves, others and the community.

Indicators |

1. Percentage of students in kindergarten to grade 9 reported to make responsible decisions; as measured by student report cards.²
2. Percentage of high school students who report they think about the impact of their decisions and actions before they proceed; as measured by student surveys³.
3. Percentage of high school students who report they follow community expectations and their own convictions as they participate in and represent their learning; as measured by student surveys⁴.

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

Interpretation |

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

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

Indicators |

1. Percentage of students in kindergarten to grade 9 reported to treat others with respect and compassion; as measured by student report cards.⁵

² Indicators for this report card measure are: identifies possible choices in decision-making processes and evaluates them in light of the needs of self and others; makes decisions that reflect high regard for self and others; reflects on and takes responsibility for the impact of actions and decisions; and shows courage and conviction in raising issues and making difficult decisions.

³ Data for indicator 2 of policy section 5.2 is expected to be collected from students in grades 10 and 12.

⁴ Data for indicator 3 of policy section 5.2 is expected to be collected from students in grades 10 and 12.

⁵ Indicators for this report card measure are: shows respect for the contributions and achievements of others; and responds and is sensitive to the needs and welfare of others.

2. Percentage of high school students who report they think about their own needs and the needs of others when making decisions; as measured by student surveys⁶.
3. Percentage of high school students who report they listen to and respond to the needs of others; as measured by student surveys⁷.

5 | Conclusion

The Chief Superintendent's updated Reasonable Interpretation for Results 5: Character maintains the values and indicators that have served the organization well since the Board created the Results policies in 2012 and creates consistency among the Reasonable Interpretations of the Results policies.

DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

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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.

⁶ Data for indicator 2 of policy section 5.3 is expected to be collected from students in grades 10 and 12.

⁷ Data for indicator 3 of policy section 5.3 is expected to be collected from students in grades 10 and 12.

Results

R-2: Academic Success

Monitoring Method: Internal
Monitoring Frequency: Annually

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

Students will:

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

- English Language Arts
- Mathematics
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~~2.2 Be technologically fluent, able to use digital tools critically, ethically and safely.~~



Results

R-3: Citizenship

Monitoring Method: Internal
Monitoring Frequency: Annually

Each student will be a responsible citizen.

Students will:

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

Results

R-4: Personal Development

Monitoring Method: Internal
Monitoring Frequency: Annually

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

Students will:

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

report to Board of Trustees

Construction Projects Status Report

Date	November 8, 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 and 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 Leah Hartley, Project Manager, Capital Projects

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

The Calgary Board of Education (CBE) is currently undertaking 27 new school construction and modernization projects. Of these, eight new schools and two modernized facilities were opened in September 2016. An additional 10 new schools will be opened in early 2017. Another four new schools are forecasted to open in the 2017-18 school year. Finally, one new school and two modernizations are anticipated for the 2018-19 school year.

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**.

There are fourteen Project Steering Committees setup for the seventeen school projects as follows:

- Aboriginal Learning Centre
- Christine Meikle School

- Elbow Park ES
- Marshall Springs MS
- Eric Harvie ES
- McKenzie Highlands MS
- Dr. Martha Cohen MS

- West Ridge and Dr. George Stanley MS (Bundle 7)
- Hugh A. Bennett ES and Dr. Roberta Bondar ES (Bundle 8)

- Griffith Woods K-9 (Bundle 10)
- Manmeet Singh Bhullar and Ron Southern ES (Bundle 11)
- Seton H S
- James Fowler HS Modernization
- Lord Beaverbrook HS Modernization

Modular Classrooms

On January 18, 2016, the Province approved the following 15 modular classroom requests. Due to delays in the permitting process, the installation of these modular units will be completed in late 2016 to early 2017.

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 facilities under development or construction by the CBE.

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

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

Building	Opening Date	Notes/Comments																		
2. Innovation Centre / Academy (Booth Centre) (Chinook Learning Services) Capacity 675 students	TBD	<p>The Land Use Amendment application was unanimously adopted by City Council on October 4, 2016.</p> <table border="1"> <tr> <td>Land Use Amendment</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Expression of Interest Document</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Concept Design</td> <td style="text-align: center;">20%</td> </tr> <tr> <td>Design and Specifications</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>City Permits</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Note: N/A</td> <td></td> </tr> </table>	Land Use Amendment	100%	Expression of Interest Document	0%	Concept Design	20%	Design and Specifications	0%	City Permits	0%	Note: N/A							
Land Use Amendment	100%																			
Expression of Interest Document	0%																			
Concept Design	20%																			
Design and Specifications	0%																			
City Permits	0%																			
Note: N/A																				
8. (a) Nelson Mandela High School (Northeast High School) Grades 10 – 12 Capacity 1800 students	Sept-16	<p>Construction was completed for a school opening on September 6, 2016. Deficiencies are being corrected. The aeronautical CTS space is being fitted out for completion in late Fall.</p>																		
8. (b) Nelson Mandela High School (Northeast High School) Gymnasium	Fall-17	<p>Design development is complete and working drawings are being prepared. The Development Permit application has been submitted for approval. Completion and occupancy is scheduled for Fall 2017.</p> <table border="1"> <tr> <td>Design and Specifications</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>City Permits</td> <td style="text-align: center;">80%</td> </tr> <tr> <td>Construction Award</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Foundations</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Steel Fabrication and Erection</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Roofing and Membranes</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Building Envelope</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Interior Finishes</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Note: N/A</td> <td></td> </tr> </table>	Design and Specifications	100%	City Permits	80%	Construction Award	0%	Foundations	0%	Steel Fabrication and Erection	0%	Roofing and Membranes	0%	Building Envelope	0%	Interior Finishes	0%	Note: N/A	
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Note: N/A																				
9. Harold W. Riley School Aboriginal Learning Centre Pre-K – 3 Capacity 150 students	Dec-16	<p>Mechanical work in Boiler and Mechanical Room complete. Sprinkler installation complete. East and west canopies being installed. Progress on site continues to be labored and difficult. The Contractor's schedule is being closely monitored. The project is expected to be completed and ready for occupancy by December 2016.</p> <table border="1"> <tr> <td>Design and Specifications</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>City Permits</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Construction Award</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Foundations</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Steel Fabrication and Erection</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Roofing and Membranes</td> <td style="text-align: center;">90%</td> </tr> <tr> <td>Building Envelope</td> <td style="text-align: center;">80%</td> </tr> <tr> <td>Interior Finishes</td> <td style="text-align: center;">80%</td> </tr> <tr> <td>Note: N/A</td> <td></td> </tr> </table>	Design and Specifications	100%	City Permits	100%	Construction Award	100%	Foundations	100%	Steel Fabrication and Erection	100%	Roofing and Membranes	90%	Building Envelope	80%	Interior Finishes	80%	Note: N/A	
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Interior Finishes	80%																			
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**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
November 2016**

Building	Opening Date	Notes/Comments																		
10. Christine Meikle School (Replacement school) Grades 7 – 12 Capacity 125 students	Jan-17	<p>Interior masonry walls complete with GWB partitions complete. ATCO gas line installed. Installation of window frames and glazing complete. Mechanical and electrical rough-ins, equipment installation and ducting complete. ENMAX transformer installed. Interior framing and masonry walls completed. Slabs on grade complete. Sprinkler installation complete. Excess stock pile material removed from site. Landscaping being completed. Progress on site continues to be good. Construction is on schedule for FF&E fit out in the Fall. The project is expected to be completed and ready for occupancy by December 2016.</p> <table border="1"> <tr><td>Design and Specifications</td><td style="text-align: center;">100%</td></tr> <tr><td>City Permits</td><td style="text-align: center;">100%</td></tr> <tr><td>Construction Award</td><td style="text-align: center;">100%</td></tr> <tr><td>Foundations</td><td style="text-align: center;">100%</td></tr> <tr><td>Steel Fabrication and Erection</td><td style="text-align: center;">100%</td></tr> <tr><td>Roofing and Membranes</td><td style="text-align: center;">95%</td></tr> <tr><td>Building Envelope</td><td style="text-align: center;">85%</td></tr> <tr><td>Interior Finishes</td><td style="text-align: center;">90%</td></tr> <tr><td>Note: Exterior landscaping and paving delay.</td><td style="text-align: center;">4 weeks</td></tr> </table>	Design and Specifications	100%	City Permits	100%	Construction Award	100%	Foundations	100%	Steel Fabrication and Erection	100%	Roofing and Membranes	95%	Building Envelope	85%	Interior Finishes	90%	Note: Exterior landscaping and paving delay.	4 weeks
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Interior Finishes	90%																			
Note: Exterior landscaping and paving delay.	4 weeks																			
13. Marshall Springs School (Evergreen School) Grades 4 - 9 Capacity 900 students	Sep-17	<p>Roofing is complete. Internal framing continuing. Fire spray has commenced. Masonry work continuing. Construction was negatively affected by heavy thunder storms and rain. Contractor indicating a delay in Substantial completion. This does not affect Occupancy.</p> <table border="1"> <tr><td>Design and Specifications</td><td style="text-align: center;">100%</td></tr> <tr><td>City Permits</td><td style="text-align: center;">100%</td></tr> <tr><td>Construction Award</td><td style="text-align: center;">100%</td></tr> <tr><td>Foundations</td><td style="text-align: center;">100%</td></tr> <tr><td>Steel Fabrication and Erection</td><td style="text-align: center;">100%</td></tr> <tr><td>Roofing and Membranes</td><td style="text-align: center;">95%</td></tr> <tr><td>Building Envelope</td><td style="text-align: center;">70%</td></tr> <tr><td>Interior Finishes</td><td style="text-align: center;">55%</td></tr> <tr><td>Note: N/A</td><td></td></tr> </table>	Design and Specifications	100%	City Permits	100%	Construction Award	100%	Foundations	100%	Steel Fabrication and Erection	100%	Roofing and Membranes	95%	Building Envelope	70%	Interior Finishes	55%	Note: N/A	
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Building Envelope	70%																			
Interior Finishes	55%																			
Note: N/A																				
14. Eric Harvie School (Tuscany School) Grades K-5 Capacity 600 students	Jan-17	<p>The entire building is now watertight. Interior painting has commenced. Sprinkler system installation complete. Contractor continues to have challenges with the construction schedule. This project experienced significant weather related delays and manpower resource issues. Landscaping has commenced. Construction will be substantially complete by year end.</p> <table border="1"> <tr><td>Design and Specifications</td><td style="text-align: center;">100%</td></tr> <tr><td>City Permits</td><td style="text-align: center;">100%</td></tr> <tr><td>Construction Award</td><td style="text-align: center;">100%</td></tr> <tr><td>Foundations</td><td style="text-align: center;">100%</td></tr> <tr><td>Steel Fabrication and Erection</td><td style="text-align: center;">100%</td></tr> <tr><td>Roofing and Membranes</td><td style="text-align: center;">90%</td></tr> <tr><td>Building Envelope</td><td style="text-align: center;">90%</td></tr> <tr><td>Interior Finishes</td><td style="text-align: center;">80%</td></tr> <tr><td>Note: N/A</td><td></td></tr> </table>	Design and Specifications	100%	City Permits	100%	Construction Award	100%	Foundations	100%	Steel Fabrication and Erection	100%	Roofing and Membranes	90%	Building Envelope	90%	Interior Finishes	80%	Note: N/A	
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**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
November 2016**

Building	Opening Date	Notes/Comments
----------	--------------	----------------

17. McKenzie Highlands School
(McKenzie Towne School)
Grades 5 – 9
Capacity 900 students

TBC

Significant shrinkage problems have been encountered with the concrete toppings on the second floor. **Engineers have recommended that the concrete topping on the cross laminated timber framing be replaced. This requirement will result in a delay yet to be determined.**

Design and Specifications	100%
City Permits	100%
Construction Award	100%
Foundations	100%
Steel Fabrication and Erection	100%
Roofing and Membranes	95%
Building Envelope	80%
Interior Finishes	70%
Note: Concrete topping delay.	TBC

18. Dr. Martha Cohen School
(New Brighton-Copperfield School)
Grades 5 - 9
Capacity 900 students

TBC

Significant shrinkage problems have been encountered with the concrete toppings on the second floor. **Engineers have recommended that the concrete topping on the cross laminated timber framing be replaced. This requirement will result in a delay yet to be determined.**

Design and Specifications	100%
City Permits	100%
Construction Award	100%
Foundations	100%
Steel Fabrication and Erection	100%
Roofing and Membranes	95%
Building Envelope	80%
Interior Finishes	70%
Note: Concrete topping delay.	TBC

19. Elbow Park School
(Replacement school)
Grades K – 6
Capacity 250 students

TBC

The building structure is now substantially complete. North historic wall structural restraints have been removed. Roofing has commenced together with exterior masonry repairs. Exterior windows on east and west walls installed. Water and sewer service connections **complete**. Continuous assessment of project activities and schedule is being undertaken to ensure appropriate acceleration to meet completion deadline.

Design and Specifications	100%
City Permits	100%
Construction Award	100%
Foundations	100%
Block and Steel	80%
Roofing and Membranes	80%
Building Envelope	70%
Interior Finishes	50%
Note: N/A	

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

Building	Opening Date	Notes/Comments																		
20. Rideau Park School (Flood mitigation)	Sep-17	It is now envisaged that tendering will commence in late Fall 2016 with construction for both phases starting in early 2017.																		
		<table border="1"> <tr> <td>Design and Specifications</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>City Permits</td> <td style="text-align: center;">50%</td> </tr> <tr> <td>Construction Award</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Note: N/A</td> <td></td> </tr> </table>	Design and Specifications	100%	City Permits	50%	Construction Award	0%	Note: N/A											
Design and Specifications	100%																			
City Permits	50%																			
Construction Award	0%																			
Note: N/A																				
21. West Ridge School (West Springs/ Cougar Ridge School) Grades 5 – 9 Capacity 900 students	Jan-17	Mechanical and electrical rough-ins and duct work are complete . Fireproofing installation complete. Roofing complete. Internal partitions and drywall complete. Painting and ceiling tile installation complete . While the work has been progressing well, this project has experienced significant weather related impacts. Construction is on schedule.																		
		<table border="1"> <tr> <td>Design and Specifications</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>City Permits</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Construction Award</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Foundations</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Steel Fabrication and Erection</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Roofing and Membranes</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Building Envelope</td> <td style="text-align: center;">95%</td> </tr> <tr> <td>Interior Finishes</td> <td style="text-align: center;">85%</td> </tr> <tr> <td>Note: N/A</td> <td></td> </tr> </table>	Design and Specifications	100%	City Permits	100%	Construction Award	100%	Foundations	100%	Steel Fabrication and Erection	100%	Roofing and Membranes	100%	Building Envelope	95%	Interior Finishes	85%	Note: N/A	
Design and Specifications	100%																			
City Permits	100%																			
Construction Award	100%																			
Foundations	100%																			
Steel Fabrication and Erection	100%																			
Roofing and Membranes	100%																			
Building Envelope	95%																			
Interior Finishes	85%																			
Note: N/A																				
22. Dr. George Stanley School (Cranston School) Grades 4 - 9 Capacity 900 students	Jan-17	The building envelope complete . Roofing installation is complete . Insulation and vapour barrier on exterior walls complete. Mechanical and electrical rough-ins and duct work is complete . Window frames and glazing installation complete. Internal partitions and drywall complete. Painting and ceiling tile installation is complete . While the work has been progressing well, this project has experienced significant weather related impacts. Construction is on schedule.																		
		<table border="1"> <tr> <td>Design and Specifications</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>City Permits</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Construction Award</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Foundations</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Steel Fabrication and Erection</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Roofing and Membranes</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Building Envelope</td> <td style="text-align: center;">95%</td> </tr> <tr> <td>Interior Finishes</td> <td style="text-align: center;">90%</td> </tr> <tr> <td>Note: N/A</td> <td></td> </tr> </table>	Design and Specifications	100%	City Permits	100%	Construction Award	100%	Foundations	100%	Steel Fabrication and Erection	100%	Roofing and Membranes	100%	Building Envelope	95%	Interior Finishes	90%	Note: N/A	
Design and Specifications	100%																			
City Permits	100%																			
Construction Award	100%																			
Foundations	100%																			
Steel Fabrication and Erection	100%																			
Roofing and Membranes	100%																			
Building Envelope	95%																			
Interior Finishes	90%																			
Note: N/A																				
23. Hugh A. Bennett School (Saddle Ridge School) Grades K-4 Capacity 600 students	Jan-17	Exterior cladding is complete. Roofing installation is complete. Slabs on grade are complete. Wall, floor and ceiling installation are complete. Progress on site continues with landscaping completed . Construction is on schedule.																		
		<table border="1"> <tr> <td>Design and Specifications</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>City Permits</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Construction Award</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Foundations</td> <td style="text-align: center;">100%</td> </tr> </table>	Design and Specifications	100%	City Permits	100%	Construction Award	100%	Foundations	100%										
Design and Specifications	100%																			
City Permits	100%																			
Construction Award	100%																			
Foundations	100%																			

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

Building	Opening Date	Notes/Comments
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Steel Fabrication and Erection	100%
Roofing and Membranes	100%
Building Envelope	95%
Interior Finishes	95%
Note: N/A	

24. Dr. Roberta Bondar School
(Aspen Woods School)
Grades K-6
Capacity 600 students

Jan-17

Exterior cladding is complete. Roofing installation is complete. Slabs on grade are complete. Wall, floor and ceiling installation are complete. Progress on site continues to be good with landscaping **completed**. Construction is currently on schedule.

Design and Specifications	100%
City Permits	100%
Construction Award	100%
Foundations	100%
Steel Fabrication and Erection	100%
Roofing and Membranes	100%
Building Envelope	80%
Interior Finishes	80%
Note: N/A	

26. Southeast High School
Grades 10 -12
Capacity 1800 students

Fall-18

The project was tendered during August and closed on August 29, 2016. Construction award has been made to Graham Construction and Engineering LP. **Site mobilization has commenced.**

Design and Specifications	100%
City Permits	80%
Construction Award	100%
Foundations	0%
Steel Fabrication and Erection	0%
Roofing and Membranes	0%
Building Envelope	0%
Interior Finishes	0%
Note: N/A	

27. Manmeet Singh Bhullar School
(Martindale School)
Grades K-5
Capacity 600 students

Fall-17

The contract was awarded to Chandos Construction and construction has commenced on site. Project Managers were appointed in June to oversee the construction process. Site works and foundation work has commenced.

Design and Specifications	100%
City Permits	100%
Construction Award	100%
Foundations	20%
Steel Fabrication and Erection	0%
Roofing and Membranes	0%
Building Envelope	0%
Interior Finishes	0%
Note: N/A	

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

Building	Opening Date	Notes/Comments																		
28. James Fowler High School Modernization	Fall-18	Alberta Infrastructure has approved the appointment of Clark Builders as Construction Managers and construction management planning activities have commenced with the project team. Tender will occur Fall 2016.																		
		<table border="1"> <tr><td>Design and Specifications</td><td>100%</td></tr> <tr><td>City Permits</td><td>50%</td></tr> <tr><td>Construction Award</td><td>100%</td></tr> <tr><td>Tender to subtrades</td><td>0%</td></tr> <tr><td>Award to subtrades</td><td>0%</td></tr> <tr><td>Construction Progress</td><td>0%</td></tr> <tr><td>Note: N/A</td><td></td></tr> </table>	Design and Specifications	100%	City Permits	50%	Construction Award	100%	Tender to subtrades	0%	Award to subtrades	0%	Construction Progress	0%	Note: N/A					
Design and Specifications	100%																			
City Permits	50%																			
Construction Award	100%																			
Tender to subtrades	0%																			
Award to subtrades	0%																			
Construction Progress	0%																			
Note: N/A																				
29. Griffith Woods School (Springbank Hill/Discovery Ridge School) Grades K-9 Capacity 900 students	Fall-17	Alberta Infrastructure approved the award to the recommended bidder, Maple Reinders Inc, on June 7, 2016. Work is now underway.																		
		Site works and foundation work continues .																		
		<table border="1"> <tr><td>Design and Specifications</td><td>100%</td></tr> <tr><td>City Permits</td><td>100%</td></tr> <tr><td>Construction Award</td><td>100%</td></tr> <tr><td>Foundations</td><td>40%</td></tr> <tr><td>Steel Fabrication and Erection</td><td>0%</td></tr> <tr><td>Roofing and Membranes</td><td>0%</td></tr> <tr><td>Building Envelope</td><td>0%</td></tr> <tr><td>Interior Finishes</td><td>0%</td></tr> <tr><td>Note: N/A</td><td></td></tr> </table>	Design and Specifications	100%	City Permits	100%	Construction Award	100%	Foundations	40%	Steel Fabrication and Erection	0%	Roofing and Membranes	0%	Building Envelope	0%	Interior Finishes	0%	Note: N/A	
Design and Specifications	100%																			
City Permits	100%																			
Construction Award	100%																			
Foundations	40%																			
Steel Fabrication and Erection	0%																			
Roofing and Membranes	0%																			
Building Envelope	0%																			
Interior Finishes	0%																			
Note: N/A																				
30. Lord Beaverbrook High School Modernization	Fall-18	Alberta Infrastructure has approved the appointment of EllisDon Construction Services Inc. as Construction Managers and construction management planning activities have commenced with the project team. Tender will occur Fall 2016.																		
		<table border="1"> <tr><td>Design and Specifications</td><td>100%</td></tr> <tr><td>City Permits</td><td>85%</td></tr> <tr><td>Construction Award</td><td>100%</td></tr> <tr><td>Tender to subtrades</td><td>0%</td></tr> <tr><td>Award to subtrades</td><td>0%</td></tr> <tr><td>Construction Progress</td><td>0%</td></tr> <tr><td>Note: N/A</td><td></td></tr> </table>	Design and Specifications	100%	City Permits	85%	Construction Award	100%	Tender to subtrades	0%	Award to subtrades	0%	Construction Progress	0%	Note: N/A					
Design and Specifications	100%																			
City Permits	85%																			
Construction Award	100%																			
Tender to subtrades	0%																			
Award to subtrades	0%																			
Construction Progress	0%																			
Note: N/A																				

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

Building	Opening Date	Notes/Comments
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31. Ron Southern School
(Silverado School)
Grades K-4
Capacity 600 students

Fall-17

The contract was awarded to UPA Construction Group and construction has commenced on site.
Project Managers were appointed in June to oversee the construction process.

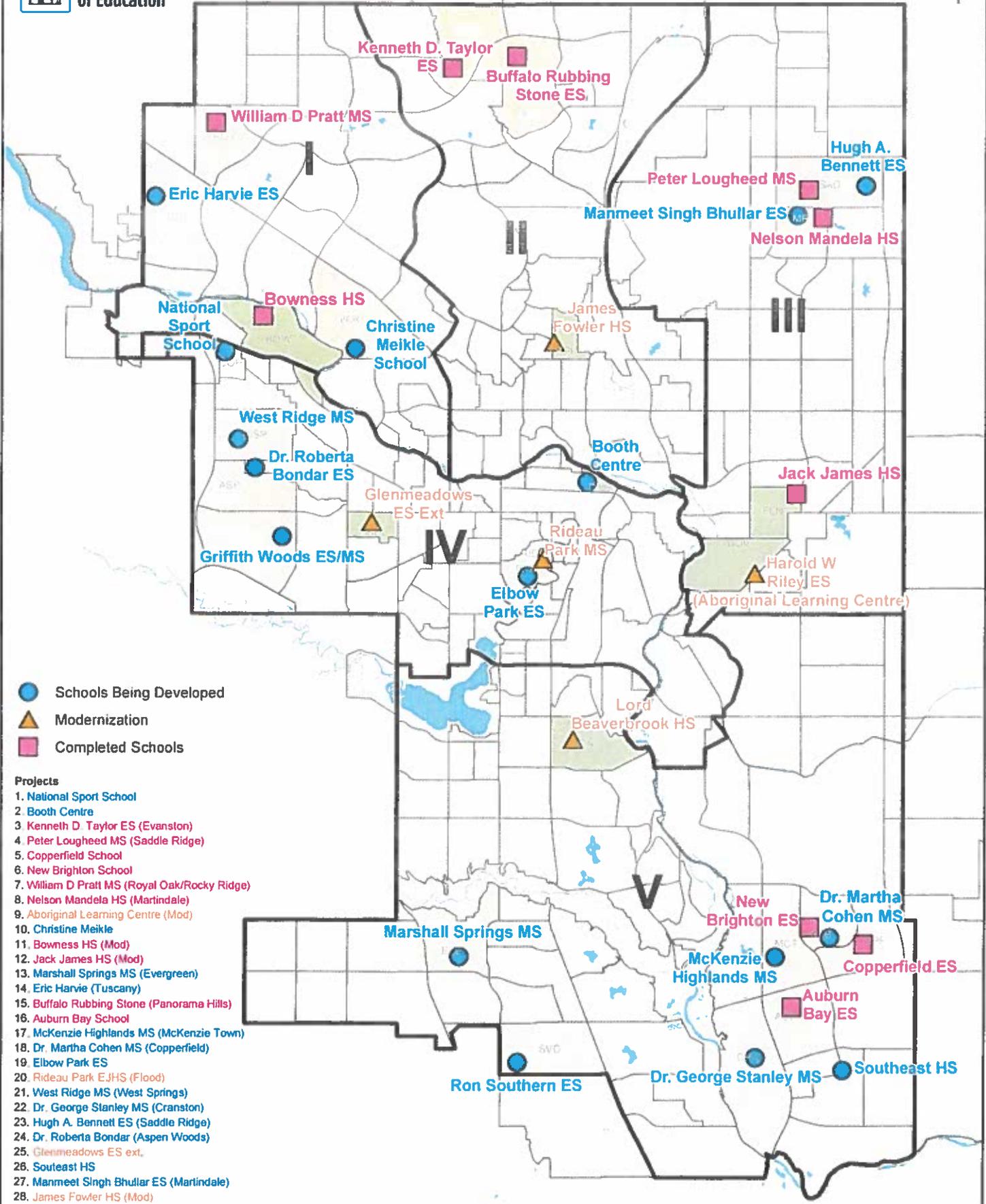
Site works and foundations are continuing.

Design and Specifications	100%
City Permits	100%
Construction Award	100%
Foundations	20%
Steel Fabrication and Erection	0%
Roofing and Membranes	0%
Building Envelope	0%
Interior Finishes	0%
Note: N/A	



Calgary Board of Education

CBE New, Completed & Modernized Schools



- Schools Being Developed
- ▲ Modernization
- Completed Schools

Projects

1. National Sport School
2. Booth Centre
3. Kenneth D. Taylor ES (Evanston)
4. Peter Lougheed MS (Saddle Ridge)
5. Copperfield School
6. New Brighton School
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 School
17. McKenzie Highlands MS (McKenzie Town)
18. Dr. Martha Cohen MS (Copperfield)
19. Elbow Park ES
20. Rideau Park E.JHS (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. Manmeet Singh Bhullar ES (Martindale)
28. James Fowler HS (Mod)
29. Griffith Woods ES/MS (Springbank Hill/Discovery Ridge)
30. Lord Beaverbrook HS (Mod)
31. Ron Southern ES (Silverado)



1 162 764
8-11

NAD 1983 3TM 114
Prepared by Planning & Transportation
Map: New And Modernized Schools.mxd
Date: September 22, 2016

Aboriginal Learning Centre (Harold W. Riley School)



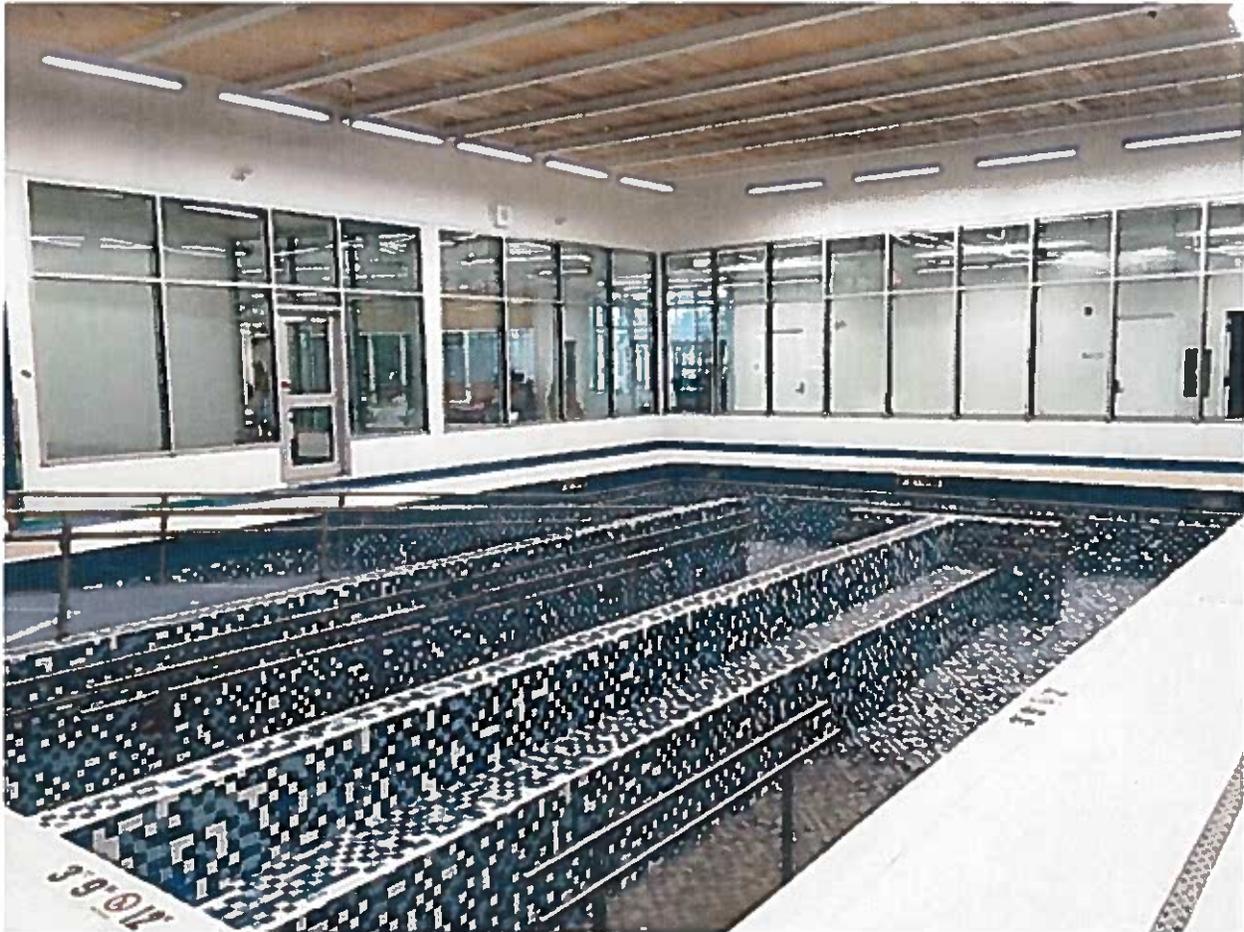
Aboriginal Learning Centre (Harold W. Riley School)



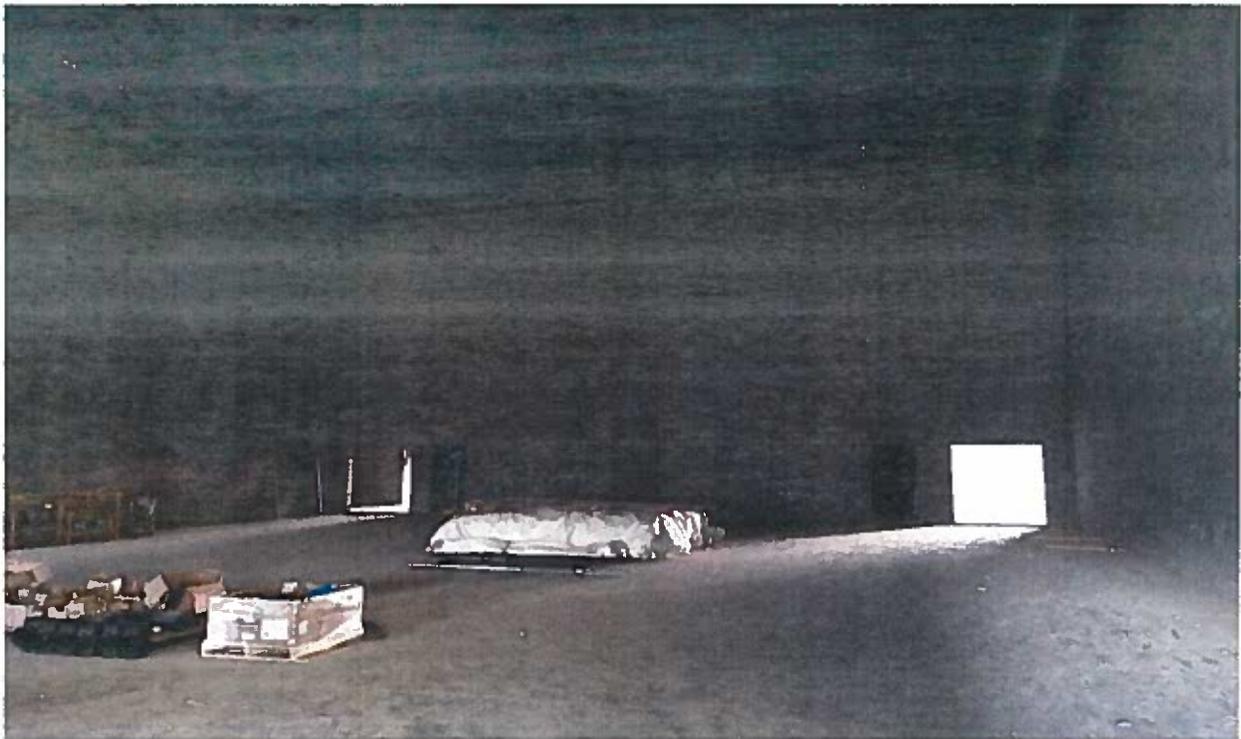
Christine Meikle School (Replacement School)



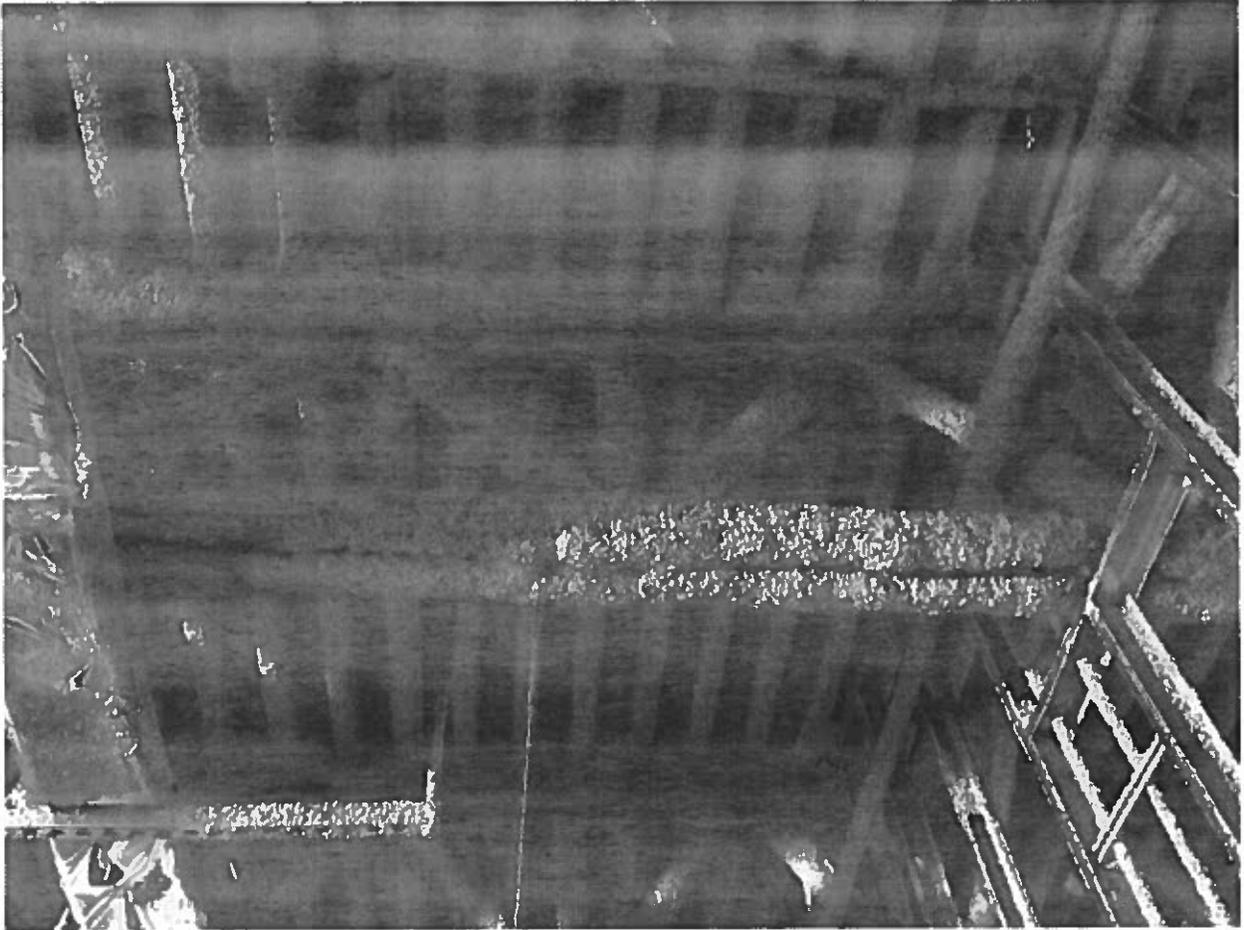
Christine Meikle School (Replacement School)



Marshall Springs School (Evergreen MS)



Marshall Springs School (Evergreen MS)



Eric Harvie School (Tuscany School)



Eric Harvie School (Tuscany School)



McKenzie Highlands School (McKenzie Towne Middle School)



McKenzie Highlands School (McKenzie Towne Middle School)



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



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



Elbow Park School (Replacement School)



Elbow Park School (Replacement School)



West Ridge School (West Springs/Cougar Ridge Middle School)



West Ridge School (West Springs/Cougar Ridge Middle School)



Dr. George Stanley School (Cranston Middle School)



Dr. George Stanley School (Cranston Middle School)



Hugh A. Bennett School (Saddle Ridge K-4)



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



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

