

public agenda

Regular Board Meeting

October 28, 2014
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	Board	GC-2	
10 mins	3 Awards and Recognitions		GC-3	
	3.1 Lighthouse Award	C. Faber		
	4 Public Comment [PDF]		GC-3.2	
Max 20 mins	Requirements as outlined in Board Meeting Procedures			
	5 Results Focus			
30 mins	5.1 Campus Calgary/Open Minds Presentation	D. Stevenson		
	6 Operational Expectations			
20 mins	6.1 OE-4: Treatment of Employees – Annual Monitoring	D. Stevenson		Page 6-1
20 mins	6.2 OE-10: Instructional Program – Annual Monitoring	D. Stevenson		Page 6-15
	7 Matters Reserved for Board Action	Board	GC-3	
	8 Consent Agenda	Board	GC-2.6	
	8.1 Approval of Minutes			
	▪ Regular Meeting held October 7, 2014			Page 8-19



Time	Topic	Who	Policy Ref	Attachment
	<ul style="list-style-type: none"> ▪ Regular Meeting held October 14, 2014 ▪ Regular Meeting held October 21, 2014 (<i>THAT the Board approves the minutes of the Regular Meetings held October 7, 14 and 21, 2014, as submitted.</i>) 			Page 8-27
	8.2 Board Evaluation of Governance Culture policies GC-1 to GC-9, and Board/Chief Superintendent Relationship policies B/CSR-1 to B/CSR-5 (<i>THAT the Board approves the self-evaluation report.</i>)		GC-3	Page 8-29
	8.3 Board Representation on the Trustee Remuneration Committee (<i>THAT the Board approves Trustee Hurdman as Chair of the Committee and Trustee King as member.</i>)		GC-5, 5E	Page 8-18
	8.4 Proposed Revisions to the Terms of Reference for the Strategic Dialogue and Public Engagement Committee (<i>THAT the Board approves revisions to the Terms of Reference as proposed.</i>)		GC-5, 5E	Page 8-16
	8.5 Items Provided for Board Information		OE-8	
	8.5.1 Correspondence			Page 8-11
	8.5.2 Construction Projects Status Report		OE-8,12	Page 8-1
3:00 p.m.	9 Adjournment			
	Debrief	Trustees	GC-2.3	

Notice |

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

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

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

operational expectations monitoring report

OE-4: Treatment of Employees

CHIEF SUPERINTENDENT CERTIFICATION

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

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

Signed: [Signature] David Stevenson, Chief Superintendent

Date: Oct. 10/14

BOARD OF TRUSTEES ACTION

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

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

Summary statement/motion of the Board of Trustees:

Signed: _____ Chair, Board of Trustees

Date: _____

OE-4: Treatment of Employees

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

Board-approved Interpretation |

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

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

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

The Chief Superintendent will

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

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

Board-approved Indicator and *Evidence of Compliance* |

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

The organization is non-compliant with this indicator.

- a) 96.3% of new hire or rehired employees began work after confirmation from Human Resources that the person successfully passed a vulnerable sector police information check.
- b) 100% of new employees provided academic credentials prior to commencing employment.
- c) 100% of new employees have had references checked prior to commencing employment.

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

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

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

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

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

Board-approved Indicator and Evidence of Compliance |

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

The organization is compliant with this indicator.

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

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

Evidence demonstrates the indicator in subsection 4.2 is in compliance.

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

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

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

Board-approved Indicator and Evidence of Compliance |

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

The organization is compliant with this indicator.

99% 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 not in compliance with this indicator.

All suspensions, transfers and terminations of designation complied with collective agreements and statutes. There were two terminations of employment that were not in compliance.

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 under the accountability of Human Resources were reviewed; recommended revisions were identified in October 2013. Sixteen Administrative Regulations were deleted. 1 new Administrative Regulation was approved. A review began during the 2013-2014 school year regarding three Administrative Regulations pertaining to Human Resources practices.

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 the above, through the onboarding process. Employees are responsible for signing off to indicate awareness.*
- c) *Regulations governing respect in the workplace and conflict of interest are available to all employees. These regulations are posted online on the staff insite for employees to access.*

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

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

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

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

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

Board-approved Indicators and Evidence of Compliance |

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

The organization is compliant with this indicator.

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

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

The organization is compliant with this indicator.

99.2% of employee inquiries to the Employee Contact Centre (formerly known as the Employee Information Centre) were resolved within four business days.

Evidence demonstrates the indicators in subsection 4.5 are in compliance.

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

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

Board-approved Indicators and Evidence of Compliance |

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

The organization is compliant this indicator.

Every new position requires a job description prior to commencing the hiring process. Fifteen job descriptions were created in 2013-2014.

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

The organization is compliant with this indicator.

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

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

The organization is compliant with this indicator.

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

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

At the end of 2013-2104, 119 job descriptions had been reviewed; 468 require review in 2014-2015. A plan is in place to complete this review by June 2015, which marks the end of the first 3-year cycle.

Evidence demonstrates the indicators in subsection 4.6 are in compliance.

4.7 Protect confidential information	Not compliant
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Board-approved Interpretation |

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

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

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

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

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

Board-approved Indicators and Evidence of Compliance |

No breaches in the reporting period.

The organization is non-compliant with this indicator.

There were 8 breaches of confidential information with respect to employee information:

- *October 2013: an employee new to the Board was provided with an employee # of an existing employee;*
- *October 2013: a placement letter was sent to the wrong employee;*
- *November 2013: a CBE employee's bank transit and account number was released to a caller;*
- *January 2014: a salary overpayment letter was sent to the wrong employee;*
- *March 2014: a CBE employee's spouse was spoken to about the employee's benefit plan without the employee's permission;*
- *April 2014: a benefits costing sheet was sent to the wrong employee;*
- *June 2014: a benefits card was sent to the wrong employee;*
- *June 2014: letters for 20 employees regarding the Instructional Leadership Development Portfolio were all sent to 1 employee.*

In 4 instances, the breaches to personal employee information occurred as a result of actions taken by the third-party provider; in the remaining instances, breaches were the result of actions taken by CBE HR personnel. Regardless, CBE takes responsibility for these breaches.

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

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

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

Board-approved Indicator and Evidence of Compliance |

Salaries and benefits are periodically reviewed against identified comparators.

The organization is compliant with this indicator.

In the 2013-2014 year, salaries for CBE exempt employees were compared against market data from public sector organizations, including the Government of Alberta and the Calgary market. Also, benefits were compared to ASEBP benefits.

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.

This indicator is not applicable at this time.

No rounds of collective bargaining commenced during the 2013-2014 year.

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

The organization is compliant with this indicator.

The Collective Agreement between the Calgary Board of Education and the Alberta Teachers Association was ratified by the Board of Trustees on November 26, 2013.

The Collective Agreement between the Calgary Board of Education and the Bargaining Council of the Calgary Board of Education Construction and Maintenance Skilled Trade Unions was ratified by the Board of Trustees on November 26, 2013.

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 March 2014.

Evidence demonstrated the indicators in subsection 4.11 are in compliance.

4.12 Maintain an organizational culture that positively impacts the ability of employees to responsibly perform their jobs and work in an environment of professional support and courtesy.	Not compliant
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Board-approved Interpretation |

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

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

Board-approved Indicators and *Evidence of Compliance* |

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

This indicator is not applicable at this time.

In November 2013, Administration identified the need to review and revise this reasonable interpretation and this indicator. In June 2014, the Board postponed consideration of revised reasonable interpretation of OE-4 pending further discussion.

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 not compliant with this indicator.

The Calgary Board of Education's attrition rate is 5.6%. Increased attrition was apparent primarily in two employee groups: ATA and Staff Association. An increase was noted in teacher resignations. Attrition amongst Staff Association members was attributed to retirements, followed by resignations, and those impacted by expiry of recall rights.

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 May 2014 Accountability Pillar Survey, 73.5% 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 0.7% lower than the previous three-year average (2011 to 2013) of 74.2%, however the decrease is within 1 percentage point.

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

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

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

Board-approved Indicator and Evidence of Compliance |

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

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

The indicator is not applicable at this time.

In November 2013, Administration identified the need to review and revise this reasonable interpretation and this indicator. In June 2014, the Board postponed consideration of revised reasonable interpretation of OE-4 pending further discussion.

There is no evidence to indicate level of compliance.

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

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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

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

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

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

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

October 28, 2014

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

An internal process review was initiated in 2013-2014 to identify further improvements to HR system configuration changes, tracking capabilities, and process checks.

Principals play a critical role in ensuring this indicator is met; Human Resources will continue to underscore the importance of this collective accountability.

Human Resources and Chinook Learning Services will review current hiring processes.

The provider is launching a new electronic application process for securing police information checks. CBE is currently reviewing existing business processes and regulations to determine the impact of this change and determine a strategy for risk mitigation.

4.4.1 Consistently apply and comply with statutes and provisions for collective agreements

Relevant processes, procedures and accountabilities were reviewed and clarified to ensure that noncompliance is addressed on a go-forward basis.

4.7 Protect confidential information

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

4.12.2 Industry benchmark for attrition

Currently, OE4.12.2 cites the industry benchmark as 5%. Proposed revisions to this indicator will include a dynamic rather than static percentage. Human Services Alberta's Q1 2014 Calgary & Area Labour Market Report indicated that the grouping which included the educational services sector reported an 11% turnover rate for 2013; CBE's reported rate of 5.6% is well below this industry benchmark.



operational expectations monitoring report

OE-10: Instructional Program

Monitoring report for the school year 2013-2014

Report date: October 28, 2014.

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 10: Instructional Program, the Chief Superintendent certifies that the proceeding information is accurate and complete.

- In Compliance.
 In Compliance with exceptions noted in the evidence.
 Not in Compliance.

Signed: [Signature] Date: Oct-10/14
David Stevenson, Chief Superintendent

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 10: Instructional Program, the Board of Trustees:

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

Summary statement/motion of the Board of Trustees:

Signed: _____ Date: _____
Chair, Board of Trustees

OE-10: Instructional Program

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

Board-approved Interpretation |

Broadly, the Chief Superintendent interprets that the Board of Trustees values student engagement in learning. Intellectual engagement requires students to seriously invest both emotionally and cognitively in their learning, and is influenced by:

- instructional challenges;
- individual and collective knowledge building;
- high expectations for success; and
- positive relationships with teachers.¹

Specifically, the Chief Superintendent interprets:

- *program of instruction* to mean the learning outcomes defined in Alberta Education's authorized programs of study;
- *challenging and relevant opportunities* to mean that each student is intellectually engaged in learning at an appropriate level for growth;
- *all students* to mean students enrolled in Calgary Board of Education schools and programs;
- *achieve at levels* to mean the high standards appropriate to each student as an individual; and
- *defined in the Board's Results policies* to mean a demonstration of performance in academic success, citizenship, character and personal development.

Evidence of student performance is reported in the monitoring for Results policies. The focus of this OE reasonable interpretation is on the learning environment – the supports and practices that result in student engagement in learning.

¹ Dunlevy, Jodene and Milton, Penny. What did you do in school today? Canadian Education Association, 2009.

The Chief Superintendent will ensure that the instructional program:

10.1 Is personalized, enabling students to learn at their own pace, place and time.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets:

- *personalized* to mean instruction designed in response to individual and group interests, abilities, goals and prior learning; and
- *enabling students to learn at their own pace, place and time* to mean that students can access instruction and build knowledge in flexible ways and environments.

The maintenance of a system-wide focus on the personalization of student learning is a process that requires continuous communication, analysis, adjustment, capacity building and organizational change management.

This results in an ongoing endeavor with many interdependencies and complexities. CBE leaders throughout the system provide structure and support for this work as the concept moves from innovation to integrated practice.

Board-approved Indicators and Evidence of Compliance |

1. 100 per cent of school principals engage with their staff to further understanding of the personalization of student learning.

The organization is compliant with this indicator.

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

- *“I engage with the staff in my school to further our understanding of the personalization of student learning.”*

2. 100 per cent of school development plans will articulate a specific action related to CBE Alberta Initiative for School Improvement (AISi) Cycle 5 project on the personalization of student learning, as measured by Skovison.

This indicator is not applicable at this time.

Evidence demonstrates applicable indicators in sub-section 10.1 are in compliance.

10.2 Is competency-based.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets *competency-based* to mean the set of attitudes, skills and knowledge identified in the *Framework for Student Learning*, Alberta Education, 2011.

These competencies are currently implicit in Alberta Education’s authorized programs of study and include but are not limited to:

- critical thinking, problem solving and decision-making;
- creativity and innovation;
- social, cultural, global and environmental responsibility;
- communication;
- digital and technological fluency;
- lifelong learning, personal management and well-being; and
- collaboration and leadership.

Alberta Education has initiated a reframing of curriculum and the competencies students will need to be successful into the future. Alberta Education’s *Framework for Student Learning* provides a foundation for the review of student learning outcomes and, with other revised standards and guidelines, gives direction for the development of future curriculum – programs of study, assessment, and learning and teaching resources.

Beginning with Career and Technology Foundations in 2013-2014 and Career and Life Management in 2014-2015, Alberta Education will lead the re-design. The build-out to other curricular areas will take a number of years. During this process, it is expected Alberta Education will clarify the role of competencies in student learning and this clarification will be clearly reflected in the programs of study, assessment, and learning and teaching resources.

Board-approved Indicators and Evidence of Compliance |

1. 100 per cent of school principals confirm use of Alberta Education’s authorized programs of study.

The organization is compliant with this indicator.

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

- *“The Alberta Education authorized programs of study are used in my school.”*

2. 100 per cent of school principals confirm instruction is aligned with the student learning outcomes identified in Alberta Education’s authorized programs of study.

The organization is compliant with this indicator.

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

- “Instruction in my school is aligned with the student learning outcomes identified in Albert Education’s authorized programs of study.”

Evidence demonstrates all indicators in sub-section 10.2 are in compliance.

10.3 Supports children as individuals emotionally, intellectually, physically, socially and spiritually.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets that the Board values a program of instruction that is integrated and responsive to each learner. The Chief Superintendent interprets *children* to be students enrolled in Calgary Board of Education schools and programs.

Board-approved Indicators and Evidence of Compliance |

1. 100 per cent of school principals confirm resources are designated to support the specific learning needs of students.

The organization is compliant with this indicator.

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

- “Resources in my school were designated to support the specific learning needs of students.”

2. 100 per cent of school principals confirm strategies are incorporated into work with students to support a positive learning environment and the building of positive relationships in school.

The organization is compliant with this indicator.

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

- “Strategies were incorporated into our work with students to support a positive learning environment and the building of positive relationships were in the school.”

3. 100 per cent of school principals confirm their school has a school learning team.

The organization is compliant with this indicator.

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

- “My school has a school learning team.”

4. 100 per cent of school principals confirm their school has access to area learning team services and supports.

The organization is compliant with this indicator.

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

- *“My school staff had access to area learning team services and supports.”*

Evidence demonstrates all indicators in sub-section 10.3 are in compliance.

10.4 Is based on provincially-approved programs of study, available in a variety of forms, in-person or virtually, collaboratively or independently.	Compliant
--	-----------

Board-approved Interpretation |

The Chief Superintendent interprets:

- *provincially-approved programs of study* to mean all programs authorized by Alberta Education for use in CBE schools including locally developed courses; and
- *in a variety of forms, in person or virtually, collaboratively or independently* to mean that programs of instruction take place in classrooms and on-line, within groups and with individual students.

Board-approved Indicators and Evidence of Compliance |

1. 100 per cent of schools offer only those courses authorized by Alberta Education, as measured by internal tracking.

The organization is compliant with this indicator.

Internal tracking confirms, through the Student Information Records System (SIRS), that 100 percent of schools offer only those courses authorized by Alberta Education.

2. 100 per cent of schools have access to a distributed learning platform, as measured by internal tracking.

The organization is compliant with this indicator.

Internal tracking by Learning Innovation confirms that 100 per cent of schools have access to a distributed learning platform (Desire2Learn).

Evidence demonstrates all indicators in sub-section 10.4 are in compliance.

10.5 Includes multiple approaches to assessment, including qualitative measures that effectively measure each student's progress toward achieving or exceeding standards and competencies.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets:

- *multiple approaches to assessment* to mean individual student learning is evaluated in a number of ways, depending on the purpose of the evaluation and the learning needs of the student;
- *qualitative measures* to mean performance measures that provide descriptions of student learning;
- *effectively measure* to mean the gathering of performance and analysis evidence about student learning; and
- *progress towards achieving or exceeding standards and competencies* to mean each student is advancing their level of knowledge and skills in relation to their prior levels of learning and the authorized programs of study learning outcomes.

Board-approved Indicators and *Evidence of Compliance* |

1. 100 per cent of school principals confirm formative assessment practices are used within the instructional program at their school.

The organization is compliant with this indicator.

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

- *“Formative assessment practices were used within the instructional program at my school.”*

2. 100 per cent of school principals confirm students are involved in self-assessment practices.

The organization is compliant with this indicator.

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

- *“At my school, students were involved in self-assessment practices.”*

3. 100 per cent of school principals confirm summative evaluation is provided to students and parents through report cards and/or individual program plans.

The organization is compliant with this indicator.

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

- *“Summative evaluation was provided to students and parents through report cards and/or individual program plans.”*

4. 100 per cent of school principals confirm qualitative and/or quantitative information is provided in student report cards and individual program plans.

The organization is compliant with this indicator.

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

- *“Qualitative and/or quantitative information was provided in student report cards and individual program plans.”*

5. 100 per cent of schools have access to specialized assessments from professionals trained in the administration of the assessment tools, as measured by internal tracking.

The organization is compliant with this indicator.

100 per cent of schools have access to specialized assessments. Learning Services facilitates processes for all students to have access to specialized assessment either from their teachers or other professionals.

Evidence demonstrates all indicators in sub-section 10.5 are in compliance.

10.6 Is inclusive of new and innovative programs to meet students’ interests and passions and accommodates different learning styles and needs.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets:

- *new and innovative programs* to mean the creation or acquisition of locally developed courses and alternative programs;
- *meet student’s interests and passions* to mean a variety of authorized programs are offered to students; and
- *different learning styles and needs* to mean a continuous, responsive design of instructional strategies that result in an expanded curriculum and enriched learning experiences.

Board-approved Indicators and Evidence of Compliance |

1. 100 per cent of students in grades 7 to 12 are provided with opportunities to select courses within their instructional program.

The organization is compliant with this indicator.

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

- "All students in my school in grades 7 to 12 were provided with opportunities to select courses within their instructional program."

2. 100 per cent of alternative program proposals received by the Calgary Board of Education are considered within the context of the CBE Alternative Program Proposal Process, as measured by internal tracking.

The organization is not compliant with this indicator.

The Deputy Chief Superintendent confirms that two proposals for alternative programs were received during the 2013-2014 school year. One proposal was received on December 6, 2013 and was considered within the context of the published CBE Alternative Program Proposal Process. The decision to refuse the proposal was communicated to the primary contact outside of the 60 day time frame. The report containing the decisions was delivered 64 days from receipt. The primary contact was notified of the date the report would be delivered. The Board of Trustees was notified through the April 15, 2014 Chief Superintendents' Update. As the second Alternative Program Proposal was received in May 2014, the process continued into the current school year and will be reported on in the subsequent monitoring report.

3. On an annual basis, currently authorized locally developed courses are reviewed for relevancy and student interest, as measured by internal tracking.

The organization is compliant with this indicator.

Locally developed courses eligible for renewal were reviewed by Learning Services for relevancy and SIRS determined student interest through enrolment.

4. As required by provincial reporting timelines, requests for new locally developed courses that meet identified student interest are submitted for Board approval and Alberta Education authorization, as measured by internal tracking.

The organization is compliant with this indicator.

As required by provincial reporting timelines, reports about locally developed courses were submitted for approval of the Board of Trustees on February 4, 2014 and April 15, 2014.

5. 100 per cent of teachers are provided with opportunities to participate in professional learning to design instructional strategies.

The organization is compliant with this indicator.

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

Page 9 | 14

- “All teachers in my school were provided with opportunities to participate in professional learning communities to design instructional strategies.”

Evidence demonstrated four of the five indicators in sub-section 10.6 are in compliance. The exception is indicator 2.

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

Board-approved Interpretation |

The Chief Superintendent interprets *evaluated and modified* as program assessment addressed through the adjustment cycle and professional capacity building. The instructional program is *regularly evaluated and modified as necessary* when the instructional leaders of schools—the school principals—focus their work and the work of their staff on engaging students in their learning.

Board-approved Indicators and Evidence of Compliance |

1. 100 per cent of school principals complete school development plans based on an analysis of student achievement and focused strategies and actions on improving student learning.

The organization is compliant with this indicator.

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

- *“Our school development plan was based on an analysis of student achievement and focused strategies and actions on improving student learning.”*

2. 100 per cent of school principals supervise and support teachers in professional capacity building.

The organization is compliant with this indicator.

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

- *“I supervised and supported the teachers in my school in professional capacity building.”*

Evidence demonstrates all indicators in sub-section 10.7 are in compliance.

10.8 Ensure that no program emphasizes a particular religion, notwithstanding the School Act definition of alternative programs.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets the Board's value to be that Calgary Board of Education programs will not promote the views of specific religions.

Board-approved Indicators and *Evidence of Compliance* |

No CBE program emphasizes a particular religion, as measured by internal tracking.

The organization is compliant with this indicator.

Administration verified that Calgary Board of Education programs do not promote the views of specific religions.

Evidence demonstrates the indicator in sub-section 10.8 is in compliance.

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

Board-approved Interpretation |

In the context of Operational Expectations 10: Instructional Program, the Chief Superintendent interprets *fees* to align with the *School Act*, 60(2) "A board may: (j) charge a parent of a student fees with respect to instructional supplies or materials." These instructional supplies or material fees are related to regular, alternative and specialized programs of instruction. The fees include complementary course requirements such as musical instrument rental. The costs connected to off-site activities are also a part of this interpretation.

In addition, the Chief Superintendent interprets:

- *reasonable* to mean administration will be responsive to mitigating circumstances that may impact a parent/guardian's or independent students' ability to pay;
- *expectation* to mean administration's anticipation of fee payment by parent/guardians or independent students and administration's understanding that this is a shared responsibility;
- *guidelines* to mean the standard format and forms used to communicate information about fees; and
- *clearly communicated* to mean parents/guardians and independent students are notified about fees in a timely manner.

Board-approved Indicators and *Evidence of Compliance* |

1. 100 per cent of school principals confirm parents/guardians and independent students are provided information about instructional fees, payment timelines and the waiver process at the beginning of the school year.

The organization is compliant with this indicator.

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

- *“Parents/ guardians and independent students were provided information about instructional fees, payment timelines and the waiver process at the beginning of the school year.”*

2. 100 per cent of school principals confirm parents/guardians and independent students are provided with the reasons for an educational trip fee and costs related to the fee.

The organization is compliant with this indicator.

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

- *“Parents/guardians and independent students were provided with the reasons for an educational trip fee and costs related to the fee.”*

3. A standard for defining “ability to pay” is established and communicated in the waiver process, as measured by internal tracking.

The organization is compliant with this indicator.

Corporate Financial Services defined a standard for “ability to pay” and communicated this with the waiver process. This communication can be found on the CBE website at <http://www.cbe.ab.ca/Parents/fees.asp#wavers>.

4. 100 per cent of school principals confirm no CBE students are refused access to instructional materials and supplies or educational trips based on an inability to pay.

The organization is compliant with this indicator.

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

- *“No students attending my school were refused access to instructional materials and supplies or educational trips based on an inability to pay.”*

5. 100 per cent of school principals confirm parents/guardians and independent students are provided with an accounting of fees collected for instructional supplies and materials and for educational trips.

The organization is compliant with this indicator.

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

- *“Parents/guardians and independent students were provided with an accounting of fees collected for instructional supplies and materials and for educational trips.”*

Evidence demonstrates all indicators in sub-section 10.9 are in compliance.

ATTACHMENT: OE-10: Instructional Program
Capacity Building

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-10: Instructional Program**Capacity Building Information**10.1.2 School Development Plans and AISI

Evidence for indicator 10.1.2 is not available for monitoring reports.

Indicator 10.1.2 states: "100 percent of school development plans will articulate a specific action related to CBE Alberta Initiative for School Improvement (AIS) Cycle 5 project on the personalization of student learning, as measured by Skovision."

- This indicator was approved by the Board of Trustees on September 18, 2012.
- Cycle 5 of the Alberta Initiative for School Improvement (AIS) was no longer funded as of March 2013.
- Skovision was decommissioned on August 31, 2013.

10.6.2 Alternative Program Proposal Process

Administration is reviewing the current internal process for receiving and reviewing alternative program proposals to clarify and identify consistent practices for ensuring timelines are adhered to.

October 28, 2014



report to Board of Trustees

Governance Culture and Board/Chief Superintendent Relationship Governance Policies - Board of Trustees' Annual Self-Evaluation

Date	October 28, 2014
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
Purpose	Decision
Originator	Joy Bowen-Eyre, Chair, Board of Trustees Trina Hurdman, Chair Board Evaluation Committee
Governance Policy Reference	GC-2: Governing Commitments GC-5: Board Committees B/CSR 1-5: Board/Chief Superintendent Relationship Policies

1 | Recommendation

- That the Board approves the Board of Trustees' self-evaluation report as developed during the evaluation workshop of September 17, 2014.

2 | Issue

The Board of Trustees' Governance Policy GC-2 Governing Commitments, stipulates that *"2.3 The Board is responsible for its own performance, and commits itself to continuous improvement. The Board regularly and systematically will monitor all policies in this section" [Governance Culture]...*

Similarly, each of the Board/Chief Superintendent Relationship Policies requires that the monitoring method will be "Board Self-Assessment".



3 | Background

“The board has identified in its Governance Culture policies its values about how it should do its work, and in its Board/Chief Superintendent Relationship policies how it will interact with its CEO. These policies actually are operational standards for board behaviour. As such, they provide a logical basis for the board to effectively monitor its own performance.”¹

The Board of Trustees is committed to self-evaluation through the annual monitoring of its governance culture policies. In governance culture policies, the Board describes standards of group and individual behaviour to which it agrees to hold itself. In addition, the Board commits to annual self-assessment of its relationship with its only employee, the Chief Superintendent.

On September 17, 2014, board members and the chief superintendent met with facilitators to complete the annual review process. The work was undertaken with attention to the detailed values and standards for performance established by the Board in its Governance Culture policies and its Board/Chief Superintendent Relationship policies.

The following policies were reviewed:

- Governance Culture Policies 1 through 9; and
- Board/Chief Superintendent Relationship Policies 1 through 5

4 | Analysis

The Calgary Board of Education Trustees met on September 17, 2014 to conduct its annual self-assessment and to develop performance improvement recommendations.

Trustees acknowledged that the current Board is performing very well in a number of areas, based on a comparison of actual performance against standards reflected in the Board’s Governance Culture policies. The exercise followed by the Trustees required them to focus primarily on those areas where Trustees believed improvement could be achieved.

The following represents Trustees’ recommendations for consideration.

1. GC-2.2: The Board is encouraged to take very deliberate steps to develop a culture that recognizes that the Board can best provide leadership as a unified body where formal decisions are supported by all members.

2. GC-3.3: The Board agreed that it should pay careful attention to its commitment to maintain two-way dialogue with its owners and stakeholders. The Board agreed that its primary dialogue focus is external, to inform the Board about owner expectations, and to help the community to understand and support district challenges and efforts.
3. GC-7: A Board's work is strengthened through the adherence of members to an agreed upon Code of Conduct. The Board should revisit the current Code of Conduct policy prior to the new Education Act coming into force, and either reaffirm it or modify it to reflect the values of the Board.
4. GC-9: The Board is encouraged to review and revise the policy on Process for Addressing Board Member Violations to ensure that it is logical, respectful, and clear.
5. B/CSR-3.1: Members of the Board understand that day to day operations of the organization fall within the domain of the Chief Superintendent as expressed by the Board in policy. As such the Board will respect the decisions of the Chief Superintendent that are in keeping with Board policies and within the authority delegated to him.
6. B/CSR-4.4: The Board needs to thoroughly understand the value of respecting and supporting all decisions of the Chief Superintendent that are in keeping with Board policies, whether or not they are decisions that the Board would have made. This allows the Chief Superintendent to proceed confidently in his work. The Board commits to providing direction to the Chief Superintendent through policy.

5 | Conclusion

Self-assessment is a valuable process that allows the each board member to examine each of its policy statements, and whether it has, in fact, complied with what it said it would do. The process of completing the self-assessment in a facilitated retreat setting allows members to talk openly and candidly about their observations of the board's and individual members' behaviour and whether they meet the standards set in policy. The purpose of the assessment is continuous improvement, and each evaluation will provide a baseline for future Board assessments, so that the Board can assess if, in fact, it is achieving continuous improvement. It is sincerely hoped that the noncompliant provisions of policy become the basis for future board discussion and commitment to corrective action.

report to Board of Trustees

Board Representation on the Trustee Remuneration Committee

Date	October 28, 2014
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
Purpose	Decision
Governance Policy Reference	Governance Culture GC-5: Board Committees GC-5E: Board Committees

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the following appointments to the Trustee Remuneration Committee:
 - Trustee Hurdman to serve as Chair of the committee, and
 - Trustee King as member.

2 | Issue

On June 24, 2014 the Board of Trustees held its Organizational meeting and approved the appointment of Trustee Taylor as Chair of the Trustee Remuneration Committee and Trustee Hurdman as member of the committee. Due to Trustee Taylor's resignation a vacancy of trustee representation has resulted on the Trustee Remuneration Committee.

The proposed amendment will satisfy the Committee's Terms of Reference.



report to Board of Trustees

Proposed Revisions to the Terms of Reference for the Strategic Dialogue and Public Engagement Committee

Date	October 28, 2014
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Lynn Ferguson, Committee Chair
Purpose	Decision
Governance Policy Reference	Governance Culture GC-5: Board Committees GC-5E: Board Committees

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the amendments to policy GC-5E Board Committees – Strategic Dialogue Committee Terms of Reference, as shown in Attachment I of the Report.
 - remove the third and fourth bullets under Purpose/Charge, and
 - remove “in this area” from the fifth bullet.

2 | Issue

On June 24, 2014 the Board of Trustees held its Organizational meeting and approved the continued functioning of the Strategic Dialogue Committee and its Terms of Reference. The Strategic Dialogue and Public Engagement Committee met on October 17, 2014 and reviewed the committee’s Terms of Reference. The proposed changes are shown in tracked changes on Attachment I.



Board of Trustees' Governance Policy

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annually

Strategic Dialogue and Public Engagement Committee

a. **Purpose/Charge:**

- To build on the work accomplished in connecting with community, business and thought leaders, parents and students
- To draft a schedule of dialogue meetings and topics
- ~~To research recommended best practices for school boards in regard to student voice,~~
- ~~Research current CBE practices at school and system levels in regard to student voice~~
- To recommend appropriate learning opportunities for the Board of Trustees ~~in this area~~
- To provide recommendations to the Board of Trustees related to how we can increase and improve opportunities for public participation in governance of the Calgary Board of Education.

a. **Membership:**

All trustees, one of whom will serve as the Chair of the Committee as determined by the Board of Trustees.

b. **Reporting Schedule:**

Regular reports to the Board of Trustees, as determined by the Committee.

c. **Term:**

One year

d. **Authority Over District Resources:**

None.

Adopted: ~~June 24, 2014~~



report to
Board of Trustees

Correspondence

Date	October 28, 2014
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

THAT the Board of Trustees receives the following correspondence for information and for the record, in the form as submitted:

- Letter dated October 9, 2014 from Board Chair Joy Bowen-Eyre, to The Honourable Gordon Dirks, Minister of Education, requesting approval for the disposition of a 1.5 acre portion of reserve lands in the community of Tuscany.

Attachment: Relevant Correspondence





Board Chair
Joy Bowen-Eyre

Vice-Chair
Judy Hehr

Lynn Ferguson
Pamela King
Trina Hurdman
Amber Stewart

October 9, 2014

Honourable Gordon Dirks
Minister of Education
320 Legislature Building
10800 – 97 Avenue
Edmonton, Alberta T5K 2B6

Dear Minister Dirks:

Re: Disposition of 1.5 Acre Portion of Reserve Lands – Tuscany

The Calgary Board of Education (CBE) requests approval to transfer a 1.5 acre portion of reserve lands to the City of Calgary to accommodate construction of a community fire station.

The City of Calgary recently approached both the public and separate school boards with a requirement to utilize municipal school reserve lands within the community of Tuscany for construction of a community fire station. Following lengthy discussions and assessment of all potential options, the City of Calgary has identified a CBE school site located at 345 Tuscany Drive NW, as the only potential location suited to meet emergency services requirements.

The site of interest was identified in our 2014-2017 School Capital Plan, as a second elementary school site in the community of Tuscany. Funding was recently approved for construction of a 600 student capacity elementary school at this location.

The lands, legally described as Plan 0510046; Block 18; Lot 4MSR, consist of a 10.29 parcel of reserve lands, owned jointly by the CBE and City of Calgary.

The City of Calgary requests that a 1.5 acre portion of these lands be subdivided and transferred under sole City ownership, with the CBE to retain joint ownership on the remaining 8.79 acre school lands (refer to Attachments I and II).

The loss of a 1.5 acre portion of lands at this location will result in a smaller than average playfield space, but will not prohibit nor restrict school size, construction schedules or educational programming. The City of Calgary has committed to meeting CBE requirements for retention of a full size major/minor soccer field, as well as full access to two street frontages for access to the elementary school property.

The City of Calgary recently engaged residents in the community of Tuscany regarding the potential for a fire station at this location, and the Community Association has expressed support for this use.

The Honourable Gordon Dirks
Minister of Education
October 9, 2014
Page 2

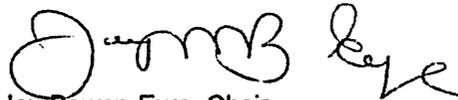
At the October 7, 2014 Public Meeting of the Board of Trustees, the following motion was approved:

“THAT the Board of Trustees approves disposition of a 1.5 acre portion of reserve lands in the community of Tuscany to the City of Calgary, subject to approval by the Minister of Education.”

In accordance with Joint Use Agreement guidelines, funds resulting from the transfer of reserve lands would be directed to the Joint Use Reserve Fund for future use.

In support of the City of Calgary’s requirement for a fire station to serve the community of Tuscany, the CBE hereby requests Ministerial approval to transfer a 1.5 acre portion of lands legally described as Plan 0510046; Block 18; Lot 4MSR, and located municipally at 345 Tuscany Drive NW, to the City of Calgary.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Joy Bowen-Eyre', written in a cursive style.

Joy Bowen-Eyre, Chair
Board of Trustees

ATTACHMENTS

- Attachment I: Tuscany Community Plan
- Attachment II: Tuscany Site Plan

TUSCANY COMMUNITY PLAN





8-15

TUSCANY SITE PLAN

**report to
Board of Trustees**

Construction Projects Status Report

Date	October 28, 2014
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Information
2222222.....Originator	Frank J. Coppinger, 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 Robert Ashley, Manager, Design Services

1 | Recommendation

It is recommended:

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

2 | Issue

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



3 | Background

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

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

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

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

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

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

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

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

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

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

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

4 | Analysis

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

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

The following ten Project Steering Committees have been setup for sixteen school projects being managed by CBE Administration:

- Aboriginal Learning Centre
- Christine Meikle School
- Bowness HS
- Jack James HS
- Elbow Park ES
- Evergreen MS (Bundle 1)
- Panorama Hills ES, Tuscany ES, Auburn Bay ES, McKenzie Towne MS and New Brighton-Copperfield MS (Bundles 2 and 3)
- Royal Oak and Saddle Ridge MS (Bundle 4)
- Evanston ES (Bundle 5)
- Copperfield and New Brighton ES (Bundle 6)

These Steering Committees are scheduled to meet on a monthly basis. Individual project committees meet on a more frequent basis. Additional Steering Committees will be set up for the ten recently announced school capital projects.

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

The Province also recently announced their approval of modernization projects at two CBE schools, which are currently leased to the following charter schools:

- Montgomery School (Foundations for the Future), and
- Sir William Van Horne High School (Westmount Charter School).

Modular Classrooms

Four new modular classrooms have been installed by CBE Administration at Dalhousie School.

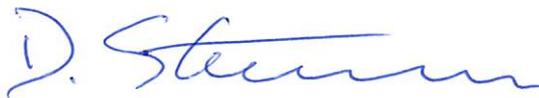
The Province has reported that the installation of two new modular classrooms for West Springs School and two new modular classrooms for Saddle Ridge School is scheduled to be completed in November 2014.

Administration is submitting the 2015/16 Modular Classroom Plan, which was approved by the Board on October 14, 2014, to the Province for approval. This request includes 28 modular classrooms in 11 CBE schools.

5 | Conclusion

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

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



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

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

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
October 2014**

Building	Orig. Open Date	Rev. Open Date	Notes/Comments
1. National Sport School	Dec-14	TBD	The National Sport School is currently located in leased premises at Canada Olympic Park. Planning for the permanent school at Canada Olympic Park started in 2009 and has progressed to design stage. Design brief is complete. Comments sent to consultants for final revisions. Development permit conditions are under review, a response has been submitted to the City. Until a source of capital funding is secured, no further architectural or engineering work will be completed.
2. Booth Centre (Chinook Learning Services) Capacity 675 students	Mar-14	TBD	Booth Centre modernization for Chinook Learning Services central location was approved for provincial funding on July 7, 2012. Prime Consultants were appointed through a request for proposal process on July 23, 2012. Alberta Infrastructure has provided technical documentation on the existing facility. Schematic design and functional space layouts have been finalized. Different concepts are being assessed for the potential redevelopment of the site with the Calgary Municipal Land Corporation and developers. Discussions are ongoing. A proposal call is to be issued to developers for a development proposal.
3. Evanston School Grades K-4 Capacity 600 students	Fall-16		Project handed over to the CBE to develop and construct in June 2014. Sahuri and Partners appointed as Prime Consultant. Steering Committee set up. Working drawings are being prepared for a fixed price lump sum tender.
4. Saddle Ridge School Grades 5 – 9 Capacity 900 students	Fall-16		Project handed over to the CBE to develop and construct in June 2014. Gibbs Gage Architects appointed as Prime Consultant. Steering Committee set up. Working drawings are being prepared for a fixed price lump sum tender.
5. Copperfield School Grades K-4 Capacity 600 students	Fall-16		Project handed over to the CBE to develop and construct in June 2014. Group 2 Architecture appointed as Prime Consultant. Steering Committee set up. Working drawings are being prepared for a fixed price lump sum tender.
6. New Brighton School Grades K-4 Capacity 600 students	Fall-16		Project handed over to the CBE to develop and construct in June 2014. Group 2 Architecture appointed as Prime Consultant. Steering Committee set up. Working drawings are being prepared for a fixed price lump sum tender.
7. Royal Oak/Rocky Ridge School Grades 5 – 9 Capacity 900 students	Fall-16		Project handed over to the CBE to develop and construct in June 2014. Gibbs Gage Architects appointed as Prime Consultant. Steering Committee set up. Working drawings are being prepared for a fixed price lump sum tender.
8. Northeast High School Grades 10 – 12 Capacity 1800 students	Fall-16		School approved for Provincial funding May 1, 2013, as part of BASCP using the Design/Build delivery process, with the CBE to look after maintenance. Bridging Consultants worked with CBE to develop the site layout and floor plans for the proponent RFP. Gibbs Gage Architects and the Bird Construction team was the successful design build proponent. Alberta Education approved an increase in capacity of the school to 1800 students. Construction has commenced on site . Furniture, fixtures and equipment fit-up and commissioning will commence after the school is turned over to the CBE. Two successful open houses were held in April and September 2014 .

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
October 2014**

Building	Orig. Open Date	Rev. Open Date	Notes/Comments
9. Harold W. Riley School Aboriginal Learning Centre	Sept-16		Harold W. Riley modernization for the Aboriginal Learning Centre was announced January 21, 2014. A provincial pre-design charrette was held on November 25 and 26, 2013 as part of a Value Management exercise to gather support for the project. The Provincial kick-off meeting occurred February 25, 2014. The Leblond Partnership has been selected as Prime Consultant. The design process is underway Pivotal Projects Incorporated has been selected as Project Managers. Public engagement and open house held on June 18 and September 17, 2014 . Development Permit application submitted in August 2014.
10. Christine Meikle School (Replacement school)	Dec -16		Christine Meikle School replacement for students with complex learning needs was announced January 21, 2014. This new school located on a greenfield site will combine attributes of both educational and health care facilities to address the special needs of the students. A provincial program charrette was held on February 12, 2014 as part of a Value Management exercise to gather information on the project. The Provincial kick-off meeting occurred February 25, 2014. Marshall Tittmore Architects has been selected as Prime Consultant. Resource Planning Group has been retained to complete the functional program for the project. Stantec Consulting Ltd. has been selected as Project Manager. Public engagement and open house held on June 19, August 6 and September 17, 2014. Development Permit application submitted in September 2014. A Statement of Claim has been registered by a group of residents who are opposed to the development. No judgment has been made by the courts. Design development continues to proceed.
11. Bowness High School Modernization	Sept-16		Modernization of Bowness High School was announced January 21, 2014. The modernization will update the spaces to meet the current and future needs of the students. The Provincial kick-off meeting occurred February 25, 2014. BKDI Architects has been selected as Prime Consultant. The design process is underway. MHPM Project Managers Inc. has been selected as Project Manager. Public engagement and open house held on June 18, August 6 and September 17, 2014 . Development Permit application submitted in August 2014. Alberta Infrastructure, on October 1, 2014, approved the appointment of Chandos Construction Ltd. as the construction manager.
12. Jack James High School Modernization	Sept-16		Modernization of Jack James High School was announced January 21, 2014. The modernization will update the spaces to meet the current and future needs of the students. The Provincial kick-off meeting occurred February 25, 2014. Dialog Alberta Architecture has been selected as Prime Consultant. The design process is underway. Turnbull Construction Services Ltd. Has been selected as Project Manager. Public engagement and open house held on June 18, August 6 and September 17, 2014 . Development Permit application submitted in August 2014. Alberta Infrastructure, on October 1, 2014, approved the appointment of Carbon Constructors Inc. as the construction manager.
13. Evergreen School Grades 5 - 9 Capacity 900 students	Sept-16		The new Middle school was announced February 10, 2014, as part of the Provincial government's commitment to build 50 new schools. The Provincial kick-off meeting occurred February 25, 2014. Zeidler Partnership Architects has been selected as Bridging Consultant. The design process is completed . Public engagement and open house held on June 18, August 6 and September 17,

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
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Building	Orig. Open Date	Rev. Open Date	Notes/Comments
			2014. Development Permit application submitted in August 2014. Design-Build proposal documents have been developed and are being reviewed prior to release.
14. Tuscany School Grades K-4 Capacity 600 students	Sept-16		The new K-4 school was announced February 10, 2014, as part of the Provincial government's commitment to build 50 new schools. The Provincial kick-off meeting occurred February 25, 2014. Group 2 Architecture has been selected as Bridging Consultant. The design process is completed . Public engagement and open house held on June 18, 2014. Development Permit application submitted in August 2014. Design-Build proposal documents have been developed and are being reviewed prior to release.
15. Panorama School Grades K-4 Capacity 600 students	Sept-16		The new K-4 school was announced February 10, 2014, as part of the Provincial government's commitment to build 50 new schools. The Provincial kick-off meeting occurred February 25, 2014. Group 2 Architecture has been selected as Bridging Consultant. The design process is underway. Public engagement and open house held on June 18, 2014. Development Permit application submitted in August 2014. Design-Build proposal documents have been developed and are being reviewed prior to release.
16. Auburn Bay School Grades K-4 Capacity 600 students	Sept-16		The new K-4 school was announced February 10, 2014, as part of the Provincial government's commitment to build 50 new schools. The Provincial kick-off meeting occurred February 25, 2014. Group 2 Architecture has been selected as Bridging Consultant. The design process is underway. Public engagement and open house held on June 18, 2014. Development Permit application submitted in August 2014. Design-Build proposal documents have been developed and are being reviewed prior to release.
17. McKenzie Towne School Grades 5 - 9 Capacity 900 students	Sept-16		The new Middle school was announced February 10, 2014, as part of the Provincial government's commitment to build 50 new schools. The Provincial kick-off meeting occurred February 25, 2014. Group 2 Architecture has been selected as Bridging Consultant. The design process is underway. Public engagement and open house held on June 18, 2014. Development Permit application submitted in August 2014. Design-Build proposal documents have been developed and are being reviewed prior to release.
18. New Brighton-Copperfield School Grades 5 - 9 Capacity 900 students	Sept-16		The new Middle school was announced February 10, 2014, as part of the Provincial government's commitment to build 50 new schools. The Provincial kick-off meeting occurred February 25, 2014. Group 2 Architecture has been selected as Bridging Consultant. The design process is underway. Public engagement and open house held on June 18, 2014. Development Permit application submitted in August 2014. Design-Build proposal documents have been developed and are being reviewed prior to release.

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
October 2014**

Building	Orig. Open Date	Rev. Open Date	Notes/Comments
19. Elbow Park School (Replacement school)	Dec -16		<p>The June 2013 flood caused significant structural damage to the existing Elbow Park School due to differential settlement. As a result, a replacement of the Elbow Park School was approved by the Provincial government on February 12, 2014. The Provincial kick-off meeting occurred on February 25, 2014. Gibbs Gage Architects were selected as the Prime Consultant. The new school will meet current building standards including barrier free access and will address flood mitigation in the design. The library will reflect the original aesthetic design.</p> <p>The first information meeting with the community was held on April 2, 2014. The consultant team led by Gibbs Gage Architects and advised by Donald Luxton & Associates and MMP Engineering recommended the preservation of the North, West and East exterior walls along with a partial preservation of the South façade, while demolishing the remainder of the school.</p> <p>This design concept for the Elbow Park Replacement School was presented to the public on July 3, 2014. Comments received were consistently favorable. A new and modern school is planned to be constructed within the historic walls, with a new brick veneer and glass curtain wall gymnasium addition to the South. The new roofs are to emulate the original sloped roofs between the historic facades, while the new addition will have a flat roof with clerestory lighting over the central ancillary spaces.</p> <p>In June 2014, Duke Evans Inc. was retained as the Project Manager. Due to the nature of this project a Construction Management construction procurement process is to be followed to meet the phased schedule of activities.</p> <p>The schematic design report has been completed and has been approved by Alberta Infrastructure. A Development Permit application was made to the City of Calgary and was approved. Currently, the project is on track.</p> <p>Alberta Infrastructure, on October 1, 2014, approved the appointment of Stuart Olson Construction Ltd. as the construction manager.</p>
20. Rideau Park School (Flood mitigation)	TBD		Rideau Park School was approved for flood mitigation funding on March 11, 2014. Engineering Consultants to be appointed to commence flood mitigation assessment.
21. West Springs/ Cougar Ridge School Grades 5 – 9 Capacity 900 students	TBD		A new starter school was announced September 22, 2014, as part of the Provincial government's commitment to build four starter schools. On October 8, 2014, the Province committed to the immediate planning of the final school design.
22. Southeast High School Grades 10 -12 Capacity 1800 students	Sept-18		The Province announced the design development funding for the new high school on September 22, 2014.

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
October 2014**

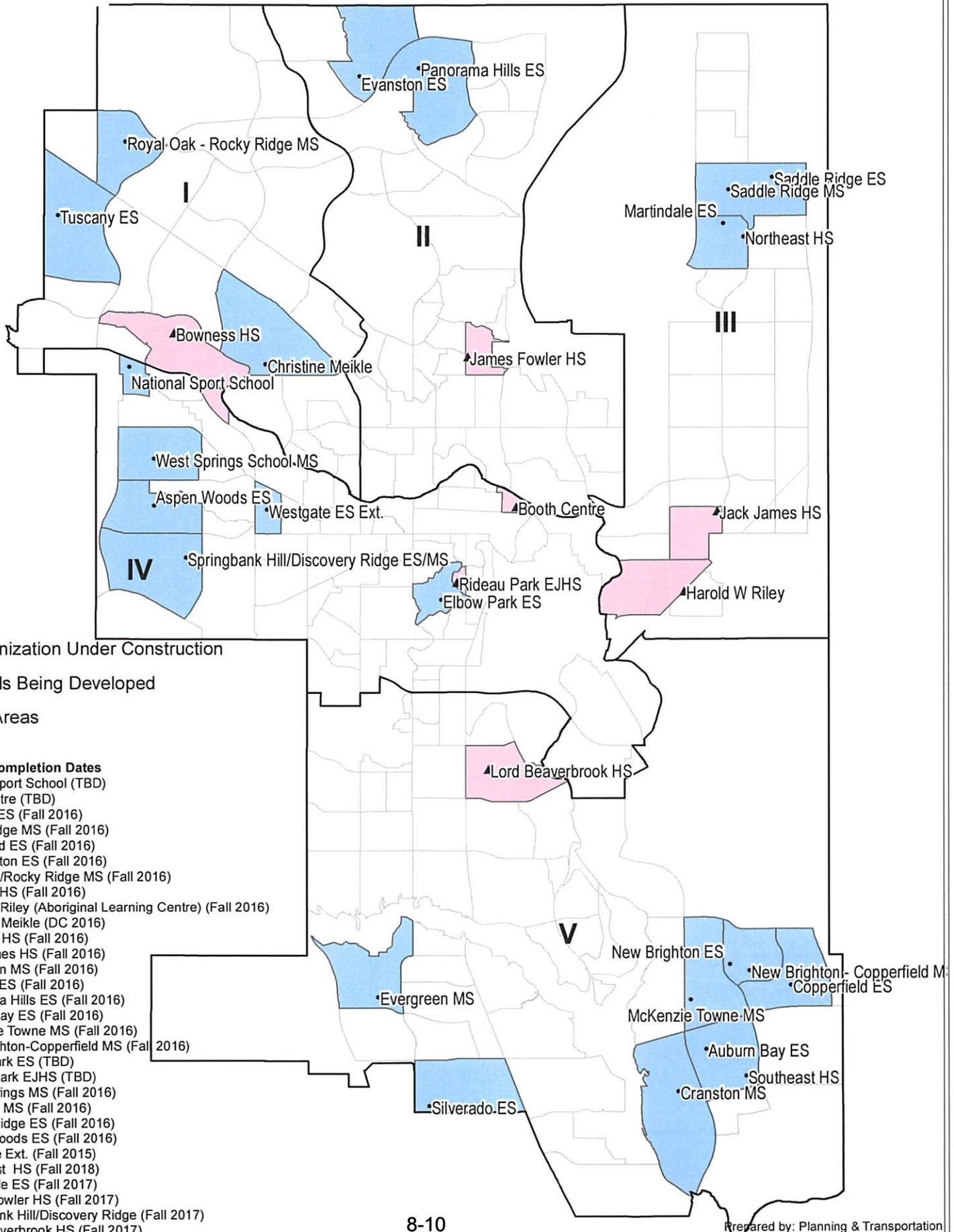
Building	Orig. Open Date	Rev. Open Date	Notes/Comments
23. Saddle Ridge School Grades K-4 Capacity 600 students	TBD		A new starter elementary school was announced September 22, 2014, as part of the Provincial government's commitment to build four starter schools. On October 8, 2014, the Province committed to the immediate planning of the final school design.
24. Cranston School Grades 5 - 9 Capacity 900 students	TBD		A new starter middle school was announced September 22, 2014, as part of the Provincial government's commitment to build four starter schools. On October 8, 2014, the Province committed to the immediate planning of the final school design.
25. Aspen Woods School Grades K-4 Capacity 600 students	TBD		A new elementary school was announced September 22, 2014, as part of the Provincial government's commitment to build four starter schools. On October 8, 2014, the Province committed to the immediate planning of the final school design.
26. Westgate School Grades K-6 Extension	Sept -15		The approval for the addition of eight modular units to the school was announced by the Province on September 22, 2014. Design work has commenced.
27. Martindale School Grades 5-9 Capacity 900 students	Sept - 17		On October 8, 2014, the Province committed to the immediate planning and design of the middle school
28. James Fowler High School Modernization	Sept - 17		On October 8, 2014, the Province committed to the immediate planning and design of the high school modernization.
29. Springbank Hill/ Discovery Ridge School Grades K-9 Capacity 900 students	Sept - 17		On October 8, 2014, the Province committed to the immediate planning and design of the elementary/middle school.
30. Lord Beaverbrook High School Modernization	Sept - 17		On October 8, 2014, the Province committed to the immediate planning and design of the high school modernization.
31. Silverado School Grades K-4 Capacity 600 students	Sept - 17		On October 8, 2014, the Province committed to the immediate planning and design of the elementary school.



Calgary Board of Education



CBE New/Modernized Schools Approved and Under Development



▲ Modernization Under Construction

• Schools Being Developed

□ 2014 Areas

Proposed Completion Dates

1. National Sport School (TBD)
2. Booth Centre (TBD)
3. Evanston ES (Fall 2016)
4. Saddle Ridge MS (Fall 2016)
5. Copperfield ES (Fall 2016)
6. New Brighton ES (Fall 2016)
7. Royal Oak/Rocky Ridge MS (Fall 2016)
8. Northeast HS (Fall 2016)
9. Harold W. Riley (Aboriginal Learning Centre) (Fall 2016)
10. Christine Meikle (DC 2016)
11. Bowness HS (Fall 2016)
12. Jack James HS (Fall 2016)
13. Evergreen MS (Fall 2016)
14. Tuscan ES (Fall 2016)
15. Panorama Hills ES (Fall 2016)
16. Auburn Bay ES (Fall 2016)
17. McKenzie Towne MS (Fall 2016)
18. New Brighton-Copperfield MS (Fall 2016)
19. Elbow Park ES (TBD)
20. Rideau Park EJHS (TBD)
21. West Springs MS (Fall 2016)
22. Cranston MS (Fall 2016)
23. Saddle Ridge ES (Fall 2016)
24. Aspen Woods ES (Fall 2016)
25. Westgate Ext. (Fall 2015)
26. Southeast HS (Fall 2018)
27. Martindale ES (Fall 2017)
28. James Fowler HS (Fall 2017)
29. Springbank Hill/Discovery Ridge (Fall 2017)
30. Lord Beaverbrook HS (Fall 2017)
31. Silverado ES (Fall 2017)