

public agenda

Regular Board Meeting

January 20, 2015
12:00 p.m.

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

R-1: Mission |

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

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

Time	Topic	Who	Policy Ref	Attachment
12:00 p.m.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		GC-2	
	3 Results Focus			
15 mins	3.1 School Presentation – Royal Oak School	J. Everett	R-4	
	4 Operational Expectations			
15 mins	4.1 OE-6: Financial Administration – Annual Monitoring	Board	OE-6	Jan. 13/15 Page 6-1
	5 Matters Reserved for Board Action	Board	GC-3	
	6 Consent Agenda	Board	GC-2.6	
	6.1 OE-7: Asset Protection – Annual Monitoring		OE-7	Jan. 13/15 Page 6-16-A
	6.2 Revised Indicators for Results 3, 4 and 5		R-3, 4, 5	Page 6-30
	6.3 Roster for Second Vice Chair		GC-4	Page 6-56
	6.4 Items Provided for Board Information			
	6.4.1 Chief Superintendent's Update		OE-8	Page 6-36
	6.4.2 Construction Projects Status Report		OE-8, 12	Page 6-43



Time	Topic	Who	Policy Ref	Attachment
	7 In-Camera Session			
3:00 p.m.	8 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

OE-6: FINANCIAL ADMINISTRATION

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 6: Financial Administration, 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: D. Stevenson
David Stevenson, Chief Superintendent

Date: Dec. 12/14

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 6: Financial Administration, the Board of Trustees:

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

Summary statement/motion of the Board of Trustees:

Signed: _____
Chair, Board of Trustees

Date: _____

OE-6: Financial Administration

Executive Summary

Operational Expectation 6: Financial Administration establishes the Board of Trustees values and expectations for the Calgary Board of Education's work in developing and maintaining financial plans and operations that avoid long-term fiscal jeopardy for the organization.

The Chief Superintendent's reasonable interpretations for OE 6: Financial Administration were initially approved on June 12, 2012. The Board of Trustees last monitored OE 6: Financial Administration on January 7, 2014.

6.1 The Chief Superintendent will ensure that payroll and debts of the organization are promptly paid when due.	Not Compliant
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- Indicator 1: not compliant
- Indicator 2: not compliant
- Indicator 3: compliant

6.2 The Chief Superintendent will ensure that all purchases are based upon comparative prices of items of similar value, including consideration of both cost and long-term quality, using appropriate business practices and in compliance with industry standards.	Compliant
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- Indicator 1: compliant
- Indicator 2: compliant

6.3 The Chief Superintendent will coordinate and cooperate with the Board's appointed financial auditor for the annual audit.	Compliant
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- Indicator1: compliant

6.4 The Chief Superintendent will make all reasonable efforts to collect any funds due the organization from any source.	Not Compliant
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- Indicator 1: not compliant

operational
expectations
monitoring report

OE-6: Financial Administration

<p>6.5 The Chief Superintendent will keep complete and accurate financial records by funds and accounts in accordance with Canadian Generally Accepted Accounting Principles.</p>	Compliant
<ul style="list-style-type: none"> Indicator 1: compliant 	
<p>6.6 The Chief Superintendent shall not expend more funds than have been received in the fiscal year unless revenues are made available through other legal means, including the use of fund balances or the authorized transfer of funds from reserve funds.</p>	Compliant
<ul style="list-style-type: none"> Indicator 1: compliant 	
<p>6.7 The Chief Superintendent shall not indebt the organization.</p>	Compliant
<ul style="list-style-type: none"> Indicator 1: compliant 	
<p>6.8 The Chief Superintendent shall not expend monies from reserve funds.</p>	Compliant
<ul style="list-style-type: none"> Indicator 1: compliant 	
<p>6.9 The Chief Superintendent shall not transfer monies between operating reserves, capital reserves or committed operating surplus.</p>	Compliant
<ul style="list-style-type: none"> Indicator 1: compliant 	
<p>6.10 The Chief Superintendent shall not allow any required reports to be overdue or inaccurately filed.</p>	Compliant
<ul style="list-style-type: none"> Indicator 1: compliant Indicator 2: compliant 	
<p>6.11 The Chief Superintendent shall not receive, process or disburse funds under controls that are insufficient.</p>	Compliant

- Indicator 1: compliant



OE-6: Financial Administration

The Chief Superintendent shall not cause or allow any financial activity or condition that materially deviates from the budget adopted by the Board; cause or allow any fiscal condition that is inconsistent with achieving the Board's Results or meeting any Operational Expectations goals; or places the long-term financial health of the organization in jeopardy.

Compliant

Board-Approved Interpretation |

Operational Expectation 5: Financial Planning similarly requires that the Chief Superintendent develop and maintain a multi-year financial plan that is related directly to the Board's Results priorities and Operational Expectations goals, and that avoids long-term fiscal jeopardy to the organization. The same interpretations should be made for managing financial expenditure as were made when planning for financial expenditure.

The Chief Superintendent interprets *materially deviates from the budget adopted by the Board* as follows:

- any change in approved use of reserves;
- creation of a deficit in any amount; or
- an annual negative variance from planned net operating surplus of \$5 million or more.

The following indicator is related to material deviations from the budget, which is not covered under the sub-sections of this policy. Indicators for the remaining conditions within this section are specifically covered under the sub-sections of this policy.

Board-Approved Indicator and *Evidence of Compliance* |

Quarterly variance report showing:

- line by line variances between budget and forecasted year end actual with explanations for any line item that varies by greater than 1%; and \$500,000.
- a net operating surplus variance that is:
 - positive (greater than budget); or
 - if negative, the variance is less than \$5 million.

The organization is compliant with this indicator.



In the 2013-14 fiscal year, quarterly variance reports were presented to the Board of Trustees on the following dates:

- First Quarter 2013-14 Operating – December 3, 2013
- Second Quarter 2013-14 Operating – April 15, 2014
- Third Quarter 2013-14 Operating – June 24, 2014
- Fourth Quarter 2013-14 Operating – November 25, 2014

In every case, reports contained line by line variances as described in the above indicator and there was either a nil or a positive net operating surplus variance.

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

The Chief Superintendent will:

6.1 Ensure that payroll and debts of the organization are promptly paid when due.	Not compliant
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Board-Approved Interpretation |

The Chief Superintendent interprets *payroll* to mean the process for computation, the disbursement of payments, and the financial record of employees' salaries, wages, net pay and deductions.

The Chief Superintendent interprets *promptly paid when due* to mean in compliance with, as applicable:

- Alberta Employment Standards Code for payroll; and
- contract/invoice terms for other debts.

Board-Approved Indicators and Evidence of Compliance |

1. 99.5% accurate and complete pays for the pay runs completed in each month compared to the total number of pays required for such pay runs.

The organization is not compliant with this indicator.

For the period of September 2013 to August 2014 payroll accuracy was 98.8%.

2. 100% adherence with respect to payment of earnings requirements in the Employment Standards Code.

The organization is not compliant with this indicator.

For the period of September 2013 to August 2014 99.9% of payments to employees were made in accordance with Employment Standards Code.

3. 100% of all non-salary debts will be paid in accordance with the terms and conditions of the associated purchase agreement, except where there is a dispute with respect to satisfactory delivery of the service/product or no late payment charges are levied.

The organization is compliant with this indicator.

100% of all non-salary debts were paid without being charged late payment fees.

Evidence demonstrates one of three indicators in sub-section 6.1 is in compliance.

6.2	Ensure that all purchases are based upon comparative prices of items of similar value, including consideration of both cost and long-term quality, using appropriate business practices and in compliance with industry standards.	Compliant
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Board-Approved Interpretation |

The Chief Superintendent interprets that the Board values compliance with legal and trade agreement requirements and procurement of goods and services based on the principles of: vendor fair access to information on procurement opportunities, competition, demand aggregation, value for money, transparency and accountability.

To achieve these objectives, the Calgary Board of Education uses a variety of procurement or solicitation instruments to ensure that the cost of the procurement process, to both vendors and the Calgary Board of Education, is appropriate in relation to the value and complexity of each procurement and that procurement in “exception” circumstances is consistent with best practice. In this case, “exception” is a situation in which normal purchasing processes may not occur, such as sole sourcing due to proprietary acquisitions, emergency situations, warranty requirements, patent rights, license agreements or other obligations which may prevent Strategic Sourcing Services from using the normal competitive bidding or formal bidding processes and is in the best interest of the Calgary Board of Education. The expectations for purchasing practices within the Calgary Board of Education are contained within Administrative Regulation 7001: Purchase of Goods and Services.

Board-Approved Indicators and *Evidence* of Compliance |

1. 100% compliance with The Agreement on Internal Trade, New West Partnership Trade Agreement (NWPTA) between British Columbia, Alberta and Saskatchewan, and any Acts/Regulations specifically relevant to the CBE as evidenced by internal monitoring.

The organization is compliant with this indicator.

100% of schools and service units reported that all procurements over \$75,000 were competitively bid or justified as sole source, as required by the NWPTA.

2. 100% of all procurements over \$75,000 are competitively bid or are justified as sole source as evidenced by internal monitoring.

The organization is compliant with this indicator.

100% of school and service units reported that all procurements over \$75,000 were competitively bid or justified as sole source.

Evidence demonstrates the indicators in sub-section 6.2 are in compliance.

6.3 Coordinate and cooperate with the Board's appointed financial auditor for the annual audit.	Compliant
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Board-Approved Interpretation |

The Chief Superintendent interprets that the Board values both the work of the CBE's external financial auditor and administration's working relationship with the external auditor – both enhancing the integrity and credibility of the annual financial statements of the Calgary Board of Education.

Board-Approved Indicator and Evidence of Compliance |

The Audit Committee informs the Board of Trustees that the external auditor has reported that administration has appropriately coordinated and cooperated with them.

The organization is compliant with this indicator.

Attached is a letter from the Chair of the Audit Committee informing the Board of Trustees that the external auditor has reported that administration has appropriately coordinated and cooperated with them.

Evidence demonstrates the indicator in sub-section 6.3 is in compliance.

6.4 Make all reasonable efforts to collect any funds due the organization from any source.	Not compliant
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Board-Approved Interpretation |

The Chief Superintendent interprets *all reasonable efforts* to include best practice efforts. This would include a series of escalating steps, from reminder correspondence, up to referral to a collection agency.

The Chief Superintendent interprets *funds due* to be revenues.

The Chief Superintendent interprets *any source* to be those fees related to unfunded or partially funded services provided to students by the Calgary Board of Education, amounts owed by employees, and lease revenue. The interpretation does not include funding grants and/or allocations from government, or donations from members of the public including funds raised through parent groups, which would not be subject to collection procedures.

Board-Approved Indicator and Evidence of Compliance |

Bad debt expense shall not exceed 5% of the total revenue that may incur a bad debt expense.

The organization is not compliant with this indicator.

Bad debt expense for student fees in 2013-14 was \$1,144,400 representing 5.1% of centrally collected student fee revenue (fees for Instructional Supplies and Materials, Noon Supervision, and Transportation).

Evidence demonstrates the indicator in sub-section 6.4 is not in compliance.

6.5 Keep complete and accurate financial records by funds and accounts in accordance with Canadian Generally Accepted Accounting Principles.	Compliant
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Board-Approved Interpretation |

The Chief Superintendent interprets *complete and accurate* within the context of “materiality.” Therefore, while administration strives for 100% accuracy and completeness, the appropriate interpretation for measurement of this policy provision would apply the materiality used in the completion of our external audit, which by its nature, reflects the level of accuracy/completeness that would change or impact decisions based on the financial information.

The Chief Superintendent interprets *funds* to be the reserves established by the Board. The Chief Superintendent interprets *Canadian Generally Accepted Accounting Principles* to be those principles established by the Canadian Institute of Chartered Accountants and applicable to school districts. Commencing 2013, this will include the application of Public Sector Accounting Board (“PSAB”) principles.

Board-Approved Indicator and Evidence of Compliance |

External Auditors unqualified audit opinion on the financial statements of the CBE.

The organization is compliant with this indicator.

The audited financial statements were presented to the Board of Trustees December 2, 2014 with an unqualified opinion.

Evidence demonstrates the indicator in sub-section 6.5 is in compliance.

The Chief Superintendent shall not:

6.6 Expend more funds than have been received in the fiscal year unless revenues are made available through other legal means, including the use of fund balances or the authorized transfer of funds from reserve funds.	Compliant
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Board-Approved Interpretation |

The Chief Superintendent interprets *fund balances* to be the reserves established by the Board. The Chief Superintendent interprets *authorized transfer of funds from reserve funds* to be the approval by the Board of Trustees of the use of reserve funds.

Board-Approved Indicator and Evidence of Compliance |

Year-end audited financial statements reflect a zero or net operating surplus.

The organization is compliant with this indicator.

The 2013-14 audited financial statements showed a net operating surplus of \$9.1 million.

Evidence demonstrates the indicator in sub-section 6.6 is in compliance.

6.7 Indebt the organization.	Compliant
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Board-Approved Interpretation |

The Chief Superintendent interprets *indebt the organization* to exclude typical operating accounts payable, normally paid within 30 days.

The Chief Superintendent interprets any other indebtedness must be with the approval of the Minister of Education and requires the approval of the Board of Trustees.

Board-Approved Indicator and Evidence of Compliance |

100% of debt arrangements will occur with the prior approval of the Board of Trustees.

The organization is compliant with this indicator.

A single new capital loan was undertaken in 2013-14. This loan received prior board and ministerial approval on March 19, 2013 and May 8, 2013 respectively.

6.8 Expend monies from reserve funds.	Compliant
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Board-Approved Interpretation |

The Chief Superintendent interprets that Board approval must be sought for the use of reserve funds of any kind.

Board-Approved Indicator and *Evidence* of Compliance |

100% of monies expended from reserve funds will occur with the prior approval of the Board of Trustees.

The organization is compliant with this indicator.

The approval to expend funds from reserves in the 2013-14 year was provided in the approval of the 2013-2014 Operating Budget on May 28, 2013. Reserve transfers (reflecting the actual expenditure of reserve funds) were approved by the Board of Trustees on November 4, 2014.

Evidence demonstrates the indicator in sub-section 6.8 is in compliance.

6.9 Transfer monies between operating reserves, capital reserves or committed operating surplus.	Compliant
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Board-Approved Interpretation |

The Chief Superintendent interprets that Board approval must be sought for all transactions between reserve funds of any kind.

Board-Approved Indicator and *Evidence* of Compliance |

100% of transfers between reserve funds will occur with the prior approval of the Board of Trustees.

The organization is compliant with this indicator.

Actual reserve transfers (reflecting the actual expenditure of reserve funds) were approved by the Board of Trustees on November 4, 2014.

Evidence demonstrates the indicator in sub-section 6.9 is in compliance.

6.10 Allow any required reports to be overdue or inaccurately filed.	Compliant
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Board-Approved Interpretation |

The Chief Superintendent interprets this to mean that all external financial reports are filed by their due date or within approved extensions, and no financial penalties were levied for late or inaccurate reporting.

Board-Approved Indicators and *Evidence* of Compliance |

1. 100% of external financial reports and/or filings, which are within the control of the CBE, are submitted by their filing due date or within approved extensions.

The organization is compliant with this indicator.

100% of external financial reports and/or filings, which are within the control of the CBE, were submitted by their filing due date or within approved extensions.

2. 100% of external financial reports and/or filings are without financial penalties for inaccurate reporting.

The organization is compliant with this indicator.

100% of external financial reports and/or filings were without financial penalties for inaccurate reporting.

Evidence demonstrates the indicators in sub-section 6.10 are in compliance.

6.11 Receive, process or disburse funds under controls that are insufficient.	Compliant
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Board-Approved Interpretation |

The Chief Superintendent interprets *controls* to mean the policies and procedures that help ensure management directives are carried out and necessary actions are taken to address risks that threaten the achievement of the Board's Results.

The Chief Superintendent interprets *controls that are insufficient* to mean a significant deficiency, or a combination of deficiencies, in internal control, such that a control is designed, implemented or operated in such a way that it is unable to prevent, or detect and correct, misstatements in the CBE financial statements on a timely basis, or a control necessary to prevent, or detect and correct, misstatements in the financial statements on a timely basis is

missing. Significant deficiencies would result in pervasive additional audit testing or a qualified opinion on the financial statements, and in the external auditor's professional judgment, are of sufficient importance to merit the attention of those charged with governance.

If the external auditor identifies one or more deficiencies in internal control, the external auditor shall determine, on the basis of the audit work performed, whether, individually or in combination, they constitute significant deficiencies in internal control.

Board-Approved Indicator and *Evidence* of Compliance |

The Audit Committee reports to the Board that no significant deficiencies were reported by the external auditors.

The organization is compliant with this indicator.

Attached is a letter from the Chair of the Audit Committee informing the Board of Trustees that the auditors did not find evidence of insufficient internal controls for receiving, processing or disbursing funds.

Evidence demonstrates the indicator in sub-section 6.11 is in compliance.

ATTACHMENT I: Capacity Building

ATTACHMENT II: Letter from Lynn Ferguson, Chair, Audit Committee

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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

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

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

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

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

attachment

OE-6: Financial Administration

Capacity Building/Process Information

6.1 Ensure that payroll and debts of the organization are promptly paid when due

Indicator 1: 99.5% accurate and complete pays for the pay runs completed in each month compared to the total number of pays required for such pay runs.

For the period of September 2013 to August 2014 payroll accuracy was 98.8%. For the vast majority of the 1.2% error rate, the calculation of pay was accurate. Errors were largely due to late approval of time by managers, late submission of employment related paperwork, and errors within submitted paperwork. HR will continue to communicate timelines to CBE leaders and provide ongoing education to improve timeliness and accuracy of HR related changes which should over time improve payroll accuracy.

Indicator 2: 100% adherence with respect to payment of earnings requirements in the Employment Standards Code

For the period of September 2013 to August 2014 99.9% of payments to employees were made in accordance with Employment Standards Code. Non-compliance to the Employment Standards Code was largely due to late submission of employment related paperwork, both on hires and on terminations. HR will continue to communicate timelines to CBE leaders and provide ongoing education to improve adherence to HR processes.

6.4 Make all reasonable efforts to collect any funds due the organization from any source.

Indicator 1: Bad debt expense shall not exceed 5% of the total revenue that may incur a bad debt expense.

Bad debts expense has decreased from 2012-13 to 2013-14, however, it still remains above the reasonable interpretation level. A shift in the overall percentage of uncollectible accounts in comparison with waivers has been seen. These rates based on total fee revenue are:

	<u>2013-14</u>	<u>2012-13</u>
waiver rate	9.4%	9.1%
uncollectible rate	5.1%	5.5%
	<u>14.5%</u>	<u>14.6%</u>



| attachment |

OE-6: Financial Administration

As discussed in the prior year, there has been an increased effort by the CBE to inform parents around the availability of waivers. These efforts include communication of waivers to parents through:

- *School fee packages*
- *Letters to parents*
- *Answering inquiries in-person, over the phone, via email at schools, parent fees helpline, parent help email address*
- *CBE website fees and waiver; “Should I apply for a waiver” document and forms*
- *Inclusive communication with culturally and linguistically diverse families*
- *Communication with community agencies*

The CBE continues to monitor fee payments and the impacts of organization’s decisions regarding fees on the waiver and uncollectible account rates. Data for these indicators require trend information over several years before analysis can be performed to confirm the level of the current indicator. As the information is collected, the CBE may continue in non-compliance.





Audit Committee

November 13, 2014

Board of Trustees
Calgary Board of Education

Dear Trustees,

The Audit Committee has met with the Calgary Board of Education's external auditors, KPMG LLP, regarding their audit of CBE's financial statements for the 2013-14 fiscal year. As Chair of the Audit Committee, I am pleased to confirm:

1. that administration has appropriately coordinated and cooperated with the external auditors, and
2. that KPMG LLP reported no significant deficiencies in controls for how funds are received, processed or disbursed.

Sincerely,

A handwritten signature in blue ink that reads "Lynn Ferguson".

Lynn Ferguson
Chair, Audit Committee
Trustee, Wards 3 & 4

c.c. David Stevenson, Chief Superintendent of Schools

operational
expectations
monitoring report

Monitoring report for the
school year 2013-2014

Report date:
January, 13, 2015
Resubmitted:
January 20, 2015

OE-7: Asset Protection

BOARD OF TRUSTEES ACTION

With respect to OE-7: Asset Protection, the Board of Trustees:

- approves that the Chief Superintendent is in compliance with the provisions of this policy.
- Finds the evidence to be compliant with noted exceptions
- Finds evidence to be not compliant



operational expectations monitoring report

Monitoring report for the school year 2013-2014 January 13, 2015.

OE-7: Asset Protection

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 7: Asset Protection, the Chief Superintendent certifies that the proceeding information is accurate and complete.

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

Signed: [Signature] David Stevenson, Chief Superintendent

Date: Dec 12/14

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 7: Asset Protection, 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-7: Asset Protection

Executive Summary

The Chief Superintendent will ensure that all organizational assets are adequately protected, properly maintained, appropriately used and not placed at undue risk.

Operational Expectation 7: Asset Protection establishes the Board of Trustees values and expectation for the Calgary Board of Education’s work towards protecting, maintaining and using all assets owned by the organization.

The Chief Superintendent’s reasonable interpretations for OE 7: Asset Protection were approved on October 2, 2102. The Board of Trustees last monitored OE 7: Asset Protection on January 21, 2014.

7.1	The Chief Superintendent will insure against theft and property losses equal to replacement value and against liability losses to the organization itself, the Board of Trustees, individual trustees and staff in an amount at least equal to the average for comparable organizations.	Compliant
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- Indicator 1: compliant

7.2	Maintain both Errors and Omissions and Comprehensive General Liability insurance coverage protecting board members, employees and the organization itself in an amount that is reasonable for school districts of comparable size and character.	Compliant
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- Indicator 1: compliant

7.3	Protect intellectual property, information, files, records and fixed assets from loss or significant damage.	Compliant
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- Indicator 1a: not compliant
- Indicator 1b: compliant
- Indicator 2: compliant
- Indicator 3: compliant
- Indicator 4: compliant
- Indicator 5: compliant

7.4 Allow facilities and equipment to be subject to improper use or insufficient maintenance.	Compliant
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- Indicator 1: compliant
- Indicator 2: compliant
- Indicator 3: compliant
- Indicator 4: compliant

7.5 Recklessly expose the organization, the Board or employees to legal liability.	Compliant
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- Indicator 1: compliant
- Indicator 2: compliant
- Indicator 3: compliant

7.6 Invest in financial instruments that are not in accordance with the School Act, the Trustee Act, or as otherwise permitted by the Minister of Education.	Compliant
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- Indicator 1: compliant

7.7 Acquire, encumber or dispose of real property.	Compliant
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- Indicator 1: compliant

7.8 Take any action that damages the organization's public image or credibility.	Compliant
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- Indicator 1: compliant

The Chief Superintendent will ensure that all organizational assets are adequately protected, properly maintained, appropriately used and not placed at undue risk.

Board-approved Interpretation |

The Chief Superintendent interprets *all organizational assets* to mean all assets owned by the Calgary Board of Education. This includes all asset categories recorded on the organization’s balance sheet.

Currently there are certain inventories of supplies that are not tracked and recorded on the balance sheet of the organization, and which therefore would not be considered as part of the above interpretation of *all organizational assets*. However, the CBE is in the process of developing tracking mechanisms for some of the larger inventories (such as musical instruments and textbooks), and at such time as they are incorporated into the balance sheet, OE-7 would apply.

The Chief Superintendent interprets *adequately protected, properly maintained, appropriately used and not placed at undue risk* to mean that controls and processes are in place to ensure that assets are safeguarded, kept in safe working order, used for the purposes for which they were intended – all within the context of the organization’s defined risk tolerance profile. This means that controls and processes are in place to decrease risk to a medium or low level.

The Chief Superintendent will

7.1	Insure against theft and property losses equal to replacement value and against liability losses to the organization itself, the Board of Trustees, individual trustees and staff in an amount at least equal to the average for comparable organizations.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets *comparable organizations* to mean Canadian school districts having similar budget amounts and at least as many schools and employees. The CBE is a member of the Urban Schools Insurance Consortium (“USIC”) and insures and manages its risks in cooperation with thirteen other Alberta school districts.

Board-approved Indicator and Evidence of Compliance |

USIC (and therefore CBE) coverage of risks is greater than or equal to the Ontario School Board Insurance Exchange.

The organization is compliant with this indicator.

USIC's coverage of risk is greater than or equal to that of the Ontario School Board Insurance Exchange, based on information provided by OSBIE.

Evidence demonstrates the indicator in sub-section 7.1 is in compliance.

7.2	Maintain both Errors and Omissions and Comprehensive General Liability insurance coverage protecting board members, employees and the organization itself in an amount that is reasonable for school districts of comparable size and character.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets *school districts of comparable size and character* to mean Canadian school districts having similar budget amounts and at least as many schools and employees. The CBE is a member of the Urban Schools Insurance Consortium (“USIC”) and insures and manages its risks in cooperation with thirteen other Alberta school districts.

Board-approved Indicator and Evidence of Compliance |

USIC (and therefore CBE) coverage of risks is comparable to the Ontario School Board Insurance Exchange.

The organization is compliant with this indicator.

USIC's coverage of Errors and Omissions and Comprehensive General Liability is greater than that of the Ontario School Board Insurance Exchange, based on information provided by OSBIE.

Evidence demonstrates the indicator in sub-section 7.2 is in compliance.

7.3 Protect intellectual property, information, files, records and fixed assets from loss or significant damage.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets *protect* to mean that internal control processes and insurance coverage appropriately reflect the risk exposure.

The Chief Superintendent interprets *information* to mean a collection of facts or data, and this sub-section to apply to corporate data – both digital and non-digital information.

The Chief Superintendent interprets Intellectual Property to mean certain intangible rights in works, materials, creations and inventions and includes, without limitation, trademarks, copyright, patents, trade secrets, moral rights and other intellectual property rights that are generated or result from the creation, invention or generation by CBE employees and contractors of such works, materials, creations or inventions in their course of their employment or contractual relationship with CBE or using CBE resources or funding. In such events, all such Intellectual Property rights vest, by statute, in the CBE, except for moral rights that vest in the creator unless waived in writing.

Intellectual Property rights in works, creations, materials and inventions created or generated by a CBE employee outside his or her CBE employment mandate and hours of work with CBE and not using CBE funding or resources will be deemed to vest in such employee, unless the CBE employee has assigned such Intellectual Property rights to CBE or another party.

The Chief Superintendent interprets *fixed assets* to mean assets capitalized on the balance sheet of the CBE’s financial statements.

The Chief Superintendent interprets *loss or significant damage* to mean loss or damage sufficient to require replacement or major repair costing in excess of \$25,000.

Board-approved Indicators and Evidence of Compliance |

1. a) 95% of the corporate information created, received, maintained, disposed or preserved by the CBE is in accordance with GARP (Generally Accepted Record Keeping Principles), as measured by internal tracking.

The organization is not compliant with this indicator.

An internal audit of record management practices indicate that 88 % of schools audited had improved practices at various levels of maturity based on Generally Accepted Recordkeeping Principles. Administration has continued with the work required to ensure that our organization's practices align with Generally Accepted Recordkeeping Principles while simultaneously building the organizational capacity required to enhance overall maturity in this area by June 2016.

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

The organization is compliant with this indicator.

Consistent with the quarterly updates on the records management work that were shared with the Board of Trustees in Chief Superintendent written update reports on June 10, 2014, April 1, 2014 and September 17, 2013, all targets defined in the timeline for the 2013-2014 school year were met.

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

- 2. 99% of all attempted intrusions into the CBE Information Systems will be successfully blocked, as measured by internal tracking.

The organization is compliant with this indicator.

Internal tracking determined that although there were thousands of intrusion attempts, four (4) successful 'phishing intrusions (where users inadvertently disclosed their passwords to unscrupulous third parties) occurred. All four (4) intrusions were rectified quickly enough to prevent further compromise.

- 3. 100% of critical/sensitive/confidential electronic information and data within CBE-managed systems is access controlled with passwords, as measured by internal tracking.

The organization is compliant with this indicator.

Internal controls confirm that 100 percent of critical/sensitive/confidential electronic information and data within CBE-managed systems is access controlled with passwords. Further, encryption was applied to all CBE desktops and laptops.

4. To the extent any agreements or legal documents refer to Intellectual Property rights of CBE, such agreements or documents shall contain a provision clarifying that CBE has custody or control of the documents or materials with respect to which the Intellectual Property rights exist, provided such provision is applicable within the context of such agreements or documents, as measured by internal tracking.

The organization is compliant with this indicator.

All contracts and service agreements executed by the Calgary Board of Education included a provision to protect CBE's intellectual property rights, where applicable.

5. 100% of Intellectual Property related to research works produced through the direction of the Board and any other Board produced documents required by the Chief Superintendent to be copyrighted, shall show the Calgary Board of Education copyright and an acknowledgement of the authors, as measured by internal tracking.

The organization is compliant with this indicator.

All works produced are identified with the Calgary Board of Education's name and logo copyright and an acknowledgement of the authors.

Evidence demonstrates four of five indicators in sub-section 7.3 are in compliance.

The Chief Superintendent shall not:

7.4	Allow facilities and equipment to be subject to improper use or insufficient maintenance.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets this sub-section to mean managing maintenance requirements within the confines of the funding provided by Alberta Education for the purposes of maintenance.

The Chief Superintendent interprets *improper use* to mean used for purposes other than intended, and excludes acts of vandalism and break and enters.

Board-approved Indicators and *Evidence of Compliance* |

1. 100% of provincial plant operations and maintenance funding is spent at a minimum on the following: custodial services, maintenance and repair of school buildings and grounds, utilities and facility support services, as measured by internal tracking.

The organization is compliant with this indicator.

In 2013-14, \$92.8 million was spent on custodial services, maintenance and repair of school buildings and grounds, utilities and facility support services. The plant operations and maintenance (PO&M) funding received was \$78.0 million, therefore 119% of PO&M funding was spent on these services.

2. 100% of the rolling three year average for Infrastructure Maintenance Renewal (IMR) funding entitlement is expended on qualified IMR projects, and 90% of these are expended annually, as measured by internal tracking.

The organization is compliant with this indicator.

Over the three-year period from 2011-12 to 2013-14, \$62.5 million was spent on qualified IMR projects, while \$51.6 million in IMR funding was received (121% of IMR funding spent on IMR projects). In 2013-14, the spending was \$18.6 million and IMR funding \$14.7 million (127% of IMR funding spent on IMR projects).

3. No more than 5% of CBE schools audited by Alberta Infrastructure will have facility condition index of "marginal", as measured by internal tracking.

The organization is compliant with this indicator.

In 2013-14, only 1 of 180 (0.5%) schools had a facility condition index of marginal.

4. No more than five instances, per annum, of remedial work exceeding \$10,000 is required to address the impact of improper use, as measured by internal tracking.

The organization is compliant with this indicator.

In 2013-14, there were no instances of remedial work exceeding \$10,000.

Evidence demonstrates all indicators in sub-section 7.4 are in compliance.

7.5 Recklessly expose the organization, the Board or employees to legal liability.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets *recklessly expose* as failure to obtain insurance coverage which is appropriate for the Calgary Board of Education (CBE) or allowing conditions to exist which prevent the Calgary Board of Education from obtaining insurance coverage.

Board-approved Indicators and *Evidence of Compliance* |

1. CBE purchases insurance coverage that is comparable to the Ontario School Board Insurance Exchange and therefore considered normal and customary for the operation of a similar school district.

The organization is compliant with this indicator.

The CBE purchases its insurance through the Urban Schools Insurance Consortium, and as such, its insurance coverage is similar to other metro school districts in Alberta.

2. The CBE's insurance deductibles are similar to other comparable school districts in Alberta.

The organization is compliant with this indicator.

The CBE purchases its insurance through the Urban Schools Insurance Consortium, and as such, its insurance deductibles are similar to other metro school districts in Alberta.

3. Zero instances of CBE's insurers refusing to insure the CBE due to the existence of hazardous conditions.

The organization is compliant with this indicator.

There were no instances of CBE being refused insure due to the existence of hazardous conditions.

Evidence demonstrates all indicators in sub-section 7.5 are in compliance.

7.6 Invest in financial instruments that are not in accordance with the School Act, the Trustee Act, or as otherwise permitted by the Minister of Education.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets *financial instruments* to mean all investments.

The Chief Superintendent interprets *permitted by the Minister of Education* to refer to ability to invest in accordance with the “prudent person” rule granted by the Minister of Education. This provision restricts discretion in investments to that of a prudent person seeking reasonable income and preservation of capital.

Board-approved Indicators of Compliance |

100% of all investments are in alignment with legislated and ministerial requirements, as measured by internal tracking.

The organization is compliant with this indicator.

Quarterly investment reports received from CBE’s investment management firms indicate that all investments were in compliance with legislated and ministerial requirements.

Evidence demonstrates the indicator in sub-section 7.6 is in compliance.

7.7 Acquire, encumber or dispose of real property.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets this sub-section to mean that only the Board of Trustees is permitted to acquire, encumber or dispose of school properties, subject to Provincial and Municipal requirements.

The Chief Superintendent interprets *real property* to mean land and buildings.

The Chief Superintendent interprets *encumber* to mean burden with financial claims (mortgage) or other registrations affecting transferability of the property, but excluding standard property encumbrances such as utility right of way and temporary construction liens.

Board-approved Indicator and Evidence of Compliance |

100% of all real property acquisitions, disposals and encumbrances will be approved by the Board of Trustees, as measured by internal tracking.

The organization is compliant with this indicator.

No real property was disposed, acquired, or encumbered in the 2013-14 school year.

Evidence demonstrates the indicator in sub-section 7.7 is in compliance.

7.8 Take any action that damages the organization's public image or credibility.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets this sub-section to mean that the Board of Trustees considers the organization's public image and credibility to be an asset that requires protection and preventative measures.

The Chief Superintendent interprets *take any action* to mean specific acts by employees of the Calgary Board of Education in the performance of their role within the organization.

The Chief Superintendent interprets *take any action that damages the organization's public image or credibility* to have the same meaning as *does not take action that endangers the organization's public image or credibility* as defined in OE-1, that is, to mean that administration leads the Calgary Board of Education and its operations in a way that meets or exceeds the community's expectations for the conduct of a public institution.

Board-approved Indicator and Evidence of Compliance |

Calgary Board of Education employees are alerted to the expectations for their conduct in the context of their employment with the CBE through Administrative Regulation 4027 – Code of Conduct for Employees:

- a) at the point of hire;
- b) annually by school principals;
- c) annually by supervisors.

The organization is compliant with this indicator.

All employees newly hired or re-hired to the CBE in the 2013-2014 school year completed a form indicating their acknowledgement and awareness of the employee code of conduct. 100% of principals, service unit managers and area directors confirmed that their employees were informed of the expectations for their

conduct within the context of their employment as outlined in Administrative Regulation 4027.

Evidence demonstrates the indicator in sub-section 7.8 is in compliance.

ATTACHMENT I: Corporate Records Management Program Timeline

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.

Corporate Records Management (RM) Program | High-Level Timeline | 2014-15



report to Board of Trustees

Revised Indicators for Results 3, 4 and 5

Date	January 20, 2015
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Decision
Governance Policy Reference	Results 3: Citizenship Results 4: Personal Development Results 5: Character
Resource Person(s)	Ronna Mosher, Director Office of the Chief Superintendent

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the included revisions to the indicators for Results 3: Citizenship, Results 4: Personal Development and Results 5: Character.

2 | Issue

The Chief Superintendent is seeking the Board of Trustees' approval for modifications to indicators for Results 3, 4, and 5 that include information gathered from kindergarten report cards. The Board of Trustees' approval of the modified indicators will help ensure that appropriate data is available for monitoring of organizational performance for the 2014-2015 school year.

3 | Background

During the 2012-2013 school year the Board of Trustees approved the Chief Superintendent's Reasonable Interpretations for Results 3: Citizenship, Results 4: Personal Development and Results 5: Character. This included the approval of indicators through which the Chief Superintendent would provide evidence of organizational performance for each policy and its subsections. A number of these indicators were drawn from student report cards and represented the language of two separate reporting systems: one for kindergarten students and another for students in grades 1-9.

The Calgary Board of Education has now introduced a common kindergarten-grade 9 (K-9) report card and is able to present kindergarten data in the same way as data from grades 1-9. This offers the opportunity to combine indicators for kindergarten data with indicators for grade 1-9 data, reducing the number of separate indicators required while maintaining overall K-9 data sets.

With the Board of Trustees' approval the new indicators will be used to present monitoring information that represents student success and organizational performance beginning with the 2014-2015 school year. These changes will be evident in monitoring reports presented to the Board of Trustees after June 2015. They will not impact information in the monitoring reports for 2013-2014 that are to be presented to the Board of Trustees between February and June of 2015.

4 | Analysis

The following modifications to the indicators for Results 3, 4 and 5 are offered for the Board of Trustees' approval.

Results 3: Citizenship

Within policy section 3.1: Students will participate in developing and maintaining our Canadian civil, democratic society.

The impacted indicator is:

- Percentage of students in grades 1-9 who are reported to exercise their democratic rights and responsibilities within the learning community; as measured by student report cards.

The recommended new indicator is:

- Percentage of students in kindergarten-grade 9 reported to exercise their democratic rights and responsibilities within the learning community; as measured by student report cards.

Within policy section 3.3: Students will respect and embrace diversity.

The impacted indicators are:

- Percentage of kindergarten students who are reported to demonstrate respect and appreciation for self and others; as measured by student report cards.
- Percentage of students in grades 1-9 who are reported to demonstrate respect and appreciation for diversity; as measured by student report cards.

The recommended new indicator is:

- Percentage of students in kindergarten-grade 9 reported to demonstrate respect and appreciation for diversity; as measured by student report cards.

Results 4: Personal Development

Within policy section 4.2: Students will take initiative, set goals, self-evaluate and strive to continuously improve.

The impacted indicators are:

- Percentage of kindergarten students reported to show willingness to explore and expand learning and try new things; as measured by student report cards.
- Percentage of students in grades 1-9 reported to set and work toward learning goals; as measured by student report cards.

The recommended new indicator is:

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

Within policy section 4.3: Students will have the confidence to embrace ambiguity and complexity.

The impacted indicators are:

- Percentage of kindergarten students reported to show persistence in following through with learning challenges; as measured by student report cards.
- Percentage of students in grades 1-9 reported to engage in learning with confidence and persistence; as measured by student report cards.

The recommended new indicator is:

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

Within policy section 4.6: Students will be able to lead and follow as appropriate, and to develop and maintain positive relationships with other individuals and groups in order to manage conflict and to reach consensus in the pursuit of common goals.

The impacted indicators are:

- Percentage of kindergarten students reported to work and communicate effectively with others; as measured by student report cards.
- Percentage of students in grades 1-9 reported to work and collaborate effectively with others; as measured by student report cards.

The recommended new indicator is:

- Percentage of students in kindergarten-grade 9 reported to work and collaborate effectively with others; as measured by student report cards.

Results 5: Character

Within policy section 5.2: Students will act morally with wisdom.

The impacted indicators are:

- Percentage of kindergarten students reported to accept and practice responsibility; as measured by student report cards.
- Percentage of students in grades 1-9 reported to make responsible decisions; as measured by student report cards.

The recommended new indicator is:

- Percentage of students in kindergarten-grade 9 reported to make responsible decisions; as measured by student report cards.

Within policy section 5.3: Students will balance individual concerns with the needs and rights of others.

The impacted indicators are:

- Percentage of kindergarten students reported to develop positive relationships with others; as measured by student report cards.
- Percentage of students in grades 1-9 reported to treat others with respect and compassion; as measured by student report cards.

The recommended new indicator is:

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

5 | Implementation Consequences

The alignment of kindergarten-grade 9 report cards provides parents, students, teachers, and leaders the opportunity to better understand student success as students transition from one grade and learning environment to another.

Teachers, students and parents are each being supported to work with and benefit from the information contained within the Calgary Board of Education's new kindergarten-grade 9 report card.

The alignment of data from kindergarten-grade 9 within the indicators of the Board of Trustees' Results policies similarly allows a more streamlined view of student success and organizational performance over time.

The Board of Trustees will continue to have information that supports the monitoring of Results 3: Citizenship, Results 4: Personal Development and Results 5: Character through the recommended new indicators. There is no overall loss of data.

The recommended changes do not impact the rest of the indicators within each Results policy nor do they preclude a more comprehensive review of Results indicators at another date.

The Board of Trustees' approval of the recommended changes at this time will allow the Chief Superintendent to ensure the collection of the appropriate data for system monitoring during the 2014-2015 school year.

6 | Conclusion

The recommended revisions to the indicators within Results 3: Citizenship, Results 4: Personal Development and Results 5: Character will ensure future alignment between student report cards and monitoring data and that the Board of Trustees has appropriate information to monitor organizational performance for each of these Results policies.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

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**report to
Board of Trustees**

Chief Superintendent's Update

Date	January 20, 2015
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board

1 | Recommendation

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

2 | Issue

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

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



Personalize Learning

New CBE High School Course Guides

Beginning in January, two new CBE high school course guides will be used by middle, junior and senior high schools to support student transitions. *Get Ready, Get Set, Go for It: Your Introduction to High School* provides a brief overview of high school programs and opportunities across the CBE while *The Detailed High School Course Guide* describes courses and programs in depth. The new CBE high school guides enhance the clarity and accessibility of information for students and parents. The guides are available online on the high school page of our corporate website. In addition, every Grade 9, 10 and 11 student, and high school, junior high and middle school administrators received a print copy of the introductory guide.

This work represents a system-wide effort over the past three years. The guide was created and designed collaboratively with student feedback to enhance district coherence and build student, parent and staff awareness and understanding of:

- the multitude of choices available for students to build a high school program that is personalized and based on their interests and aspirations,
- the many supports available to students to help guide their choices,
- system learning experiences that are open to all high school students, and
- flexible programming and collaboration among CBE high schools to encourage students to take advantage of the opportunities available to them.

Future editions of the CBE high school course guides will continue to be updated and improved based on feedback we gather from students, parents, staff and our community.

Off Campus Programming

There has been considerable growth in Off-Campus programming between the 2012–2013 and the 2013–2014 school year. In the 2013–2014 school year there were 1,784 courses completed in Work Experience, Registered Apprenticeship Program and Green Certificate. This represents a 60% growth in Off-Campus course completions over the previous school year. While Chinook Learning Services accounted for the completion of 22% of these courses, Off-Campus course completions were recorded in virtually all high school programs over the 2013–2014 school year.

Included in these numbers are course completions in Work Experience Exploratory Programs and Internships that are made available through strong partnerships with our community partners. These programs are designed to build on student interest in particular career pathways and provide connections with industry in the Calgary area. These programs have led to a large number

of students pursuing apprenticeships as well as employment in their chosen area. These programs include:

- Plumbers and Pipefitters (Local 496)
- Ironworkers (Local 725)
- Residential Construction (Brookfield and Habitat for Humanity)
- Supply Chain (Sears, Walmart and Canadian Freightways)
- Product Design (Nureva)

The growth of Off-Campus programming is evidence of the continued efforts of high schools in providing meaningful and relevant learning experiences for students throughout the CBE. Such programming builds on our collective focus on career pathways and transitions that lead to students gaining a high school diploma as well as the confidence that their learning is leading them to skills that will allow them to thrive in the future.

2014 Summer School Opportunities

There are two components to summer school at Chinook: Summer school (July 2 - July 30, 2014) ran in five high school sites, Sir Winston Churchill, Lester B Pearson, Forest Lawn, Centennial and Chinook Learning Services. This year 5,102 students completed a course at one of these five sites. Of these 5,102 students, 164 were over twenty years old. The demand for courses was primarily academic in nature with an increasing number of students wishing to supplement their program by taking courses to plan ahead for their upcoming course loads.

The second component of Summer School at Chinook Learning Services is the "Off-Campus Program". This includes Off-Campus, Registered Apprenticeship Program (RAP), and a smaller number of Work Experience placements. Although the course completion numbers are not yet final, at least 800 students took part in the program and completed a number of credits. 147 students participated in the RAP program and completed 5 credits.

In addition to the summer school programming at Chinook Learning, continuous learning opportunities were made available to students at Discovering Choices and Ernest Manning High School. Given the CBE's participation in Alberta Education's high school redesign initiative, students at these schools who had not successfully completed their studies during the regular school year were given opportunities to complete their coursework over the summer months. Further examples of summer school programming opportunities are offered to students through CBe-Learn on-line courses and face to face classes for students registered at Louise Dean School.

Summer school offerings are an example of supporting student success through flexible programming that honours the various paces and styles of learning over the entire calendar year.

Build Professional Capital

Leadership

Much research points to the importance of supporting and developing school leaders. In fact, research suggests that school leadership is second only to classroom teaching as an influence on student learning.

The Office of the Chief Superintendent supports leadership development for principals, assistant principals, and school-based learning leaders through monthly meetings that are carefully designed to further the strategies in the Three-Year Education Plan. Principal learning at the system level and within each Area has evolved and is closely aligned, coherent, and focused on how principals support teaching and learning in their schools, how they manage their schools, and how they work with their parent groups and community.

This year, system meetings are also designed for approximately 40 new principals and respond to the specific needs identified by these individuals. Monthly meetings for assistant principals parallel, where appropriate, the meetings held for principals at both the system and Area level. Ongoing professional learning opportunities that focus on leading task design and assessment have also been offered to over 500 learning leaders.

Initial data gathered from each of these groups indicate that leaders are benefitting from this targeted support and learning. Of particular note is the distinct move in the practice of school-based learning leaders. This group's learning focuses intently on how to design and assess learning tasks for student success. In a very short time, participating learning leaders have been able to maintain this critical focus while also broadening their view to include the ways in which they can influence the instructional practice of other teachers in their schools.

International Presentation

The CBE Global Learning Strategy connects to the CBE Three-Year Education plan by ensuring that the CBE provides the conditions for our students to be well poised in the global world. The strategy provides opportunities to personalize learning for students through language and culture exchange, intercultural experiences, and international leadership. In addition, opportunities are provided to build professional capital among employees through a variety of national and international professional learning experiences, partnerships and participation in international conferences.

Dr. Dianne Roulson, Director, Learning Services, was invited to speak at the 2014 International Forum on Future Educators in Tianjin, China, December 12-14. Dr. Zhang Wusheng, Professor and President of the Tianjin Academy of Educational Science, invited educational experts and scholars from Canada, Australia, United States, Taiwan, and China to share ideas about educational futures. The purpose of the conference was to advance the learning of

teachers, principals and other educational leaders from cities and rural areas across China as part of educational reform efforts. As a presenter and participant, Dr. Roulson was able to contribute to the discourse about future trends in education and learn from others. Dr. Roulson had many opportunities to talk about the CBE's efforts to advance the teaching and learning agenda. She also met with educational leaders during school visits in Tianjin and Beijing to build on the strong connections already established by Director Sheila McLeod and the Global Learning team.

Recognition of Accomplishment

We are excited to announce that Lori Cooper, Consultant, Leadership and Learning, completed her Doctor of Education on December 3, 2014. She is a member of the first CBE Doctoral Cohort which represents an innovative and personalized partnership between the Calgary Board of Education and the University of Calgary

Engage our Public

Concerns and Complaints

To complement the revisions made to Administrative Regulation 5008: Appeals, the CBE has also revised Administrative Regulation 5007: Concerns and Complaints. The revisions have been shared with Principals and Assistant Principals, along with new forms and a brochure that support these revisions. The revised documents have been posted on the website.

Kindergarten Registration

Kindergarten registration for the upcoming 2015-16 school year began Monday, January 12. During this past school year, more than 9200 kindergarten students started their educational journey with the CBE. We expect even more for the 2015-16 school year.

For many of our families the school experience is a new one. The CBE provides lots of information and resources to help guide our parents.

- Kindergarten information is prominent on our corporate website and available from all elementary school websites. Parents can learn more about the programs we offer, how to find the designated schools for their community and information about registration and busing. We also offer a "calculator" to help parents determine when their child can start kindergarten.
- Key information about kindergarten has also been translated into eight languages to help our new Canadian families. Parents can download this information and it is also available at our schools.
- On our website we also provide helpful tips to parents to help them get their child ready for kindergarten.
- We regularly promote kindergarten through Twitter.

- The CBE also submits an article for each edition of Calgary's Child magazine that features a story about the CBE and resources for parents of young children.
- We will promote kindergarten on radio, transit and community messages on television.
- If parents have questions, we invite them to call their designated school. We also have a public information desk that answers parents' questions within 24 hours. On an annual basis, about ten per cent of all calls/emails received at the information desk are related to kindergarten. The highest volume is in January and February.

Our goal is to make sure parents have all the information they need to enjoy a successful transition into the CBE family.

Approved Instructional Calendars

The Instructional Calendars for the 2015-2016 school year have been approved. These approved calendars for schools following traditional or modified calendars have been posted on the CBE website. Tentative calendars for the school years 2016-2017, 2017-2018 and 2018-2019 have also been set and posted. This information has been shared with schools and with the public via our corporate website.

Steward Our Resources

Review of Education Act Regulations

Alberta Education has asked school boards to provide feedback on the 16 regulations recently released in support of the Education Act, set to be implemented in September, 2015. The deadline for submission of feedback is January 31, 2015. This is a tight timeframe in which to analyze the impact of the regulations. Superintendents have established a team of senior administration to coordinate this work and prepare a report for submission to Alberta Education in time for the deadline.

Lottery Process for School Admission

In January 2014 the Calgary Board of Education identified 10 regular program school sites, and 15 alternative program school sites that required the use of a lottery system for admission into the school for the 2014-2015 school year.

Data collection regarding the lottery system commenced in March 2014. All schools which participated in lotteries were requested to report on:

- the number of students accepted in the spring,
- the number of students who remained on the waitlist following the spring lottery,
- the number of students schools were able call back in the fall (prior to September 8th),
- the number of students who continued to remain on the waitlist following call-backs

Of the 10 regular program schools impacted, 1,254 students were designated to an overflow school site. This represented 1.4% of the total CBE student population in regular program schools.

Of the 15 alternative program schools impacted, 1,215 students were not able to attend the alternative program of choice. This represented 5% of the total CBE student population in alternative program schools. These students either attended their designated community school or sought other options.

The Three-Year System Student Accommodation Plan 2014-2017 Report, and September 30th enrolment numbers indicate an additional three schools will participate in a lottery admittance for the 2015-2016 school year.

Schools participating in the lottery process have direct links on their main webpage for parents regarding the lottery.

Information regarding the lottery process may be found at:
<http://cbe.ab.ca/registration/registration/Pages/Lottery-Information-for-Parents.aspx>



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**report to
Board of Trustees**

Construction Projects Status Report

Date	January 20, 2015
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Information
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. Discussions have recommenced with WinSport on potential funding strategies and options.

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.

In November 2014, the Provincial Government granted the CBE flexibility regarding the use of modular classroom capital originally intended for Westgate school. This flexibility permits the CBE to examine other location options.

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 in 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 **fourteen** Project Steering Committees have been setup for **twenty three** 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)
- West Springs and Cranston Starter MS (Bundle 7)
- Saddle Ridge and Aspen Woods Starter K-4 School (Bundle 8)
- Springbank Hill/Discovery Ridge K-9 (Bundle 10)
- Martindale and Silverado ES (Bundle 11)

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

The status of the BASCP North East High School, 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.

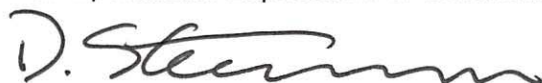
The installation of two new modular classrooms for West Springs School and two new modular classrooms for Saddle Ridge School, project managed by the Provincial Government, was completed in December 2014.

Administration has submitted 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.



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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. Discussions have commenced with WinSport on potential funding strategies.
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. An Expression of Interest (EOI) proposal call is to be issued to developers in January 2015.
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 + Partners Achitecture Inc. appointed as Prime Consultant. Steering Committee set up. Working drawings are being prepared for a fixed price lump sum tender. Tenders were issued November 2014 and closed in December 2014 . Altus Group was appointed as Project Manager. A post tender analysis has been completed and a recommendation for construction award has been made to Alberta Infrastructure. The Development Permit was approved by the City.
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. Tenders were issued November 2014 and closed in December 2014 . Pivotal Projects was appointed as Project Manager. A post tender analysis has been completed and a recommendation for construction award has been made to Alberta Infrastructure. The Development Permit was approved by the City.
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. Tenders were issued November 2014 and closed in December 2014 . Pivotal Projects was appointed as Project Manager. A post tender analysis has been completed and a recommendation for construction award has been made to Alberta Infrastructure. The Development Permit was approved by the City.

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Building	Orig. Open Date	Rev. Open Date	Notes/Comments
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. Tenders were issued November 2014 and closed in December 2014 . Pivotal Projects was appointed as Project Manager. A post tender analysis has been completed and a recommendation for construction award has been made to Alberta Infrastructure. The Development Permit was approved by the City.
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. Tenders were issued in November 2014 and closed in December 2014 . Pivotal Projects was appointed as Project Manager. A post tender analysis has been completed and a recommendation for construction award has been made to Alberta Infrastructure. The Development Permit was approved by the City.
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 were the successful design build proponents. 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.
9. Harold W. Riley School Aboriginal Learning Centre	Sept-16		<p>Harold W. Riley modernization for the Aboriginal Learning Centre was announced January 21, 2014. A provincial pre-design charrette was held on November 25 and 26, 2013 as part of a Value Management exercise to gather support for the project. The Provincial kick-off meeting occurred February 25, 2014. The Leblond Partnership has been selected as Prime Consultant.</p> <p>The design process has been completed. Pivotal Projects Incorporated has been selected as Project Managers. Public engagement and open house held on June 18 and September 17, 2014. Development Permit application submitted in August 2014. Working drawings are being finalized for tender, which is scheduled for mid-January 2015.</p>
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.

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Building	Orig. Open Date	Rev. Open Date	Notes/Comments
			<p>Marshall Tittlemore Architects has been selected as Prime Consultant. Resource Planning Group has been retained to complete the functional program for the project. Stantec Consulting Ltd. has been selected as Project Manager. Public engagement and open house held on June 19, August 6 and September 17, 2014. Development Permit application submitted in September 2014. A Statement of Claim has been registered by a group of residents who are opposed to the development. No judgment has been made by the courts. Design development has been completed. Working drawings are being finalized for tender, which is scheduled for mid-January 2015.</p>
11. Bowness High School Modernization	Sept-16		<p>Modernization of Bowness High School was announced January 21, 2014. The modernization will update the spaces to meet the current and future needs of the students. The Provincial kick-off meeting occurred February 25, 2014. BKDI Architects has been selected as Prime Consultant. The design process is underway. MHPM Project Managers Inc. has been selected as Project Manager. Public engagement and open house held on June 18, August 6 and September 17, 2014. Development Permit application submitted in August 2014. On October 1, 2014, Alberta Infrastructure approved the appointment of Chandos Construction Ltd. as the Construction Manager. Working drawings are being prepared for sequential tendering, which will commence at the end of January 2015. A Design Development Cost Report has been completed.</p>
12. Jack James High School Modernization	Sept-16		<p>Modernization of Jack James High School was announced January 21, 2014. The modernization will update the spaces to meet the current and future needs of the students. The Provincial kick-off meeting occurred February 25, 2014. Dialog Alberta Architecture has been selected as Prime Consultant. The design process is underway. Turnbull Construction Services Ltd. Has been selected as Project Manager. Public engagement and open house held on June 18, August 6 and September 17, 2014. Development Permit application was submitted in August 2014 and approved by the City in December 2014. On October 1, 2014, Alberta Infrastructure approved the appointment of Carbon Constructors Inc. as the Construction Manager. Working drawings are being prepared for sequential tendering, which will commence at the end of January 2015. A Design Development Cost Report has been completed.</p>
13. Evergreen School Grades 5 - 9 Capacity 900 students	Sept-16		<p>The new Middle school was announced February 10, 2014, as part of the Provincial government's commitment to build 50 new schools. The Provincial kick-off meeting occurred February 25, 2014. Zeidler Partnership Architects has been selected as Bridging Consultant. The design process is completed. Public engagement and open house held on June 18, August 6 and September 17, 2014. Development Permit application submitted in August 2014. Design-Build proposal documents have been issued and contractor proposals will be received in late January 2015.</p>

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Building	Orig. Open Date	Rev. Open Date	Notes/Comments
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. The Development Permit application was submitted in August 2014 and was approved by the City. Design-Build proposal documents have been issued and contractor proposals will be received in late January 2015.
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. The Development Permit application was submitted in August 2014 and was approved by the City. Design-Build proposal documents have been issued and contractor proposals will be received in late January 2015.
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 was approved by the City. Design-Build proposal documents have been issued and contractor proposals will be received in late January 2015.
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. The Development Permit application was submitted in August 2014 and was approved by the City. Design-Build proposal documents have been issued and contractor proposals will be received in late January 2015.
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. The Development Permit application was submitted in August 2014 and was approved by the City. Design-Build proposal documents have been issued and contractor proposals will be received in late January 2015.

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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 has been approved. On October 1, 2014, Alberta Infrastructure approved the appointment of Stuart Olson Construction Ltd. as the Construction Manager.</p> <p>The first tender package for the specialist foundation work, demolition and structural wall stabilization is being reviewed for award.</p>
20. Rideau Park School (Flood mitigation)	TBD		<p>Rideau Park School was approved for flood mitigation funding on March 11, 2014. Engineering Consultants to be appointed to commence flood mitigation assessment. It is anticipated that this work will commence in the summer 2015.</p>
21. West Springs/ Cougar Ridge School Grades 5 – 9 Capacity 900 students	TBD		<p>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. Riddell Kurczaba Architects was appointed to commence planning and design. Steering Committee meetings have commenced and schematic design options have been developed.</p>

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Building	Orig. Open Date	Rev. Open Date	Notes/Comments
22. 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. Riddell Kurczaba Architects was appointed to commence planning and design. Steering Committee meetings have commenced and schematic design options have been developed.
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. Manasc Isaac Architects was appointed to commence planning and design. Steering Committee meetings have commenced and schematic design options have been developed.
24. 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. Manasc Isaac Architects was appointed to commence planning and design. Steering Committee meetings have commenced and schematic design options have been developed.
25. 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. A meeting with parents was held in November 2014. An alternative plan to place six modular classrooms at Glenmeadows School is being evaluated. A Development Permit application has been made to the City for the Glenmeadows School Site.
26. 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. Proposals for a prime consultant have been received and are being assessed.
27. Martindale School Grades K-6 Capacity 600 students	Sept - 17		On October 8, 2014, the Province committed to the immediate planning and design of the elementary school. Request for Proposals were issued for design services and proposals were reviewed in December 2014. Design Services Contract was awarded to Sahuri + Partners Achitecture Inc.
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. Onsite inspections and program assessments are being undertaken with the Province to determine an agreed scope of work.

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Building	Orig. Open Date	Rev. Open Date	Notes/Comments
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. Request for Proposals have been issued for design services and proposals were reviewed in December 2014. Design Services Contract was awarded to CEI Achitecture Planning Interiors.
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. Onsite inspections and program assessments are being undertaken with the Province to determine an agreed scope of work, prior to the appointment of Consultants.
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. Tenders were issued November 2014 and proposals were reviewed in December 2014. Design Services Contract was awarded to Sahuri + Partners Achitecture Inc.



Calgary Board of Education



CBE New/Modernized Schools Approved and Under Development

