

public agenda

Regular Board Meeting

January 19 2016
12:00 p.m.

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

R-1: Mission |

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

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

Time	Topic	Who	Policy Ref	Attachment
12:00 p.m.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		GC-2	
10 mins	3 Awards and Recognitions		GC-3	
	4 Public Comment [PDF]		GC-3.2	
Max 20 mins	Requirements as outlined in Board Meeting Procedures			
	5 Results Focus			
15 mins	5.1 School Presentation: Colonel J Fred Scott	D. Yee	R-2	
	5.2 Results 3: Citizenship – Annual Monitoring	Board	R-3; GC-3	(Page 5-17 Jan. 12/16)
	6 Operational Expectations			
10 mins	6.1 OE-6: Financial Administration – Annual Monitoring	Board	GC-3	(Page 6-1 Jan. 12/16)
	7 Matters Reserved for Board Action	Board	GC-3	
	8 Consent Agenda	Board	GC-2.6	
	8.1 OE-7: Asset Protection – Annual Monitoring (<i>THAT the Board approves the Chief Superintendent is in compliance with the provisions of policy OE-7.</i>)			(Page 6-16-A Jan 12/16)



Time	Topic	Who	Policy Ref	Attachment
	8.2 Items Provided for Board Information		OE-8	
	8.2.1 Chief Superintendent's Update			Page 8-1
	8.2.2 Construction Projects Status Update			Page 8-6
	9 In-Camera Session			
3:00 p.m.	10 Adjournment			
	Debrief	Trustees	GC-2.3	

Notice |

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

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

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



**results
monitoring
report**

Monitoring report for the
school year 2014-15

Report date:
January 12, 2016

Results 3: Citizenship**CHIEF SUPERINTENDENT CERTIFICATION**

With respect to Results 3: Citizenship, the Chief Superintendent certifies that the following information is accurate and complete, and that the organization is:

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

Signed: D. Stevenson
David Stevenson, Chief Superintendent

Date: Dec. 18/15

BOARD OF TRUSTEES ACTION

With respect to Results 3: Citizenship, the Board of Trustees:

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

Summary statement/motion of the Board of Trustees:

Signed: _____
Chair, Board of Trustees

Date: _____



Results 3: Citizenship

Results 3: Each student will be a responsible citizen.

Introduction |

Results 3: Citizenship establishes the Board of Trustees' values and expectations for the Calgary Board of Education's work in contributing to the development of informed and engaged community members.

The Chief Superintendent's reasonable interpretation for Results 3: Citizenship was most recently approved on October 13, 2015. The Board of Trustees last monitored Results 3: Citizenship on February 3, 2015.

The report presented today represents organizational data available since the last monitoring report, representing the 2014-15 school year. This report provides the Board of Trustees with several types of information.

1. It provides the most recent data for the indicators of the Chief Superintendent's reasonable interpretation as approved by the Board of Trustees. This information is presented as part of trend data where possible and in relation to organizational targets previously approved by the Board of Trustees.

2. It identifies organizational performance targets for 2014-15.

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

3. In addition to the system monitoring data, an attachment to this report offers examples of ways in which individual CBE students have demonstrated responsible citizenship. These examples are provided in the students' own words.



Executive Summary |

Monitoring information within this report informs the Board of Trustees of the success of Calgary Board of Education students in understanding and acting within the rights and obligations of community membership in and through their learning program.

Data from 2014-15 followed the trend of previous years demonstrating sustained and improving levels of organizational performance in relation to Results 3: Citizenship. The data sets, which include multiple years, show strong results. Student report cards and surveys for 2014-15 concur with the previous data sets illustrating organizational confidence that students enrolled in the Calgary Board of Education experience success as active, informed and positively contributing young citizens.

Reasonable progress in the area of Citizenship is represented by the accomplishment of, or progress toward, the majority of targets for 2015 with success noted across the sub-sections of Results 3: Citizenship.

The following summary of the sub-sections of Results 3: Citizenship provides an overview of the results for each indicator. For each specific target it is noted if the 2014-15 target was met or not met. More specific information for each part of the Results policy and each indicator are included within the section of this report labeled "Evidence of Reasonable Progress" (see pages 4-23)

- 3.1 Students will participate in developing and maintaining our Canadian civil, democratic society
 - Indicator 1: Target met
 - Indicator 2: Target met
 - Indicator 3: Target met
- 3.2 Students will understand the rights and responsibilities of citizenship in local, national and international contexts
 - Indicator 1: Target met
 - Indicator 2: Target not met; improvement noted
 - Indicator 3: Target met
- 3.3 Students will respect and embrace diversity
 - Indicator 1: Target met
 - Indicator 2: Target met
 - Indicator 3: Target met

- 3.4 Students will be responsible stewards of the environment by contributing to its quality and sustainability
 - Indicator 1: Target met
 - Indicator 2: Target met

- 3.5 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 reach consensus in pursuit of common goals.
 - Indicator 1: Target met
 - Indicator 2: Target not met

Evidence of Reasonable Progress |

Each student will be a responsible citizen.

Students will:

3.1 Participate in developing and maintaining our Canadian civil, democratic society.

Board-approved Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will be involved members of their communities.

The Chief Superintendent interprets *participate in developing and maintaining our Canadian civil, democratic society* to mean that students will exercise the democratic rights and responsibilities afforded to them by the community, including actions that help to create positive change.

Specifically, this means that students will:

- act on behalf of themselves, others and the community;
- contribute to events of common concern; and
- help groups work together.



Board-approved Indicators |

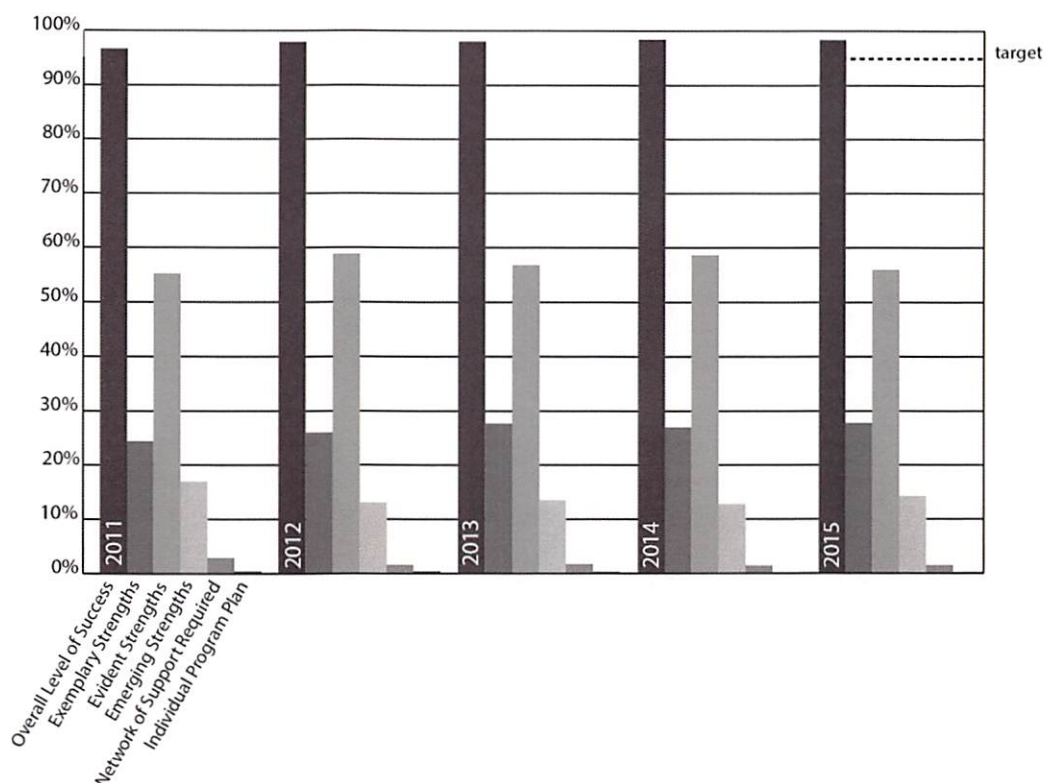
1. Percentage of students in kindergarten-grade 9 reported to exercise their democratic rights and responsibilities within the learning community; as measured by student report cards.
2. Percentage of high school students who report that they exercise their democratic rights and responsibilities within the learning community; as measured by student surveys.
3. Percentage of high school students who report they have participated in community service, school service or volunteer work to help others; as measured by student surveys.

Results |

1. Assessment and reporting of Citizenship, Personal Development and Character are embedded throughout the programs of study and students' daily learning experiences. The assessment and reporting of Citizenship, Personal Development and Character is strength-based with information collected from a number of learning events across a school year. Data for these aspects of student learning have been collected from report cards across the CBE. Data from 2011 to 2014 represents students in grades 1-9. Beginning in 2015, the data also includes kindergarten students.

Exercises democratic rights and responsibilities within the learning community					
	2011	2012	2013	2014	2015
Exemplary strengths	24.4%	26.0%	27.7%	27.0%	27.9%
Evident strengths	55.2%	58.8%	56.8%	58.6%	56.1%
Emerging strengths	17.0%	13.1%	13.5%	12.8%	14.3%
Network of support required	2.9%	1.6%	1.7%	1.4%	1.5%
Individual Program Plan	0.4%	0.4%	0.3%	0.2%	0.2%
Overall levels of success	96.6%	97.9%	98.0%	98.4%	98.3%

Exercises democratic rights and responsibilities within the learning community



Target for 2015: Continued results at or above 95%;

Target was met at 3.3% above minimum.

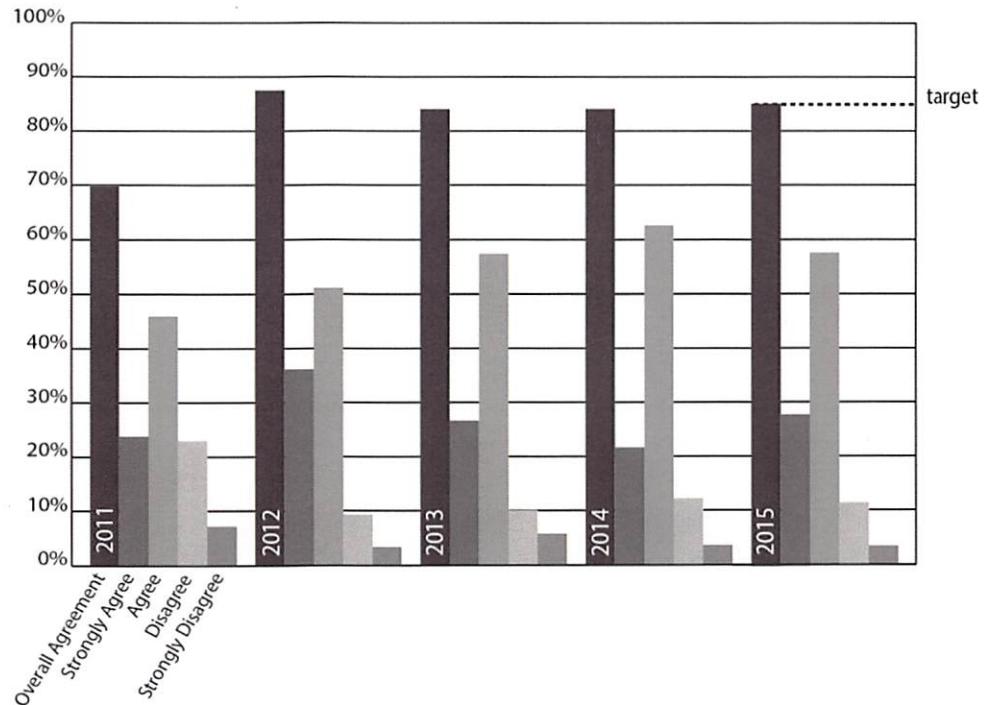
Target for 2016: Continued results at or above 97%

- The Calgary Board of Education student survey asks students to report on a number of aspects of their learning. This includes asking grade 12 students the extent to which they agree with the statement "I exercise my democratic rights and responsibilities within the learning community".

I exercise my democratic rights and responsibilities within the learning community					
Student Survey	2011	2012	2013	2014	2015
Strongly Agree	23.9%	36.3%	26.7%	21.5%	27.9%
Agree	45.9%	51.2%	57.5%	62.6%	57.4%
Disagree	23.0%	9.2%	9.9%	12.2%	11.3%
Strongly Disagree	7.2%	3.4%	5.9%	3.7%	3.4%
Overall Agreement	69.8%	87.5%	84.2%	84.1%	85.3%



I exercise my democratic rights and responsibilities within the learning community



Target for 2015: 85%

This target was met. This aspect of high school students' experiences was identified as an area of capacity building for 2014-15 and will continue to be so in 2015-16. Building a multi-year pattern of improvement is a goal for this indicator.

Target for 2016: 86%

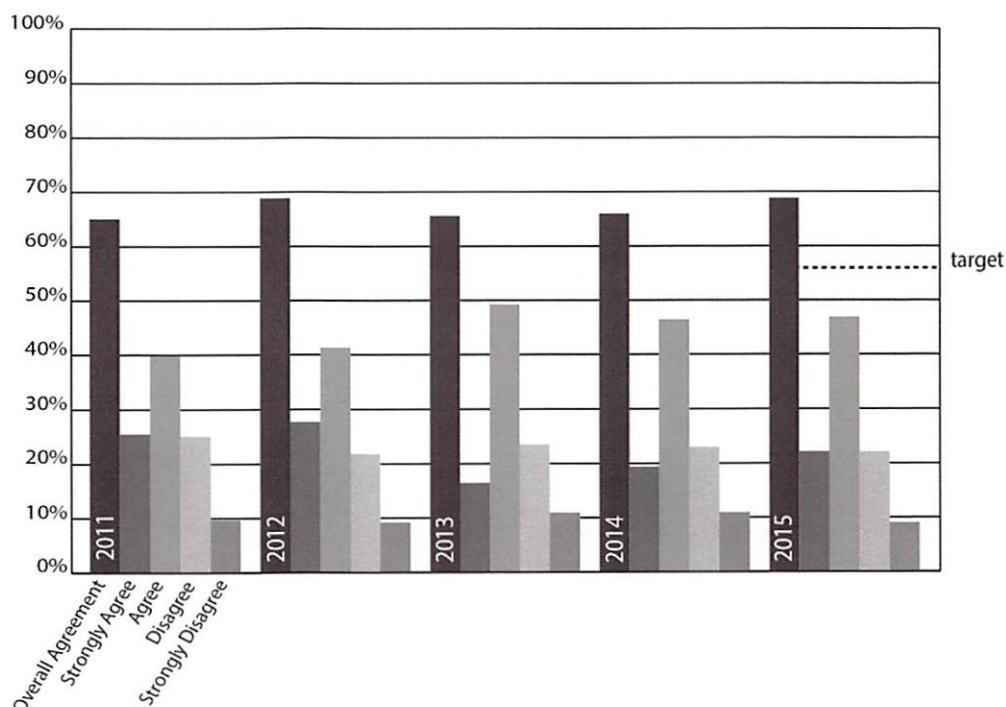
Target for 2017: 87%

Target for 2018: 88%

- The Calgary Board of Education student survey asks students to report on a number of aspects of their learning. This includes asking grade 12 students the extent to which they agree with the statement "I do community service, school service or volunteer work to help others".

I do community service, school service or volunteer work to help others						
Student Survey	2010	2011	2012	2013	2014	2015
Strongly Agree	22.4%	25.4%	27.8%	16.6%	19.5%	22.2%
Agree	40.9%	39.8%	41.2%	49.1%	46.5%	46.7%
Disagree	25.0%	25.3%	21.8%	23.4%	23.1%	22.0%
Strongly Disagree	10.8%	9.5%	9.3%	10.9%	10.9%	9.2%
Overall Agreement	63.2%	65.2%	69.0%	65.7%	66.0%	68.9%

I do community service, school service or volunteer work to help others



Target for 2015: Continued results at or above the rate of service/volunteering for Alberta youth as a whole.¹

This target was met. Students from the Calgary Board of Education participate in service and volunteer work well above the reported² rate of 56.3% of Alberta youth (age 15-24) being involved in formal volunteering.

¹ Statistics Canada (2015). Spotlight on Canadians: Results from the General Social Survey of Volunteering and Charitable Giving. Retrieved from: <http://www.statcan.gc.ca/pub/89-652-x/89-652-x2015001-eng.htm>

² Statistics Canada (2015). Volunteer rate and distribution of volunteer hours, by age group, Canada, provinces. Retrieved from: <http://www5.statcan.gc.ca/cansim>



3.2 Understand the rights and responsibilities of citizenship in local, national and international contexts.

Board-approved Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will be informed about and able to contribute to their immediate communities and the larger world.

The Chief Superintendent interprets *rights and responsibilities of citizenship* to mean the freedoms and obligations of all Canadian citizens.³

The Chief Superintendent interprets *local, national and international contexts* to include home, neighbourhood and school groups as well as Calgary, Alberta, Canada and the world.

Board-approved Indicators |

1. Percentage of students successfully demonstrating understanding of Social Studies issues, information and ideas; as measured by school report cards.
2. Percentage of grade 12 students who report they understand what it means to be a responsible citizen in their local and national communities; as measured by student surveys.
3. Percentage of grade 12 students who report they understand what it means to be a responsible global citizen; as measured by student surveys.

Results |

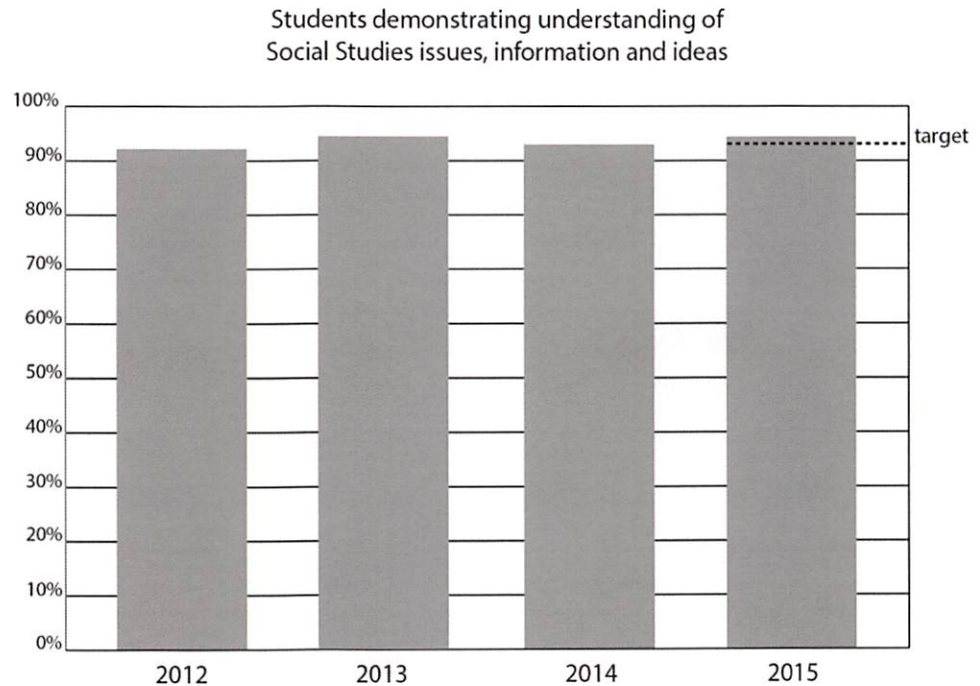
1. Student learning outcomes within the Social Studies Program of Study are noted to be consistent with the values and understandings for student success identified in section 3.2 of the Board of Trustees' policy for Results 3: Citizenship. Data related to students' understanding of Social Studies issues, information and ideas have been gathered from report cards across the CBE.

For 2012 and 2013 data was used from Social Studies report card indicators for elementary students and school awarded marks for students enrolled in high school Social Studies courses. Beginning with 2014 data was also included from students in middle/junior schools.

³ Government of Canada (2015). Citizenship and Immigration Canada, Study Guide—Discover Canada: The rights and responsibilities of citizenship. Retrieved December 8, 2015 from: <http://www.cic.gc.ca/english/resources/publications/discover/>



Students demonstrating understanding of Social Studies issues, information and ideas			
2012	2013	2014	2015
92.2%	94.2%	93.0%	94.4%



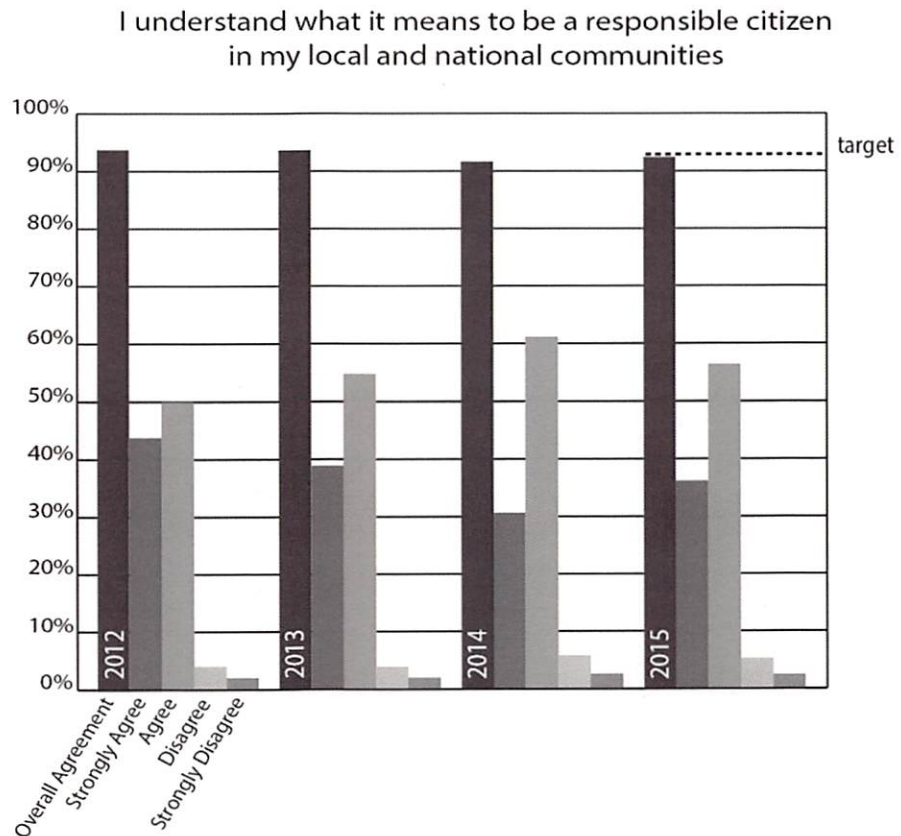
Target for 2015: Continued results at or above 93%

This target was met. Calgary Board of Education students successfully understand Social Studies issues, information and ideas from the Alberta Social Studies Program of Studies, with its focus on citizenship.

Target for 2016: Continued results at or above 94%

2. The Calgary Board of Education student survey asks students to report on a number of aspects of their learning. This includes asking grade 12 students the extent to which they agree with the statement "I understand what it means to be a responsible citizen in my local and national communities".

I understand what it means to be a responsible citizen in my local and national communities				
Student Survey	2012	2013	2014	2015
Strongly Agree	44.0%	38.9%	30.7%	36.1%
Agree	50.0%	54.8%	61.0%	56.4%
Disagree	3.9%	4.0%	5.7%	5.2%
Strongly Disagree	2.1%	2.2%	2.7%	2.3%
Overall Agreement	94.0%	93.7%	91.7%	92.5%



Target for 2015: 93%

This result was not met; improvement noted. Student survey results on this measure increased between 2014 and 2015 demonstrating progress toward the target.

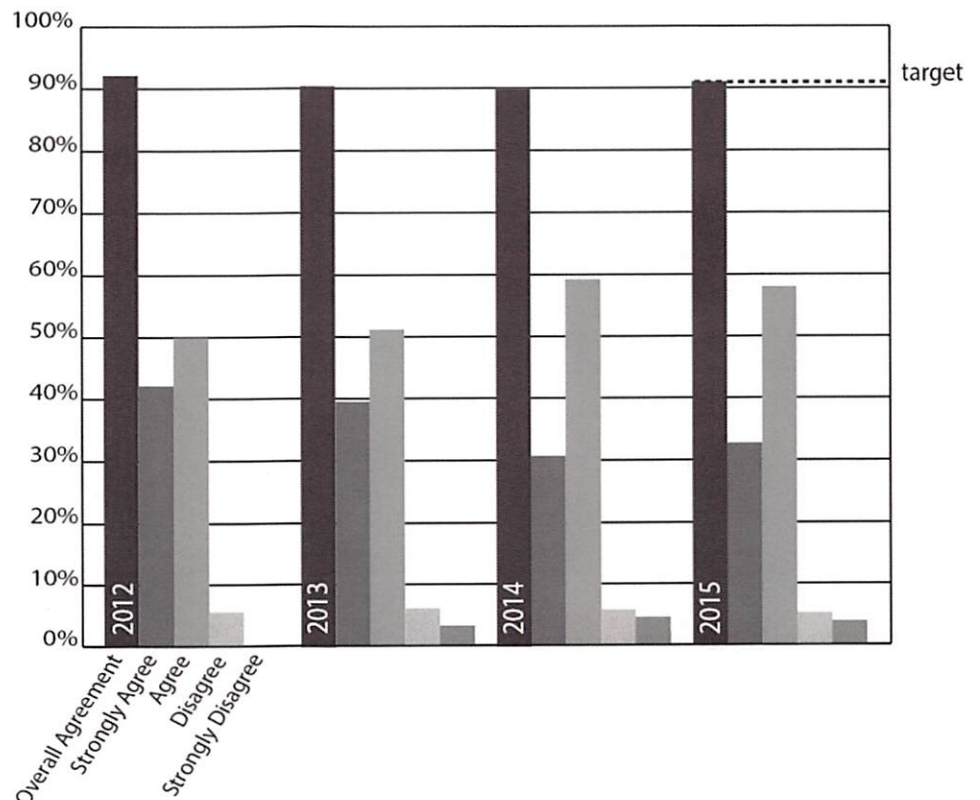
Target for 2016: 93%



3. The Calgary Board of Education student survey asks students to report on a number of aspects of their learning. This includes asking grade 12 students the extent to which they agree with the statement “I understand what it means to be a responsible global citizen”.

I understand what it means to be a responsible global citizen				
Student Survey	2012	2013	2014	2015
Strongly Agree	42.1%	39.4%	30.8%	32.8%
Agree	50.1%	51.2%	59.2%	58.2%
Disagree	5.6%	6.2%	5.6%	5.2%
Strongly Disagree	2.2%	3.2%	4.4%	3.8%
Overall Agreement	92.2%	90.6%	90.0%	91.0%

I understand what it means to be a responsible global citizen



Target for 2015: 91%

This target was met.

Target for 2016: 92%

3.3 Respect and embrace diversity

Board-approved Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students appreciate the cultural pluralism and individual equality that are foundational to Canadian society.

The Chief Superintendent interprets *respect and embrace* to mean to see as equal, learn from and treat with dignity.

The Chief Superintendent interprets *diversity* to mean the full range of uniqueness within humanity.

Board-approved Indicators |

1. Percentage of students in kindergarten-grade 9 reported to demonstrate respect and appreciation for diversity; as measured by student report cards.
2. Percentage of high school students who report they value other cultures; as measured by student surveys.
3. Percentage of high school students who report they appreciate and learn from the perspectives of others; as measured by student surveys.

Results |

1. Assessment and reporting of Citizenship, Personal Development and Character are embedded throughout the programs of study and students' daily learning experiences. The assessment and reporting of Citizenship, Personal Development and Character is strength-based with information collected from a number of learning events across a school year. Data for these aspects of student learning have been collected from report cards across the CBE.

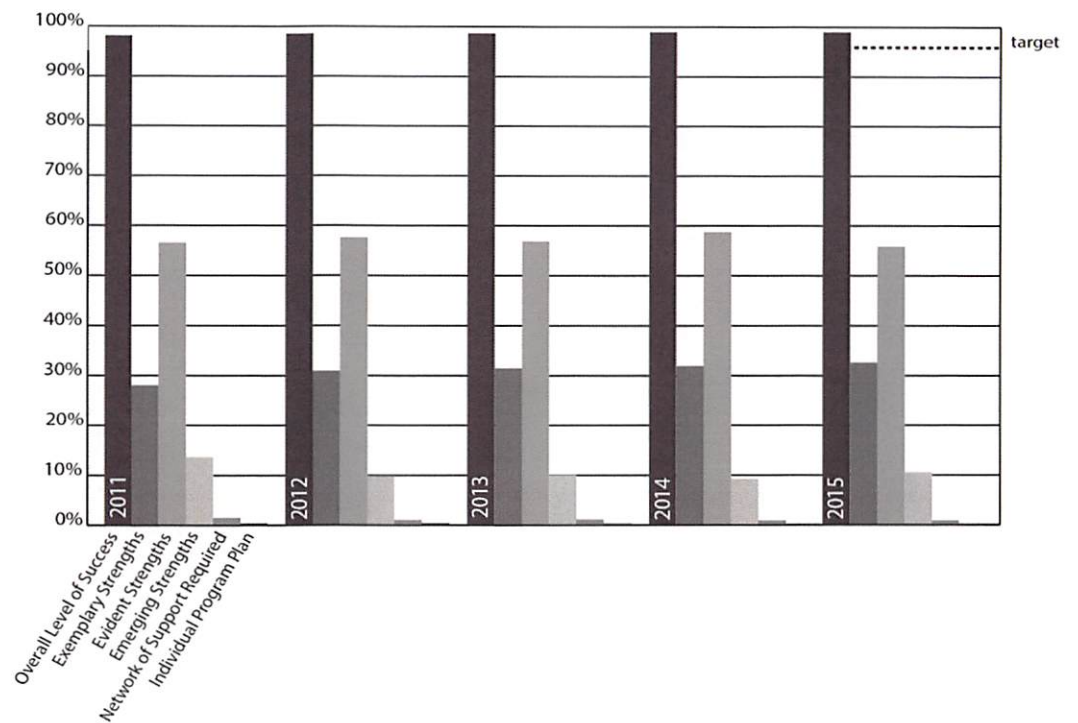
From 2011 to 2014 student success for this aspect of citizenship was reported in different formats for students in kindergarten and grades 1-9. Beginning in 2015 the kindergarten report card stem is the same as for students in other grades and now creates a single data set. The historical kindergarten-specific information is included here for reference.

Demonstrates respect and appreciation for self and others				
Historical data - Kindergarten				
	2011	2012	2013	2014
Strongly meeting expectations	29.8%	36.1%	35.7%	43.0%
Meeting expectations	66.1%	58.9%	59.5%	52.6%
Requires support to meet expectations	3.5%	4.3%	4.0%	3.6%
Not yet meeting expectations	0.2%	0.5%	0.1%	0.0%
Individual Program Plan	0.4%	0.7%	0.8%	0.9%
Overall results for independently meeting expectations	95.9%	95.0%	95.2%	95.6%

Demonstrates respect and appreciation for diversity					
	2011	2012	2013	2014	2015
Exemplary strengths	28.2%	30.9%	31.7%	31.9%	32.6%
Evident strengths	56.4%	57.7%	56.8%	57.7%	55.8%
Emerging strengths	13.6%	9.8%	10.1%	9.2%	10.5%
Network of support required	1.5%	1.2%	1.2%	1.0%	1.0%
Individual Program Plan	0.4%	0.4%	0.3%	0.2%	0.1%
Overall levels of success	98.2%	98.4%	98.6%	98.8%	98.9%



Demonstrates respect and appreciation for diversity



Target for 2015: Continued results at or above 96%

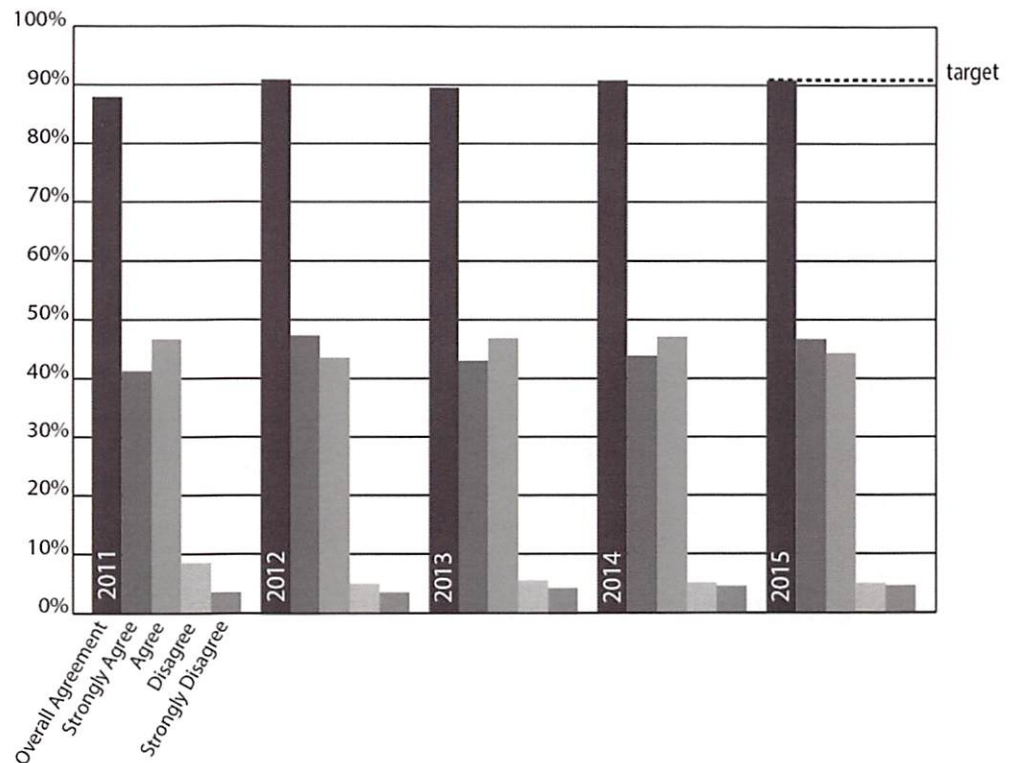
This target was met; sustained performance above 98% indicates strongly inclusive practices among Calgary Board of Education students.

Target for 2016: Continued results at or above 98%

- The Calgary Board of Education student survey asks students to report on a number of aspects of their learning. This includes asking grade 12 students the extent to which they agree with the statement "I value other cultures".

I value other cultures					
Student Survey	2011	2012	2013	2014	2015
Strongly Agree	41.3%	47.5%	43.0%	43.7%	46.6%
Agree	46.6%	43.6%	46.7%	47.0%	44.2%
Disagree	8.4%	5.2%	5.8%	5.0%	4.8%
Strongly Disagree	3.7%	3.6%	4.5%	4.4%	4.6%
Overall Agreement	87.9%	91.1%	89.7%	90.7%	90.8%

I value other cultures



Target for 2015: 91%

The current result is within two-tenths of a percentage point of the target. This target was essentially met.

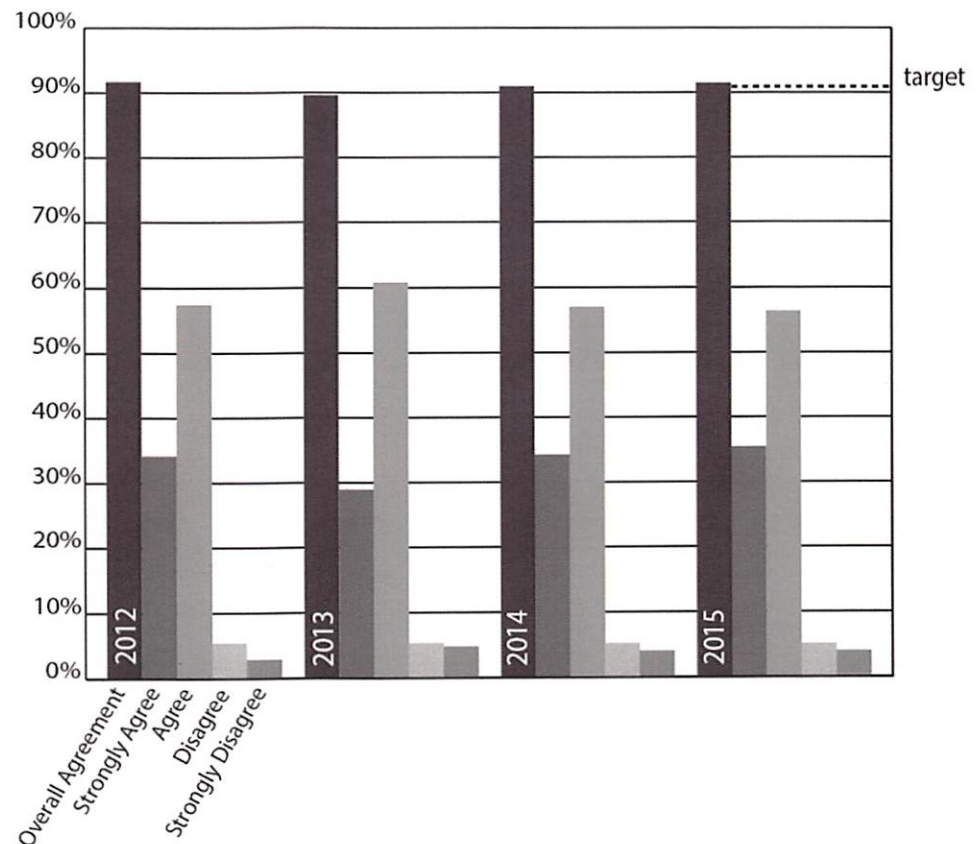
Target for 2016: Continued results at or above 91%

- The Calgary Board of Education student survey asks students to report on a number of aspects of their learning. This includes asking grade 12 students the extent to which they agree with the statement "I appreciate and learn from the perspectives of others".

I appreciate and learn from the perspectives of others				
Student Survey	2012	2013	2014	2015
Strongly Agree	34.1%	28.9%	34.3%	35.2%
Agree	57.6%	60.7%	56.7%	56.1%
Disagree	5.5%	5.5%	5.2%	5.0%
Strongly Disagree	2.8%	4.8%	3.8%	3.7%
Overall Agreement	91.7%	89.6%	91.0%	91.3%



I appreciate and learn from the perspectives of others



Target for 2015: Continued results at or above 91%

This target was met.

Target for 2016: 92%

3.4 Be responsible stewards of the environment by contributing to its quality and sustainability.

Board-approved Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will care for the diversity and health of the land, its ecosystems and climate by minimizing the impact of their activities.

The Chief Superintendent interprets *responsible stewards* to mean that students will act to protect resources and minimize waste.

The Chief Superintendent interprets *environment* to mean the surroundings and conditions that affect the development of all living things.

The Chief Superintendent interprets *quality and sustainability* to mean the ability of the environment to support the needs of diverse life forms now and into the future.

Board-approved Indicators |

1. Percentage of students who report they take action to protect the environment; as measured by student surveys.
2. Percentage of students who report they use resources responsibly; as measured by student surveys.

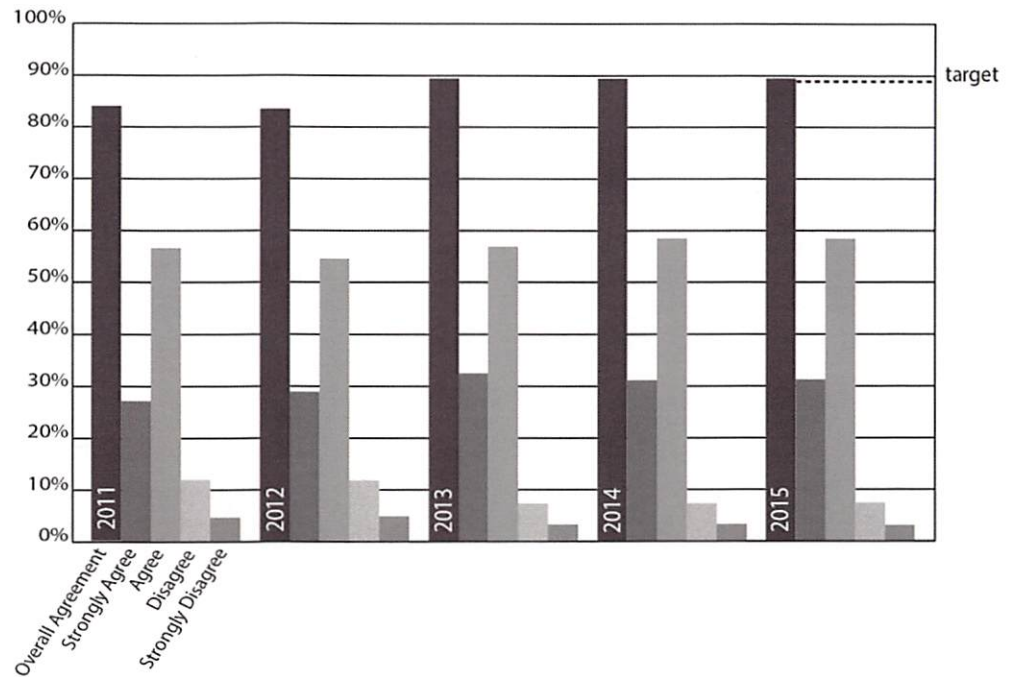
Results |

1. The Calgary Board of Education student survey asks students to self-report on aspects of their learning. Grade 12 students have been asked for several years about the extent to which they agree with the statement “I take action to protect the environment”. Beginning in 2013 information was collected from students in grades 4, 7 and 10 as well.

I take action to protect the environment					
Student Survey	2011	2012	2013	2014	2015
Strongly Agree	27.2%	29.1%	32.5%	31.0%	31.2%
Agree	56.6%	54.3%	56.9%	58.4%	58.3%
Disagree	11.7%	11.7%	7.3%	7.2%	7.5%
Strongly Disagree	4.5%	4.9%	3.3%	3.4%	3.0%
Overall Agreement	83.8%	83.4%	89.4%	89.4%	89.5%



I take action to protect the environment



Target for 2015: Continued results at or above 89%

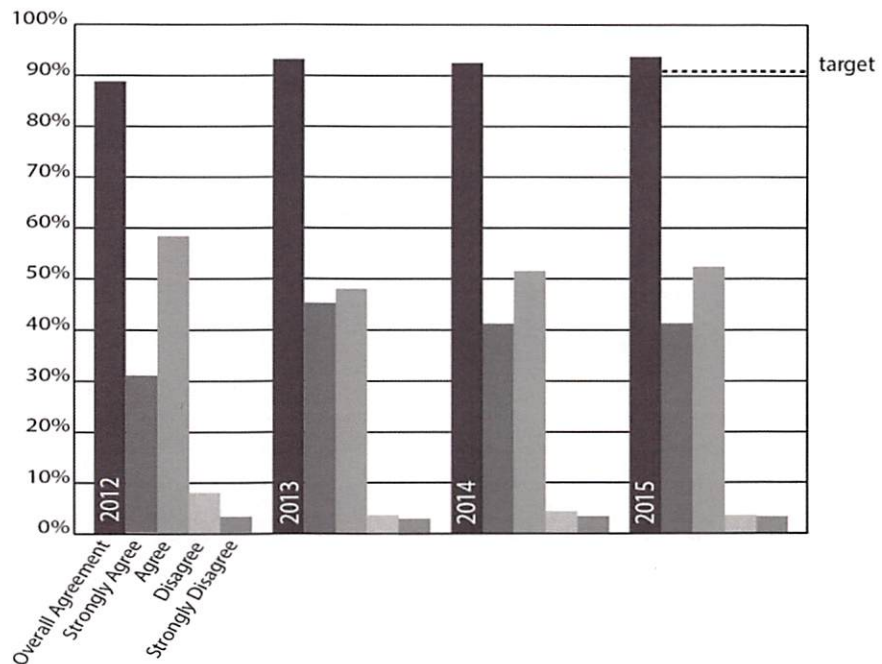
This target was met.

Target for 2016: 90%

- The Calgary Board of Education student survey asks students to self-report on aspects of their learning. Grade 12 students have been asked for several years about the extent to which they agree with the statement "I use resources responsibly". Beginning in 2013 survey information was collected from students in grades 4, 7 and 10 as well.

I use resources responsibly				
Student Survey	2012	2013	2014	2015
Strongly Agree	30.8%	45.3%	41.1%	41.2%
Agree	58.2%	47.9%	51.4%	52.4%
Disagree	8.0%	3.6%	4.2%	3.3%
Strongly Disagree	3.1%	3.2%	3.3%	3.1%
Overall Agreement	88.0%	93.2%	92.5%	93.6%

I use resources responsibly



Target for 2015: Continued results at or above 91%

This target was met.

Target for 2016: Continued results at or above 92%

3.5 Be able to lead and follow as appropriate, and to develop and maintain positive relationships with other individuals and groups in order to manage conflict and to reach consensus in the pursuit of common goals.

Board-approved Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will work well with others to advance individual and group learning.

The Chief Superintendent interprets *lead and follow* to mean that students take multiple roles in contributing to the work of a group.

The Chief Superintendent interprets *develop and maintain positive relationships* to mean that students communicate and interact effectively with others.

The Chief Superintendent interprets *manage conflict and reach consensus* to mean that students communicate and problem solve together for their shared benefit.

Board-approved Indicators |

- 1 | Percentage of students in kindergarten-grade 9 reported to work and collaborates effectively with others; as measured by student report cards.
- 2 | Percentage of high school students who report they work and communicate effectively with others; as measured by student surveys.

Results |

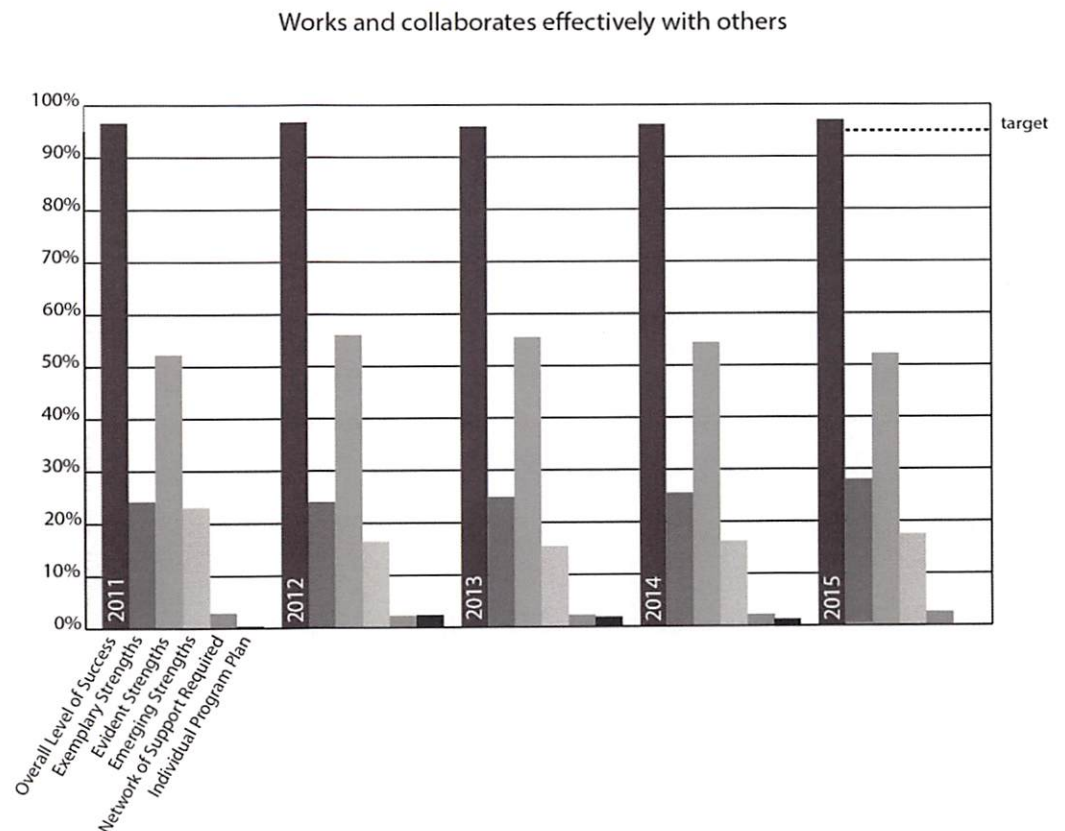
1. Assessment and reporting of Citizenship, Personal Development and Character are embedded throughout the programs of study and students' daily learning experiences. The assessment and reporting of Citizenship, Personal Development and Character is strength-based with information collected from a number of learning events across a school year. Data for these aspects of student learning have been collected from report cards across the CBE.

From 2011 to 2014 student success for this aspect of citizenship was reported in different formats for students in kindergarten and grades 1-9. Beginning in 2015 the kindergarten report card stem is the same as for students in other grades and now creates a single data set. The historical kindergarten-specific information is included here for reference.

Works and communicates effectively with others Historical data - Kindergarten				
	2011	2012	2013	2014
Strongly meeting expectations	27.7%	30.8%	29.0%	34.5%
Meeting expectations	64.9%	60.5%	57.8%	58.2%
Requires support to meet expectations	5.2%	5.5%	6.4%	4.7%
Not yet meeting expectations	0.1%	0.1%	0%	0%
Individual Program Plan	2.2%	3.1%	4.2%	2.6%
Overall results for independently meeting expectations	92.6%	91.3%	86.8%	92.7%



Works and collaborates effectively with others					
	2011	2012	2013	2014	2015
Exemplary strengths	24.1%	24.2%	24.9%	25.5%	27.7%
Evident strengths	52.2%	56.1%	55.6%	54.5%	52.1%
Emerging strengths	20.3%	16.6%	15.3%	16.2%	17.3%
Network of support required	3.0%	2.3%	2.2%	2.3%	2.5%
Individual Program Plan	0.5%	2.3%	2.0%	1.5%	0.4%
Overall levels of success	96.6%	96.9%	95.8%	96.2%	97.1%



Target for 2015: Continued results at or above 95%

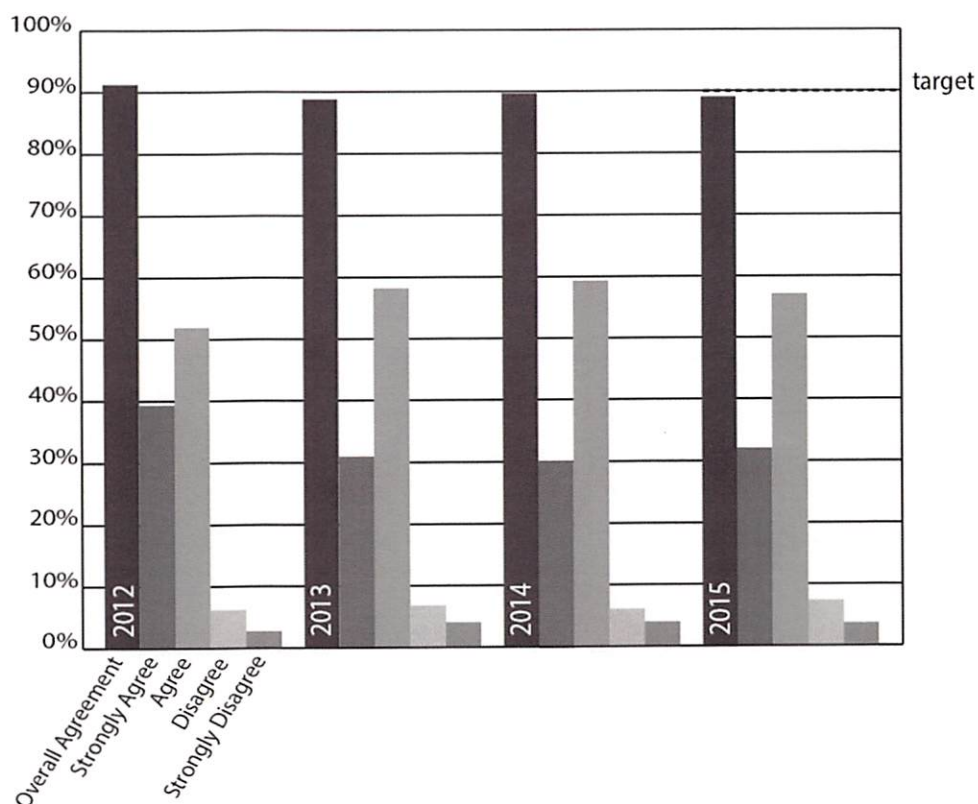
This target was met with the result at 97.1%

Target for 2016: Continued results at or above 96%

2. The Calgary Board of Education student survey asks students to report on a number of aspects of their learning. This includes asking grade 12 students the extent to which they agree with the statement "I work and communicate effectively with others."

I work and communicate effectively with others				
Student Survey	2012	2013	2014	2015
Strongly Agree	39.3%	30.8%	30.4%	32.1%
Agree	51.8%	58.1%	59.4%	57.1%
Disagree	6.2%	7.0%	6.2%	7.4%
Strongly Disagree	2.7%	4.1%	4.0%	3.4%
Overall Agreement	91.1%	88.9%	89.8%	89.2%

I work and communicate effectively with others



Target for 2015: Continued results at or above 90%

This target was not met at 0.8 below the goal.

Target for 2016: 90%

GLOSSARY – Developed by the Board of Trustees

ATTACHMENT I: Capacity Building Information

ATTACHMENT II: Student-Contributed Examples of Citizenship in Action

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

Monitoring Report: The Board wants to know that its values have driven organizational performance.

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

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

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



attachment

Students will:

- | | |
|-----|---|
| 3.1 | Participate in developing and maintaining our Canadian civil, democratic society. |
|-----|---|

Indicator 2

Percentage of grade 12 students who report that they exercise their democratic rights and responsibilities within the learning community; as measured by student surveys.

Factors contributing to success in this area:

- Students demonstrate strong levels of success in exercising their democratic rights and responsibilities within the learning community in grades 1-9 and are well prepared to continue doing so during their high school years.
- School-specific data shows that CBE high schools that are explicit about democratic principles within their day to day conversations and functioning are most able to create success for students in this area of their education.
- Students report that they are most successful in this area when they have ample opportunity to participate in democratic processes and when they understand, in concrete ways, the benefits of their participation.

Forward Looking Actions |

- Support high school principals in making democratic principles and processes more explicitly part of their school cultures and students' experiences
 - providing student opportunities for participation in democratic processes
 - demonstrating to students the impact and benefit of their participation
- Refine CBE student survey strategy to increase clarity of practices and purposes, enhance data access and usability for schools and decrease survey fatigue (this capacity building action is expected to have a positive impact beyond this specific indicator within Results 3).



| attachment |

- I have experienced a lot of great aspects that the CBE can bring. In my own journey, I see diversity everyday in my own classroom. At my school, each and every one of us is different. The diversity within my class has opened my eyes to see different perspectives from around the world. Not only perspectives, but I also get to be informed of cultures different from my own. This has definitely helped me embrace diversity in everyday life. Diversity helps people to see that we all have things in common, yet we all have things that are different. When you learn to accept these facts and embrace them, I have found that you become socially and civically responsible.

Another great opportunity that the CBE has provided me with is the ability to volunteer/fundraise. In my own school, I am part of our social justice club. This is mainly student led, as my friend and I planned out each fundraiser we will be holding throughout this school year. If it were not for this club at my school, I would not be aware of the struggles that people in our world face on a day to day life. Not only do we focus on global causes such as Free The Children and World Wildlife Fund, but we also help in fundraising for Inn From the Cold and The Mustard Seed. This winter we are holding a holiday hamper fundraiser. Each classroom will be given a list and they are encouraged to fulfill the list. This is one of my favourite fundraisers because it is more than just bringing in money and getting something in return. Students become engaged by bringing these food items and I believe that it is rewarding to know that not only are we helping people around the city, these holiday hampers are actually going to kids in our school who need the extra help during this time of year.

- Diversity is all around us, within ideologies, peoples and cultures. Diversity creates individualism, uniqueness, as well not to mention, brings a myriad of perspectives to the table. Along my personal journey through the Calgary Board of Education I have been able to embrace and develop respect for diversity. Throughout Social and English classes, understanding and accepting diversity is a large underlying competency entwined within our curriculum. We are encouraged to develop and consider multiple perspectives throughout our projects and assignments, to cultivate our narrow views into thinking broader and with an open, accepting mind. Additionally, these types of assignments empower us to reflect on our own cultures, values and perspectives to mould and shape our personal identities.
- In my short time as a member of the CBE, I have been given incredible opportunities to grow as a citizen. During my first week in Calgary, I was



eager to get involved in school and applied to the CSSAC. Because all the members are from different schools and have unique backgrounds, there is great variety in perspectives on school issues; it's amazing to hear everyone and be able to feed off of each other's ideas. I translate this open-mindedness to daily life situations; and by doing so, my passion to do more for our community and create a better system for the students has only grown! While I've only been here for a short period of time, I am very thankful for all the incredible opportunities I have had and hope to continue to contribute positively to society.

- I have lived by making friends from many corners of the world and I respect culture and religion. I am usually nice and am able to adjust to the world's problems and the world's feeling on these issues. I always pick up litter and recycle and my family tries to be as Eco friendly as possible to the earth and to ourselves. I try to make the world a better place and am pretty capable at cooperating with different people with different personalities. Being here at the CBE for 9 years has changed my life in Canada and my education.

I've learned and grown to be a better Canadian citizen through my social studies class throughout the years. I've gotten to learn about different societies and cultures and their way of living. In social, I've gotten to learn everything from ancient civilizations to current events happening in our world at the moment. To me it's amazing how I get insight into somebody else's worldview. Getting that little bit of insight has helped me to embrace diversity even more than I've already have. I love hearing peoples stories and learning about their traditions, values, beliefs, and worldview. Social studies class has also helped me learn about Canadian history, how we became a country and how we got to where we are now. I've learned about or freedoms and rights and how even those of us that aren't citizens—like me—still have our rights and aren't discriminated but welcomed.

- My experience through CBE has also given me a better understanding to different cultures. I have had the opportunity to meet so many people who come from varying backgrounds, each sharing their traditions with me. Every year, my school holds a potluck where students can bring their cultural foods and wear traditional clothing. Through this event, we all experience the different dishes and fashions of countries, each of us becomes more accepting and open minded to new things. I consider this to be very immersive and realistic as the world has so many cultures and traditions to be experienced. Without experiencing and understanding them, we can often become close-minded and prejudiced against things that feel unfamiliar or strange to us. The CBE has given me the opportunity to be with such diverse peers. They themselves have educated me on embracing their culture as well as integrating and not assimilating our cultures in order to



make our school a community. This has made me into the respectful and accepting citizen that I am now.

- I have learned to respect diversity through the CBE by being in a school that embraces a wide variety of ethnicities and beliefs. Those beliefs and cultures have been introduced to me since beginning my CBE career and I have learned so much about others. As well I have been given the opportunity to share my own culture and background with my peers.

The teachers at the CBE have taught me in my various classes the rights and responsibilities of citizenship in all contexts. One exciting example of this was getting to vote in the student held federal election. I was able to discover how the rights of the citizens long ago were so vastly different than those we have today. I was able to understand the importance of my responsibilities as a citizen of Canada. I have been so proud lately that I belong to a school system that allows such open and honest conversation about topics that affect our country such as the recent refugee crisis.

One peer of mine that I had talked to about the refugee crisis was afraid to share their thoughts at first because of the fear they would have been punished like they would have in the school in their home country. After it was explained that our school respects opinions and encourages them, the student then slowly told their true thoughts about the event. This is just a small example of how students within CBE schools show respect of diversity every day.

- The Calgary Board of Education has presented me with many opportunities to prosper as a local and global citizen. The opportunity to learn in French from an early age has allowed me the intercultural engagement that is becoming increasingly important these days. In the classroom, I have learned that considering every perspective on a situation is part of my social responsibilities. Further, I have come to understand the importance of embracing and celebrating the diversity that our world has to offer.

Through class discussions and conversations, I have discovered how much variation there is in this world. For me, understanding and questioning perspectives is vital to the functioning of a society. Through my education I have been able to explore many perspectives without judgement. As a student, I am encouraged to explore every perspective and to question why one might choose one perspective over another. Not to say that one is better but to have an understanding of why. We are taught the motives and perspectives of the people who lead rebellions and revolutions, to help us understand why as humans we act the way we do. My education has taught me to question the world around me and stand up for what I believe in. My freedom to question is something for which I will always be grateful.



- Citizenship is a global issue that every person should be aware about and strive to practice every single day. It is about being responsible, exercising your democratic and civil rights, actively protecting the environment and accepting everyone, no matter what type of background they have. Over my last ten years in the CBE system, I have been fortunate enough to have had many experiences that have helped to show me the importance of citizenship and what exactly it means to be a good citizen. I am also fortunate to be able to be around many positive citizens every single day, these citizens of course being my classmates, which have also used the experiences they have been given in their education to become powerful and responsible citizens. Firstly, exercising your democratic and civil rights as a Canadian citizen is vitally important, as then you are not only practicing being a citizen, you are also helping to develop and maintain those democratic and civil rights and freedoms, as well as responsibilities, for future Canadian citizens. As well, you are also getting to fully understand the rights, freedoms and responsibilities that you, as a citizen, have on local, national and even international levels.

Canada, in the last few years, has sadly suffered from low youth voter turnout numbers. Youth need to get out and vote more. It isn't just about getting your voice out there, it is also about being a responsible citizen and also helping to improve Canada's democracy for all. To try and engage students, even though we couldn't technically vote, a Student Vote was held in our school. This is so important, as I know I want to definitely vote when I grow up, but I saw many of my classmates inspired and motivated by this experience, even though it was simulated. It made them really realize that this is a big part about practicing citizenship on a national scale and informed them about how important voting is. We also all voted for who we actually wanted to win in our riding, which was based on some background reading we did. During this "vote", we all felt a feeling of citizenship and felt that we had completed our social and civic responsibilities after participating in it. This experience helped me and so many other people become better citizens overall. I can proudly say that me and lots of my classmates will be practicing citizenship and casting our votes in the 2019 federal election.

Citizenship can also be demonstrated by being a positive environmental steward. Positive environmental citizenship is very important. We need to understand the full effects of recycling, climate change and renewable power, among other branches of protecting and preserving the environment for future generations. Through clubs, lessons and activities, we have helped to make sure that all students are fully aware of what their duty, as a citizen, is in regards to protecting and conserving the environment. The first time that I fully became aware of how big an issue environmental conservation is in regards to one's citizenship, is when we learnt about the Iroquois, who live by the Seventh Generation Rule. This rule basically states that when decisions are being made about energy, natural resources and



other things that directly have an effect on the environmental well being of the planet, we must think of the effects that such a decision would have seven generations later. This impacted me a lot, and I drew the connection between environmental protection and that of being a citizen. Before this, practicing citizenship, to me, was just about being kind to everyone and about fully understanding what rights, freedoms and responsibilities that you, as a citizen, have. That was the moment when I realized that environmental issues are also part of being a citizen, as the well being of the environment is everyone's job and, the results of it, effect everyone, which is why all citizens have to be aware of it.

- Throughout the years of being a CBE student, I had my fair share of experiences, where I was the new kid, and I absolutely despised it. Whenever, there is a new student, I do whatever it is, in my nature, to make them feel welcomed. You feel excluded from everyone who already has their group of friends, that's why I try to be extremely welcoming and friendly! Especially when there are kids, that have a hard time with English. I'm sure they feel extremely excluded and "foreign" to what they're used to. It's important to have close friends, but it's also important, to be open to diversity, and be the leader to help others. We are Canadians, and that's who we are! We are Canadian citizens, who are so friendly, we are known for it!

My class recently visited the Drop-In Center in downtown. The Drop-In Center is somewhere, where the less fortunate can have a place to feel safe. We, as a class, went there to volunteer and help out. We helped prep food, and make sensible messages for things called "Frost Bite Bags". Volunteering is one way to give back, and show the citizenship we all have. If we didn't volunteer, the Drop-In Center would have extreme difficulty serving lunch! We help each other out, and that's who we are!

- In grade 6, some of my friends and I were the leaders of the "We Create Change" campaign at our school. For this campaign, we were given collection bags from RBC which we gave to each of the classroom. Students were asked to drop off pennies to their teachers who collected them in the bags. Each full bag was enough money to provide clean water for someone in Africa for their whole life.

This campaign really jumped out at me while we were choosing a worthwhile event to do at our school. Many Canadians don't understand what it's like to not have clean water accessible at all times and I wanted to make a difference by making everyone more aware of these global issues. We were able to do that in different ways - for example, creating an imovie that was shared with the entire school, as well as making a large water droplet that showed how much we collected from week to week.



In the end, our school raised a total of \$800: \$500 in pennies and \$300 in other loose change that people had given. I was really engaged while doing this project because I was able to see just how easy it was to help other people without having to leave their community. Being involved in this campaign also helped me to better appreciate just how privileged we are to live in Canada compared to other countries. And because of this privilege, I feel more strongly than ever that it is our responsibility as global citizens to help those in need.

- Throughout my 3 years in the CBE I have grown as a citizen in my community. At the start of my high school career I was very timid and was scared to get involved in my school so when I started grade 11 I decided to make a change and join various clubs at my school. I value my education and joining these clubs has given me a voice in my school to better my education and become a more active citizen. Through joining these clubs I have gained a greater knowledge of the school I go to and what other students value in their education.

With the ability to grow as a citizen within my own school has helped me grow as a citizen within my community. I have been able to branch out and volunteer within my community. My school has educated me on the problems within my community and inspired me to make a difference.

- I have lived and participated in citizenship as a CBE student in various ways through school clubs and being involved in several other ways throughout my community. I participated in developing and maintaining our Canadian civil, democratic society by being educated about the past election, and keeping up to date with the news. I know that this is important because I know it's my right, and responsibility to vote when I turn 18.

I have shown my understanding of Canadian rights, and embraced diversity by being an active member of the the GSA group at my school. We have helped the school understand and be more accepting of the LGBTQA community. I have also embraced diversity by being part of the Citizenship Group at my school, where we welcome newcomers to Canada, and help them feel at home in their new country.

As a CBE student, I have been a responsible steward of the environment by being involved in the schools earth, where we regularly regulate and take care of paper towel composting. I have also been part of an organization called the Global Green Alliance, where we strived to educate our peers on how to make more sustainable decisions.



operational
expectations
monitoring report

Monitoring report for
the school year
2014-2015

January 12, 2016.

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: Jan 4/16

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 and revised on December 2, 2014. The Board of Trustees last monitored OE 6: Financial Administration on January 13, 2015.

6.1 The Chief Superintendent will ensure that payroll and debts of the organization are promptly paid when due.

- 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.

- 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.

- Indicator1: Compliant

6.4 The Chief Superintendent will make all reasonable efforts to collect any funds due the organization from any source.

- Indicator 1: Not compliant



operational
expectations
monitoring report

OE-6: Financial Administration

6.5 The Chief Superintendent will keep complete and accurate financial records by funds and accounts in accordance with Canadian Generally Accepted Accounting Principles.

- Indicator 1: Compliant

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.

- Indicator 1: Compliant

6.7 The Chief Superintendent shall not indebt the organization.

- Indicator 1: Compliant

6.8 The Chief Superintendent shall not expend monies from reserve funds.

- Indicator 1: Compliant

6.9 The Chief Superintendent shall not transfer monies between operating reserves, capital reserves or committed operating surplus.

- Indicator 1: Compliant

6.10 The Chief Superintendent shall not allow any required reports to be overdue or inaccurately filed.

- Indicator 1: Not compliant
- Indicator 2: Compliant

6.11 The Chief Superintendent shall not receive process or disburse funds under controls that are insufficient.

- Indicator 1: Compliant



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
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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.

For the 2014-15 fiscal year, quarterly variance reports were presented to the Board of Trustees on the following dates:

- First Quarter 2014-15 Operating – November 25, 2014
- Second Quarter 2014-15 Operating – April 14, 2015
- Third Quarter 2014-15 Operating – June 16, 2015
- Fourth Quarter 2014-15 Operating – December 1, 2015

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 2014 to August 2015 payroll accuracy was 99.4%.

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 2014 to August 2015 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 2014-15 was \$1,440,800 representing 5.3% 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 1, 2015 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 2014-15 audited financial statements showed a net operating surplus of \$11.4 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.

There were no new debt arrangements made in 2014-15.

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

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 2014-15 year was provided in the approval of the 2014-2015 Operating Budget on May 20, 2014. Reserve transfers (reflecting the actual expenditure of reserve funds) were approved by the Board of Trustees on December 1, 2015.

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 December 1, 2015.

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 not compliant with this indicator.

99% 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. One report entitled "Fall Budget Update" was submitted 2 days late to Alberta Education in December 2104.

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 one of two indicators in sub-section 6.10 are in compliance. The exception is indicator 6.10.1

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

January 12, 2016

- 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 2014 to August 2015 payroll accuracy was 99.4%. For the vast majority of the 0.6% 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 continues 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. As a direct result, Payroll accuracy continues to improve.

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

For the period of September 2014 to August 2015 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 increased to 5.3%, and therefore remains above the reasonable interpretation level. Administration continues to monitor the rates of uncollectible accounts. These rates based on total fee revenue are:

	2014-15	2013-14	2012-13
waiver rate	11.6%	9.4%	9.1%
uncollectible rate	5.3%	5.1%	5.5%
	16.9%	14.5%	14.6%



| attachment |

OE-6: Financial Administration

As discussed in prior years, 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.





Board of Trustees

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

Board Chair
Joy Bowen-Eyre

Vice-Chair
Judy Hehr

Trustees
Lynn Ferguson
Pamela King
Trina Hurdman
Amber Stewart

November 12, 2015

Board of Trustees
Calgary Board of Education

Dear Board Members,

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 2014-15 fiscal year. As Chair of the Audit Committee, I am pleased to confirm:

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

Sincerely,

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 2014-2015

Report date:
January, 12, 2016
Resubmitted:
January 19, 2016

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
2014-2015
January 12, 2016.

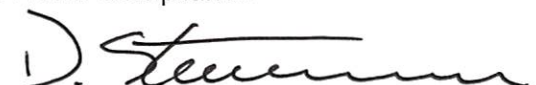
OE-7: Asset Protection

CHIEF SUPERINTENDENT CERTIFICATION

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

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

Signed:



David Stevenson, Chief Superintendent

Date:

Dec 15, 2015

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 13, 2015.

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.

- 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.

- Indicator 1: Compliant

7.3 Protect intellectual property, information, files, records and fixed assets from loss or significant damage.

- 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.

- 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.

- 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.

- Indicator 1: Compliant

7.7 Acquire, encumber or dispose of real property.

- Indicator 1: Compliant

7.8 Take any action that damages the organization's public image or credibility.

- 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 indicated that 54% of the schools audited (7 of 13 schools) achieved the CBE's target maturity standard of "Essential" based on Generally Accepted Recordkeeping Principles. Four (4) schools were assessed as having achieved the lower maturity standard of "In development" while the RM practices of two (2) schools were determined to be at a "Sub-Standard" maturity level.

Administration has continued to prioritize the work required to ensure that the CBE's practices align with Generally Accepted Recordkeeping Principles while simultaneously building the organizational capacity required to enhance that maturity targets as described in the Records Management time line are met.



- 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.

2014-2015 represents the fifth year of work towards advancing the organization's GARP maturity level as detailed in the approved Records Management time line.

This indicator is directly tied to the activities detailed in the Records Management timeline. The timeline was established as a means of measuring the completion of crucial tasks over a number of years.

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 October 7th 2014, January 13th 2015, March 3rd 2015 and June 9th 2015, all targets defined in the timeline for the 2014-2015 School Year were met.

The Corporate Records Management Program timeline is available at: <http://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 of the millions of intrusion attempts, two (2) unauthorized access incidents and nine (9) 'phishing' intrusions (where staff members were deceived through different methods into disclosing their passwords to individuals who were neither entitled nor authorized to have access to CBE Systems) were successful.

All incidents were thoroughly investigated, rectified quickly to prevent further compromise and addressed including (where appropriate), referral to Calgary Police Services for development of criminal proceedings. Furthermore, administration has directed work toward investigating and implementing measures to strengthen authentication and authorization methods.

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 per cent of critical/sensitive/confidential electronic information and data within CBE-managed systems is access controlled with passwords. Encryption had previously been applied to all



CBE desktops and laptops and these standards were extended during the 2014-2015 school year to include all mobile devices that connect to the corporate mail system. An internal audit of the Financial System including the examination of password controls was conducted and no user password issues were identified.

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 2014-15, \$95.3 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 \$81.0 million, therefore 118% 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 2012-13 to 2014-15, \$59.2 million was spent on qualified IMR projects, while \$71.6 million in IMR funding was received. The three year rolling average related to funding is \$23.9 million. The annual expenditure on IMR projects in 2014-15 was \$21.9 million, which is 92% of the three year rolling average.

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 2014-15, only 1 of 187 (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 2014-15, 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.

CBE's interest in the South Fish Creek Recreation Complex was transferred on Feb 23, 2015. This disposal was approved by a Board motion on June 28, 2005. No other disposals of real property occurred in 2014-15.

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 2014-2015 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.

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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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-7: Asset Protection

January 12, 2016.

Capacity Building Information

7.3 Protect intellectual property, information, files, records and fixed assets from loss or significant damage.

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.

A recent, random internal audit of record management practices indicated that while a majority of the schools audited achieved the CBE's target standards or better, more work and progress was needed. Upon deeper analysis, it was apparent that maturity of RM practises correlated with the level of engagement with the Records Management department, specifically, participation in training opportunities, utilization of available support materials and taking advantage of RM assistance offered by Records Technicians. Essentially, schools that had engaged more fully in the latter were able to apply pertinent knowledge, skills and strategies to their practice and their practise met or exceeded the target standards. Administration intends to continue to offer training, support resources and direct RM onsite assistance to schools and to redouble efforts to encourage participation so that organizationally the CBE's practices will be consistent with Generally Accepted Recordkeeping Principles.



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

Date	January 19, 2016
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board

1 | Recommendation

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

2 | Issue

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

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



Personalize Learning

New CBE students

Given the anticipated arrival of several hundred refugee students from Syria in the New Year the CBE has taken many measures to prepare. Following our current model of Literacy, English and Academic development (LEAD) classes, we have created additional spaces at five schools to accommodate students from Syria (and other refugees) who have limited English language proficiency, significant gaps in their schooling or no formal schooling, and may have suffered violence, trauma and grief.

The CBE will continue to participate on the city-wide Syrian Refugee Project steering committee. Close communication is ongoing with the Margaret Chisholm Reception Centre so we can provide wrap-around services for the refugees.

Student numbers as of December 31, 2015 are as follows:

- 9 students have registered at Kingsland Centre.
- 69 students are expected to register over the next two weeks, with more expected over the course of the next few months.

Alternative Program Registration Process

Commencing in 2016 all alternative programs will be using a common registration process to allow parents to make choices that best fit the needs and interests of their child. This new process creates efficiencies for school office staff and administration. By simplifying the process, all interested students will be able to attend the programs of interest except in cases where programs are over-subscribed. In this case, the normal lottery process will take place.

Condition for Success: Graduation Coaches

High school graduation coaches have now been placed in each of our high schools to enhance the success of our aboriginal learners. In late November we held our first monthly Graduation Coach Professional Learning Community (PLC) meeting. The coaches have already begun working with students and teachers at each school on strategies and individual plans for success.



Build Professional Capital

Science 30 Professional Learning Network

2014-15 student achievement data indicate that Science 30 is an area that requires further strengthening. A Professional Learning Network has been established to support the work of Science 30 teachers through a focus on instructional design and assessment.

Mass Communication Tool

After an extensive review and RFP process the CBE has selected SchoolMessenger for our system-wide mass communications tool. Before the end of the 2015-16 school year every CBE school will use this tool to communicate with parents and guardians. SchoolMessenger is fast, secure and simple for CBE staff and parents to use. Parents can select how they wish to receive messages including by email, text, phone or through an app, in multiple languages and to multiple contacts. SchoolMessenger will allow us to communicate timely information to parents. Moving to a system-wide mass communications tool will ensure that our communication with parents is compliant with Canada's Anti Spam legislation and privacy laws. Communication Services is working on an implementation and training plan for staff and information for parents to be shared in the spring.

Staff Association Recall Initiative

In the last round of CBE/Staff Association bargaining, a mutual initiative came forward to change the Recall process for Staff Association employees who are Identified for Transfer as a result of budget(staffing) changes in schools. This is potentially a significant and positive change to how Support Staff employees on recall are placed into vacant positions. This initiative will result in more choice of available positions for employees and more stability for schools. We are implementing a trial process for the duration of the 2016/2017 spring staffing process.

Employees impacted will be asked to apply for jobs within their field of employment which they feel are a good fit with their skills and experience. Talent Management will then offer jobs to those who have been identified for transfer based on who has expressed interest, their skills and experience, and seniority.

Talent Management and Staff Association are collaboratively developing communications, tools, and information that will guide employees through this important process change. All communications, tools, and detailed information will be available on Staff Insite prior to Spring Staffing 2016 and timely training sessions will be held for those affected.

Engage Our Public

Public Engagement

The CBE is committed to involving people in decisions that affect them. To do this more effectively we are developing a new system-wide approach to public engagement. At the same time, we are moving forward on plans to gather the thoughts and ideas of parents, students, employees and possibly others on transportation services, new schools opening in 2016-17 and more. We have selected two firms to support us in our public engagement efforts through an open Request For Proposal (RFP) process

In November and December, we hosted 18 group discussions and conducted more than 30 individual interviews with students, employees, school council members, parents and community members about public engagement at the CBE. Some CBE school councils also hosted their own discussions, and we captured more than 6,600 responses through two online surveys. A report summarizing all of these perspectives will be shared with the Board of Trustees at the February 2, 2016 public meeting.

We thank everyone who has participated so far. The thoughts and ideas shared will play a critical role in the development of a new system-wide approach to public engagement. We expect to have a recommended approach drafted by March, which we plan to share with parents, students, employees and members of the public for feedback.

More information on our plans for engagement on transportation services will also be shared at the February 2, 2016 public board meeting.

Joint Education and Health Committee

The Early Learning team has played an integral role in the creation and implementation of a Joint Education/Health committee between Alberta Health Services (AHS), Calgary Catholic School District (CCSD), Renfrew Educational Services and Rockyview School Division. The mission of this committee is to share information, celebrate successes and problem-solve around supports for early learners. The committee has recognized the importance of supporting children to ensure a smooth transition into kindergarten and Grade 1. Over the past four years the Joint Education/Health committee has worked with Alberta Education to offer an information session: "Moving Forward: Collaborating to Support Early Learners and their Families". Private ECS operators attended this session to receive updates on Alberta Education's coding/funding process, to learn about the Children First Act and to collaborate around transitions to school. These sessions have improved communication and collaboration among public and private ECS operators to ensure a positive transition for our early learners and their families.

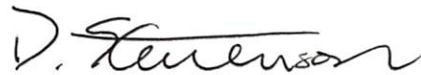


Steward Our Resources

Streamlining Technology Device Services in Schools

Schools rely on technology every day to support learning environments that must be effective, accessible, and reliable. We are improving services for devices in schools while also making these services more efficient in delivering support to students and teachers. By building the capacity to assist schools remotely we can apply resources in ways that minimize disruption and ensure greater value in a model described as 'On Demand'. Delivering support this way means that remote tools and automated systems are easily accessible for schools that need help, rather than resolution being delayed until a scheduled visit for a technician onsite. Technicians are available for schools in the On Demand model but work remotely and are only deployed physically as needed based on school service requests.

Our ability to deliver this service will be augmented by replacing school based servers with remote server and computer management. The new solution for school servers will not only maintain current service levels but introduce new opportunities to share and collaborate on work within the CBE while improving reliability. Schools will no longer have to invest in servers on site but will still have all of the advantages this technology has afforded in the past with even greater capacity to store and connect student work within the school.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

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report to Board of Trustees

Construction Projects Status Report

Date	January 19, 2016
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Information
Originator	Dany Breton, Superintendent, Facilities & Environmental Services
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board OE-12: Facilities
Resource Person(s)	Eugene Heeger, Director, Design & Property Development Robert Ashley, Manager, Design Services

1 | Recommendation

It is recommended:

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

2 | Issue

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



3 | Background

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

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

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 (replacement), Aboriginal Learning Centre (Harold W Riley School modernization), Jack James High School (modernization) and Bowness High School (modernization).

On February 10, 2014, the Alberta Government announced the approval of six new 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 capital funding to rebuild Elbow Park School had been approved by the Flood Relief Ministerial Task Force.

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

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

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

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

On October 8, 2014, the 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 designs of two major modernization projects at Lord Beaverbrook and James Fowler High Schools were approved.

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

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

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

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

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

4 | Analysis

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



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

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

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

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

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

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

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 HS (Nelson Mandela HS), being managed by Alberta Infrastructure, is provided in **Attachment I**.

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

Modular Classrooms

Administration submitted the 2015/16 Modular Classroom Plan, which was approved by the Board on October 14, 2014, to the Province for approval. This request included 28 modular classrooms in eleven CBE schools. The installations were completed during Summer and Fall 2015 and all 28 modular classrooms are now occupied and operational.

A map showing the locations of the modular receiving schools is shown in **Attachment III**.

Photos of construction progress are shown on **Attachment IV**.

5 | Conclusion

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

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



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I:	New/Modernized Facilities Construction Status
Attachment II:	Project Location Map
Attachment III:	Modular Classrooms Location Map.
Attachment IV:	Project Photos

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

Building	Orig. Open Date	Rev. Open Date	Notes/Comments
1. National Sport School	Dec-14	TBD	The National Sport School is currently located in leased premises at Canada Olympic Park. Planning for the permanent school at Canada Olympic Park started in 2009 and has progressed to design stage. Design brief is complete. 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, and with the City on progressing the Development Permit approval application extension.
2. Innovation Centre / Academy (Booth Centre) (Chinook Learning Services) Capacity 675 students	Mar-14	TBD	<p>Booth Centre modernization for Chinook Learning Services central location was approved for provincial funding on July 7, 2012. Prime Consultants were appointed through a request for (RFP) 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.</p> <p>Different concepts are being assessed for the potential redevelopment of the site with the Calgary Municipal Land Corporation and developers. Discussions are ongoing. An Expression of Interest (EOI) proposal call was issued to developers in January 2015. Following the review of EOI submissions, four developers will be invited to submit RFPs.</p> <p>An educational program charrette was held in June to determine the functional program needs and requirements. A Draft Vision Statement has been prepared by Learning Services. The Land Use Re-designation Application has been submitted to the City of Calgary. The preparation of the Developer RFP has been suspended until the land use re-designation has been approved by the City.</p>
3. Evanston School Grades K-4 Capacity 600 students	Fall-16		<p>Project handed over to the CBE to develop and construct in June 2014. Sahuri + Partners Architecture Inc. appointed as Prime Consultant. Steering Committee set up. Working drawings were prepared for a fixed price lump sum tender. Tenders were issued November 2014 and closed in December 2014. Altus Group was appointed as Project Manager. The Development Permit was approved by the City. On January 29, Alberta Infrastructure approved the construction contract award. An Open House was held on February 25, 2015, at the Education Centre.</p> <p>A Letter of Award was issued to APM Construction Services Ltd. and mobilization and construction commenced on April 14, 2015 following the issuing of a partial Building Permit by the City. Excavations and foundations are complete with masonry being installed to the gymnasium. Site services are completed. An erosion and sedimentation control audit has been successfully undertaken. Masonry block work and steel erection is complete with roof decking underway. Piling for modulars complete. Modulars have been collected from Alberta Infrastructure's manufacturer and have been installed on site. A delay slippage of 2 weeks has been reported.</p>

**CALGARY BOARD OF EDUCATION
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January 2016**

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4. Peter Lougheed School (Saddle Ridge School) Grades 5 – 9 Capacity 900 students	Fall-16		<p>Project handed over to the CBE to develop and construct in June 2014. Gibbs Gage Architects appointed as Prime Consultant. Steering Committee set up. Working drawings were prepared for a fixed price lump sum tender. Tenders were issued November 2014 and closed in December 2014. Pivotal Projects was appointed as Project Manager. The Development Permit was approved by the City. An Open House was held on February 25, 2015, at the Education Centre.</p> <p>A Letter of Award was issued to LEAR Construction Management Ltd. and mobilization and construction commenced in mid-March 2015. Site piling and foundations are complete. Structural steel erection is complete with roofing in progress. AHU has been delivered to the site and provisions for temporary heat are in place. Exterior walls and sheathing are complete. Sprinkler installation ongoing. Interior masonry and GWB partitions progressing. Window frames being installed. ENMAX has powered up the site. Construction is on schedule.</p>
5. Copperfield School Grades K-4 Capacity 600 students	Fall-16		<p>Project handed over to the CBE to develop and construct in June 2014. Group 2 Architecture appointed as Prime Consultant. Steering Committee set up. Working drawings were prepared for a fixed price lump sum tender. Tenders were issued November 2014 and closed in December 2014. Pivotal Projects was appointed as Project Manager. The Development Permit was approved by the City. On January 29, Alberta Infrastructure approved the construction contract award. An Open House was held on February 25, 2015, at the Education Centre.</p> <p>A Letter of Award was issued to Tribuild Contracting (Calgary) Ltd. and mobilization and construction commencing in mid-March 2015. Site piling and foundations are complete. Deep services are complete. Masonry work has commenced. Structural steel and q-deck erection is complete with roofing in progress. ENMAX transformer has been installed. Exterior framing is 90% complete. Window installation is 90% complete. ATCO gas meter has been installed. Construction appears to be back on track.</p>
6. New Brighton School Grades K-4 Capacity 600 students	Fall-16		<p>Project handed over to the CBE to develop and construct in June 2014. Group 2 Architecture appointed as Prime Consultant. Steering Committee set up. Working drawings were prepared for a fixed price lump sum tender. Tenders were issued November 2014 and closed in December 2014. Pivotal Projects was appointed as Project Manager. The Development Permit was approved by the City. On January 29, Alberta Infrastructure approved the construction contract award. An Open House was held on February 25, 2015, at the Education Centre.</p> <p>A Letter of Award was issued to Tribuild Contracting (Calgary) Ltd. and mobilization and construction commenced in mid-March 2015. Site piling and foundations are complete. Deep services are complete. Structural steel and q-deck erection is complete with roofing in progress. Mechanical equipment has been installed on to the second floor and HVAC installation is ongoing. Exterior walls and sheathing is progressing. Interior block work 80% complete with door frames being installed. Fire spray in Mechanical Room complete. Parapets complete. Construction is on schedule.</p>

**CALGARY BOARD OF EDUCATION
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Building	Orig. Open Date	Rev. Open Date	Notes/Comments
7. William D. Pratt School (Royal Oak/Rocky Ridge School) Grades 5 – 9 Capacity 900 students	Fall-16		<p>Project handed over to the CBE to develop and construct in June 2014. Gibbs Gage Architects appointed as Prime Consultant. Steering Committee set up. Working drawings were prepared for a fixed price lump sum tender. Tenders were issued in November 2014 and closed in December 2014. Pivotal Projects was appointed as Project Manager. The Development Permit was approved by the City. An Open House was held on February 25, 2015, at the Education Centre.</p> <p>A Letter of Award was issued to LEAR Construction Management Ltd. and mobilization and construction commenced in mid-March 2015. Site piling and foundations are complete. Slabs on grades are completed. Structural steel and q-deck erection is complete with roofing in progress. Installation of temporary lighting and electrical rough-ins are ongoing. ENMAX transformer has been installed. AHU's have been delivered and installed. Gym block walls have commenced. Interior framing is in progress. Construction is on schedule.</p>
8. Nelson Mandela High School (Northeast High School) Grades 10 – 12 Capacity 1800 students	Fall-16		<p>School approved for Provincial funding May 1, 2013, as part of BASCP using the Design/Build delivery process, with the CBE to look after maintenance. Bridging Consultants worked with CBE to develop the site layout and floor plans for the proponent RFP. Gibbs Gage Architects and the Bird Construction team were the successful design build proponents.</p> <p>Alberta Education approved an increase in capacity of the school to 1800 students. Construction has commenced and continues as scheduled on site. Furniture, fixtures and equipment fit-up and commissioning will commence after the school is turned over to the CBE in Summer 2016. Two successful open houses were held in April and September 2014.</p> <p>Construction is proceeding without incident. A site tour was held on September 25, 2015.</p>
9. Harold W. Riley School Aboriginal Learning Centre	Sep-16		<p>Harold W. Riley modernization for the Aboriginal Learning Centre was announced January 21, 2014. A provincial pre-design charrette was held on November 25 and 26, 2013 as part of a Value Management exercise to gather support for the project. The Provincial kick-off meeting occurred February 25, 2014. The Leblond Partnership has been selected as Prime Consultant.</p> <p>The design process has been completed. Pivotal Projects Incorporated has been selected as Project Managers. Public engagement and open house held on June 18 and September 17, 2014. Development Permit application submitted in August 2014. Working drawings were finalized for tender, which was scheduled for mid-January 2015. Hazmat abatement work has been completed.</p> <p>Following the tender reviews by Alberta Infrastructure and the recommendation approval by Trustees, Everest Construction Management Ltd. was awarded the construction contract in mid-April 2015. Mobilization and construction has commenced on site. Demolition has been completed and the full Building Permit has been approved. A number of unforeseen structural issues have been identified as a result of the demolition work and these are being dealt with by the</p>

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Building	Orig. Open Date	Rev. Open Date	Notes/Comments
10. Christine Meikle School (Replacement school)	Dec-16		<p>team on site. Structural steel erection has commenced following initial delivery delays. There has been slow progress of steel installation, which has created scheduling uncertainty and mechanical and electrical installation delays as a consequence. Block work to Gym and Washrooms are complete. AHUs and glulam beams have been delivered to site and central gathering space framing has commenced. Sub-contractors are struggling to resource project sufficiently and construction remains 3 weeks behind schedule.</p> <p>Christine Meikle School replacement for students with complex learning needs was announced January 21, 2014. This new school located on a greenfield site will combine attributes of both educational and health care facilities to address the special needs of the students. A provincial program charrette was held on February 12, 2014 as part of a Value Management exercise to gather information on the project. The Provincial kick-off meeting occurred February 25, 2014.</p> <p>Marshall Tittermore Architects has been selected as Prime Consultant. Resource Planning Group has been retained to complete the functional program for the project. Stantec Consulting Ltd. has been selected as Project Manager. Public engagement and open house held on June 19, August 6 and September 17, 2014. Development Permit application submitted in September 2014.</p> <p>A Statement of Claim has been registered by a group of residents who are opposed to the development. No judgment has been made by the courts. Design development has been completed. Working drawings were finalized for tender, which was scheduled for mid-January 2015. Tenders closed on March 19, 2015.</p> <p>Following the tender reviews by Alberta Infrastructure and the recommendation approved by Trustees, Starcraft Construction Ltd. was awarded the construction contract in mid-April 2015. Mobilization and construction has commenced on site. The full Building Permit has been approved. Foundations are complete. Structural steel installation and q-deck erection is complete with roofing in progress. Masonry work, steel stud and drywall progressing well. Winter hoarding for masonry walls and concrete work in place. Interior masonry walls substantially complete with GWB partitions following progress. ATCO gas line installed. Construction is on schedule.</p>
11. Bowness High School Modernization	Sep-16	Dec-16	<p>Modernization of Bowness High School was announced January 21, 2014. The modernization will update the spaces to meet the current and future needs of the students. The Provincial kick-off meeting occurred February 25, 2014. BKDI Architects has been selected as Prime Consultant. The design process is underway. MHPM Project Managers Inc. has been selected as Project Manager. Public engagement and open house held on June 18, August 6 and September 17, 2014. Development Permit application submitted in August 2014. On October 1, 2014, Alberta Infrastructure approved the appointment of Chandos Construction Ltd. as the Construction Manager. Working drawings have been prepared for sequential tendering, which will commence at the end of January 2015. A Design Development Cost Report has been completed and submitted to Alberta Infrastructure for staged Tender Approval reviews. The first tender package was released in March 2015, and approved for award.</p>

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12. Jack James High School Modernization	Sep-16		<p>Tender Package #2 (Remaining Scope) was submitted to Alberta Infrastructure in Mid-April 2015 for approval to proceed to tender. A partial Permit for Demolition was received from the City in mid-April and construction demolition activities have been completed.</p> <p>Processing of contract awards for Tender Package #2 took longer than forecast and this will extend the construction schedule. The full Building Permit has been approved.</p> <p>The Learning Commons sprinkler installation and hazmat removal has been completed. A kitchen equipment supplier has been identified. A change of the CTS Fashions program to a Robotics/Pre-Engineering program has been approved. Foundations are complete. Steel erection is ongoing. Sprinkler installation has commenced with internal demolitions. Construction is currently on schedule.</p> <p>Modernization of Jack James High School was announced January 21, 2014. The modernization will update the spaces to meet the current and future needs of the students. The Provincial kick-off meeting occurred February 25, 2014. Dialog Alberta Architecture has been selected as Prime Consultant. The design process is underway. Turnbull Construction Services Ltd. Has been selected as Project Manager. Public engagement and open house held on June 18, August 6 and September 17, 2014.</p> <p>Development Permit application was submitted in August 2014 and approved by the City in December 2014. On October 1, 2014, Alberta Infrastructure approved the appointment of Carbon Constructors Inc. as the Construction Manager. Working drawings have been completed and sequential tendering has commenced since the end of January 2015. A Design Development Cost Report has been completed.</p> <p>Alberta Infrastructure has reviewed and approved the tender documents and Cost Report. The first Bid Package for work has been approved for award by Alberta Infrastructure. Construction mobilization has commenced.</p> <p>A second Bid Package (balance of work) was approved by Alberta Infrastructure and the Trustees and awarded to the Construction Manager in mid-April. A full Building Permit has been issued and mobilization and construction activities have commenced. Construction remains on schedule. The first program area, existing construction trades was ready for occupancy at the commencement of the new school year.</p> <p>Building Trades Expansion has been delayed by a month due to delays caused by the discovery of lead paint and existing concrete beams which required replacement with steel beams. This space will be turned over in January 2016. In addition, the Autobody and Multipurpose Room will be delayed from February to March 2016 due to these knock-on effects. Other than these 2 CTS program area delays, the overall project is on schedule.</p>

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13. Marshall Springs School (Evergreen School) Grades 5 - 9 Capacity 900 students	Sep-16	Mar-17	<p>The new Middle school was announced February 10, 2014, as part of the Provincial government's commitment to build 50 new schools. The Provincial kick-off meeting occurred February 25, 2014. Zeidler Partnership Architects has been selected as Bridging Consultant. The design process is completed. Public engagement and open house held on June 18, August 6 and September 17, 2014. Development Permit application submitted in August 2014.</p> <p>Design-Build proposal documents have been issued and contractor proposals were received and assessed in February 2015. The Design-Build responses were unsatisfactory and over budget. The Design Team will finalize a new set of working drawings and lump sum tender documents were issued in August 2015. On September 17, 2015, Alberta Infrastructure approved the construction contract award to LEAR Construction Management Ltd. A Letter of Award was issued to LEAR. Mobilization and construction commenced at the end of September 2015.</p> <p>Foundations are complete, following the stripping and preparation of the site. Awaiting structural steel installation. Construction schedule being re-assessed. Full Building Permit has not yet been released by the City. This project is at major risk due to delays with permitting approvals and progress constraints. The project is now forecast to be 1 month behind schedule.</p>
14. Eric Harvie School (Tuscany School) Grades K-4 Capacity 600 students	Sep-16		<p>The new K-4 school was announced February 10, 2014, as part of the Provincial government's commitment to build 50 new schools. The Provincial kick-off meeting occurred February 25, 2014. Group 2 Architecture has been selected as Bridging Consultant. The design process is completed. Public engagement and open house held on June 18, 2014. The Development Permit application was submitted in August 2014 and was approved by the City. Design-Build proposal documents have been issued and contractor proposals will be received and assessed in February 2015.</p> <p>The Design-Build responses were unsatisfactory and over budget. The Design Team has finalized a new set of working drawings and lump sum tender documents were issued in March 2015.</p> <p>Tender closed in early April 2015. After tender reviews and approvals by Alberta Infrastructure and the Trustees, a Letter of Award has been issued to Everest Construction Management Ltd. Mobilization and construction has commenced. Site grading and piling complete. Foundations complete. Deep services utility connections complete. Masonry to Gym complete. Q-deck 50% complete. Exterior GWB partitions 55% complete. Envelope sheathing of walls in progress. Construction is tracking behind schedule.</p>
15. Buffalo Rubbing Stone School (Panorama Hills School) Grades K-4 Capacity 600 students	Sep-16		<p>The new K-4 school was announced February 10, 2014, as part of the Provincial government's commitment to build 50 new schools. The Provincial kick-off meeting occurred February 25, 2014. Group 2 Architecture has been selected as Bridging Consultant. The design process is underway. Public engagement and open house held on June 18, 2014.</p>

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			<p>The Development Permit application was submitted in August 2014 and was approved by the City. Design-Build proposal documents have been issued and contractor proposals will be received and assessed in February 2015.</p> <p>The Design-Build responses were unsatisfactory and over budget. The Design Team has finalized a new set of working drawings and lump sum tender documents were issued in March 2015.</p> <p>Tender closed in early April 2015. After tender reviews and approval by Alberta Infrastructure and the Trustees, a Letter of Award has been issued to Westcor Construction. Mobilization and construction has commenced. Cast in place piles are complete. Foundations complete. Deep services utility connections complete. Structural steel erection is in progress, but falling behind. Gym masonry walls 85% complete. Problematic soil conditions have contributed to delays. A revised schedule has been submitted which is tracking 3 weeks late.</p>
16. Auburn Bay School Grades K-4 Capacity 600 students	Sep-16		<p>The new K-4 school was announced February 10, 2014, as part of the Provincial government's commitment to build 50 new schools. The Provincial kick-off meeting occurred February 25, 2014. Group 2 Architecture has been selected as Bridging Consultant. The design process is underway. Public engagement and open house held on June 18, 2014.</p> <p>Development Permit application submitted in August 2014 was approved by the City. Design-Build proposal documents have been issued and contractor proposals will be received and assessed in February 2015. The Design-Build responses were unsatisfactory and over budget. The Design Team has finalized a new set of working drawings and lump sum tender documents were issued in March 2015.</p> <p>Tender closed in early April 2015. After tender reviews and approvals by Alberta Infrastructure and the Trustees, a Letter of Award has been issued to Starcraft Construction Ltd. Mobilization and construction has commenced. Site grading and piling complete. Foundations complete. Deep services utility connections complete. Structural steel erection is in progress. Block work is in progress. Construction is currently tracking behind schedule.</p>
17. McKenzie Highlands School (McKenzie Towne School) Grades 5 - 9 Capacity 900 students	Sep-16	Dec-16	<p>The new Middle school was announced February 10, 2014, as part of the Provincial government's commitment to build 50 new schools. The Provincial kick-off meeting occurred February 25, 2014. Group 2 Architecture has been selected as Bridging Consultant. The design process is underway. Public engagement and open house held on June 18, 2014. The Development Permit application was submitted in August 2014 and was approved by the City. Design-Build proposal documents have been issued and contractor proposals will be received and assessed in February 2015.</p> <p>The Design-Build responses were unsatisfactory and over budget. The Design Team will finalize a new set of working drawings and lump sum tender documents will be issued in May 2015 for award and commencement of construction by July 2015. After tender approvals by Alberta Infrastructure and</p>

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

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

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			<p>the central ancillary spaces.</p> <p>In June 2014, Duke Evans Inc. was retained as the Project Manager. Due to the nature of this project a Construction Management construction procurement process is to be followed to meet the phased schedule of activities. The Schematic Design Report has been completed and has been approved by Alberta Infrastructure. A Development Permit application has been approved. On October 1, 2014, Alberta Infrastructure approved the appointment of Stuart Olson Construction Ltd. as the Construction Manager.</p> <p>The first Tender Package for the specialist foundation work, demolition and structural wall stabilization was retendered and has been awarded. The balance of the work has been tendered. Hazmat abatement work has been completed. Demolition work continues as planned. Tender Package 2 (balance of work) has been approved for award by Alberta Infrastructure. Construction is proceeding as planned and is currently on schedule.</p>
20. Rideau Park School (Flood mitigation)	TBD		<p>Rideau Park School was approved for flood mitigation funding on March 11, 2014. Engineering Consultants have been appointed to commence flood mitigation design. Options have been assessed and it is anticipated that construction of this work will commence in the 1Q 2016. The first phase design work for the mechanical systems move and new mechanical and electrical room scope is being developed.</p>
21. West Springs/ Cougar Ridge School Grades 5 – 9 Capacity 900 students	Jan- 17		<p>A new starter middle school was announced September 22, 2014, as part of the Provincial government's commitment to build four starter schools. On October 8, 2014, the Province committed to the immediate planning of the final school design. Riddell Kurczaba Architects was appointed to commence planning and design. Steering Committee Meetings have commenced and Schematic Design options have been developed for phasing the construction build-out.</p> <p>On February 19, 2015, full build-out was approved. Detailed Design and tender documents have been prepared for a tender issued in June 2015. An Open House was held on February 25, 2015, at the Education Centre.</p> <p>Following tender reviews and approvals by Alberta Infrastructure and the Board, a Letter of Award was issued to Chandos Construction Ltd. Mobilization and construction has commenced. Erosion control in place. Top soil stripping and stock piling complete. Site piling and foundations complete. Deep services installation in progress. Slab installation in progress. Installation of precast walls complete. Structural steel erection ongoing. Underground mechanical and electrical services ongoing. Construction is on schedule.</p>
22. Cranston School Grades 5 - 9 Capacity 900 students	Jan-17		<p>A new starter middle school was announced September 22, 2014, as part of the Provincial government's commitment to build four starter schools. On October 8, 2014, the Province committed to the immediate planning of the final school design. Riddell Kurczaba Architects was appointed to commence planning and design. Steering Committee meetings have commenced and schematic design options have been developed for phasing the construction build-out.</p>

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Building	Orig. Open Date	Rev. Open Date	Notes/Comments
			<p>On February 19, 2015, full build-out was approved. Detailed Design and tender documents has been prepared for a tender issue in June 2015. An Open House was held on February 25, 2015, at the Education Centre.</p> <p>After tender reviews and approvals by Alberta Infrastructure and the Board, a Letter of Award was issued to Delnor Construction Ltd. Mobilization and construction has commenced. Erosion control in place. Top soil stripping and stock piling complete. Site piling and foundations complete. Deep services installation in progress. Slab installation in progress. Installation of precast walls complete. Structural steel erection ongoing. Underground mechanical and electrical services ongoing. Construction is on schedule.</p>
23. Hugh A. Bennett School (Saddle Ridge School) Grades K-4 Capacity 600 students	Sept-16	Jan-17	<p>A new starter elementary school was announced September 22, 2014, as part of the Provincial government's commitment to build four starter schools. On October 8, 2014, the Province committed to the immediate planning of the final school design. Manasc Isaac Architects was appointed to commence planning and design. Steering Committee meetings have commenced and schematic design options have been developed for phasing the construction build-out.</p> <p>On February 19, 2015, full build-out was approved. Detailed Design and tender documents have been prepared for a tender issue in June 2015. An Open House was held on February 25, 2015, at the Education Centre.</p> <p>After tender reviews and approvals by Alberta Infrastructure and the Board, a Letter of Award was issued to Bird Construction Group. Mobilization commenced at end of August. Erosion control in place. Top soil stripping and stock piling complete. Foundation grade beams complete. Underground services ongoing. Structural steel has been delivered and installation has commenced. A full Building Permit has been issued. Construction is currently tracking behind schedule.</p>
24. Dr. Roberta Bondar School (Aspen Woods School) Grades K-4 Capacity 600 students	Sept-16	Jan-17	<p>A new starter elementary school was announced September 22, 2014, as part of the Provincial government's commitment to build four starter schools. On October 8, 2014, the Province committed to the immediate planning of the final school design. Manasc Isaac Architects was appointed to commence planning and design. Steering Committee meetings have commenced and schematic design options have been developed for phasing the construction build-out.</p> <p>On February 19, 2015, full build-out was approved. Detailed Design and tender documents have been prepared for a tender issue by June 2015. An Open House was held on February 25, 2015, at the Education Centre.</p> <p>The tenders closed September 1, 2015. Following review and approvals by Alberta Infrastructure and the Board, a contract was awarded on September 18, 2015. Mobilization and construction commenced at the end of September 2015. Erosion control in place. Top soil stripping and stock piling complete. Foundation grade beams complete. Underground services ongoing. A full Building Permit has been issued. Construction is currently tracking behind schedule.</p>

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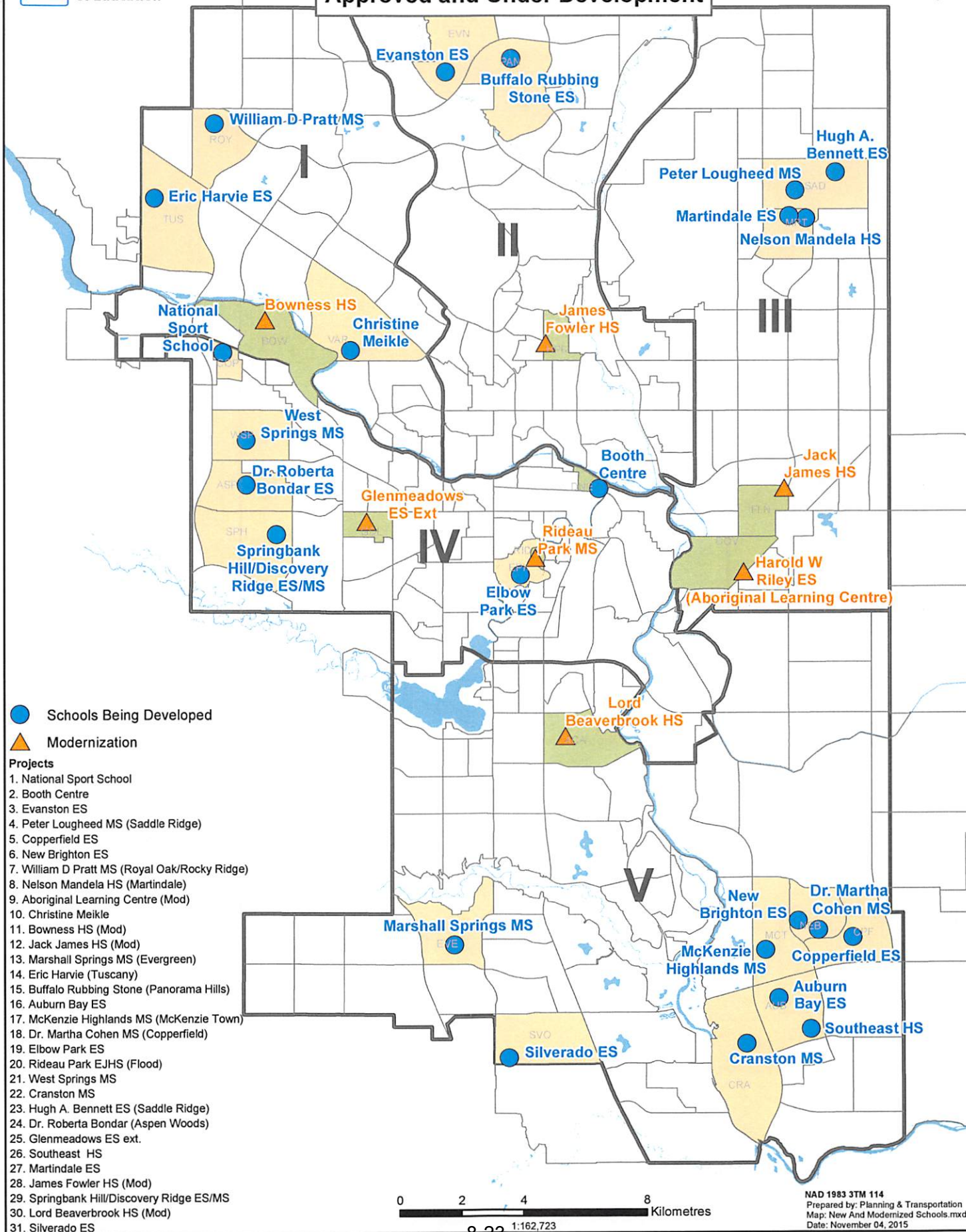
Building	Orig. Open Date	Rev. Open Date	Notes/Comments
25. Glenmeadows School Grades K-6 Extension	Sep-16		<p>The original plan to place eight modular units on the Westgate School site (Provincial approval September 22, 2014) has been changed to a revised plan to install six modular units (five classrooms and a washroom) at the Glenmeadows School site.</p> <p>A Development Permit application has been made to the City. A meeting with the Glenmeadows Community Association was held on January 12, 2015. The City has advised the CBE that an Appeal has been lodged against the issuance of the Development Permit. The Hearing ruled for the CBE with a substantial number of conditions for the release of the Development Permit. The CBE has received the Calgary Subdivision and Development Appeal Board's ruling and is seeking legal opinion on whether to appeal the ruling.</p>
26. Southeast High School Grades 10 -12 Capacity 1800 students	Sep-18		<p>The Province announced the design development funding for the new high school on September 22, 2014. Proposals for a prime consultant have been assessed. Gibbs Gage Architects was appointed on February 10, 2015, to commence Design Development Services. Site investigation studies have commenced. Steering Committee Meetings have commenced. CTS Programs have been identified.</p> <p>A schematic concept has been developed and the Development Permit application process has commenced with the pre-application planning process.</p>
27. Martindale School Grades K-6 Capacity 600 students	Sep- 17		<p>On October 8, 2014, the Province committed to the immediate planning and design of the elementary school. RFPs were issued for design services and proposals were reviewed in December 2014. Design Services Contract was awarded to Sahuri + Partners Architecture Inc. Steering Committee Meetings have commenced. Schematic Designs have been developed. Working drawings and the pretender estimates are being reviewed by Alberta Infrastructure for a tender release in January 2016.</p>
28. James Fowler High School Modernization	Sep- 17	Sep-18	<p>On October 8, 2014, the Province committed to the immediate planning and development of design scope of the high school modernization. Onsite inspections and program assessments are being undertaken with the Province to determine an agreed scope of work. Responses for Design Services and Design Consultants have been received. Taff Architecture has been appointed to lead the Design Team. Steering Committee Meetings have commenced.</p>
29. Springbank Hill/ Discovery Ridge School Grades K-9 Capacity 900 students	Sep- 17		<p>On October 8, 2014, the Province committed to the immediate planning and design of the elementary/middle school. RFPs have been issued for design services and proposals were reviewed in December 2014. Design Services Contract was awarded to CEI Architecture Planning Interiors. Steering Committee Meetings have commenced. Schematic Designs have been developed. Working drawings are being prepared for Alberta Infrastructure review in January 2016 for a tender release in February 2016.</p>

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30. Lord Beaverbrook High School Modernization	Sep- 17	Sep-18	On October 8, 2014, the Province committed to the immediate planning and development of design scope of the high school modernization. Onsite inspections and program assessments are being undertaken with the Province to determine an agreed scope of work. Responses for Design Services and Design Consultants have been received. Riddell Kurczaba Architects have been appointed to lead the Design Team. Steering Committee Meetings have commenced.
31. Silverado School Grades K-4 Capacity 600 students	Sep- 17		On October 8, 2014, the Province committed to the immediate planning and design of the elementary school. Tenders were issued November 2014 and proposals were reviewed in December 2014. Design Services Contract was awarded to Sahuri + Partners Architecture Inc. Steering Committee Meetings have commenced. Schematic Designs have been developed. Working drawings and the pretender estimate are being reviewed by Alberta Infrastructure for a tender release in January 2016.

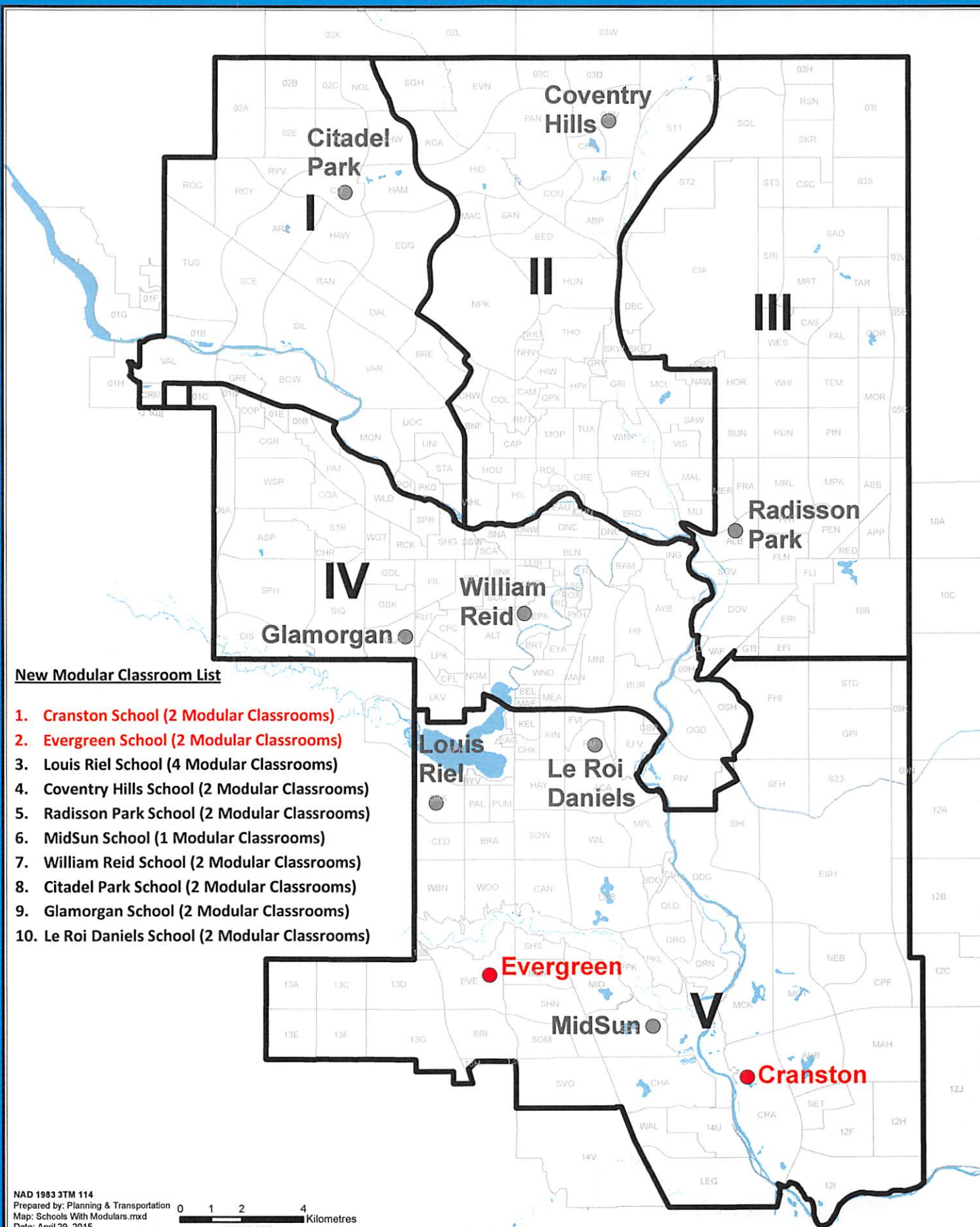


CBE New/Modernized Schools Approved and Under Development





Schools With Modular Classrooms 2015-2016



Evanston K-4 School



Evanston K-4 School



Peter Lougheed School (Saddle Ridge Middle School)



Peter Lougheed School (Saddle Ridge Middle School)



Peter Lougheed School (Saddle Ridge Middle School)



William D. Pratt School (Royal Oak/Rocky Ridge Middle School)



William D. Pratt School (Royal Oak/Rocky Ridge Middle School)



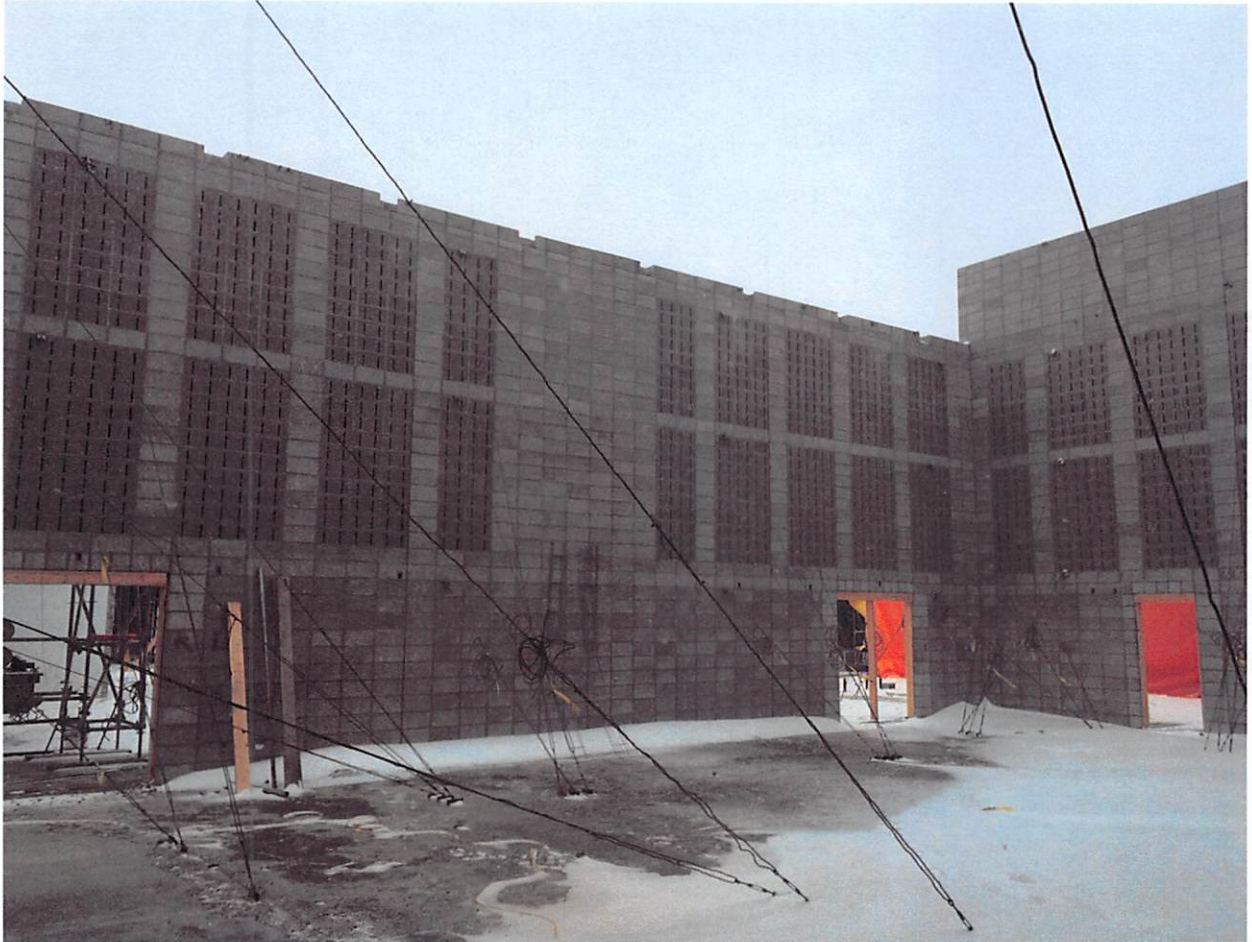
William D. Pratt School (Royal Oak/Rocky Ridge Middle School)



Harold Riley School (Aboriginal Learning Centre)



Harold Riley School (Aboriginal Learning Centre)



Christine Meikle School



McKenzie Highlands School (McKenzie Towne Middle School)



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



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

