

public agenda

Regular Board Meeting

February 9, 2016
12:00 p.m.

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

R-1: Mission |

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

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

Time	Topic	Who	Policy Ref	Attachment
12:00 p.m.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		GC-2	
	3 Awards and Recognitions		GC-3	
	4 Public Comment [PDF]		GC-3.2	
Max 20 mins	Requirements as outlined in Board Meeting Procedures			
	5 Results Focus			
60 mins	5.1 Board Development – Conditions for Success: First Nations, Métis, Inuit Learners	D. Stevenson	R-2; OE-8,10	
15 mins	5.2 School Presentation: Evergreen School	S. Smith	R-2	
60 mins	5.3 Mathematics - Information Report	D. Stevenson	GC-5E;OE-12	Page 5-1
20 mins	5.4 Results 5: Character – Annual Monitoring	Board	R-5; GC-3	(Page 5-1 Feb. 2/16)
	6 Operational Expectations			
	6.1 OE-12: Facilities – Annual Monitoring	Board	OE-8, 12	(Page 6-1 Feb. 2/16)



Time	Topic	Who	Policy Ref	Attachment
20 mins	7 Matters Reserved for Board Action	Board	GC-3	
	7.1 Exemption from Closure of School Regulation for W.H. Cushing Workplace School	D. Breton	OE-8,9,11 & 12	Page 7-1
	8 Consent Agenda	Board	GC-2.6	
	8.1 CBE Response to Alberta School Boards Association (ASBA) Strategic Plan Survey <i>(THAT the Board approves the survey response based on the current strategic plan's priorities, for submission to ASBA.)</i>		GC-3	Page 8-38
	8.2 Items Provided for Board Information		OE-8	
	8.2.1 Annual Summative Evaluation of the Chief Superintendent		GC-3, 4 & B/CSR-5	Page 8-47
	8.2.2 Chief Superintendent's Update			Page 8-1
	8.2.3 Construction Projects Status Update			Page 8-7
3:00 p.m.	9 Adjournment			
	Debrief	Trustees	GC-2.3	

Notice |

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

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

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

report to Board of Trustees

Mathematics Information Report

Date	February 9, 2016
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Information
Originator	Jeannie Everett, Superintendent, Learning
Governance Policy Reference	Results 2: Academic Success OE-8: Communication With and Support for the Board OE-10: Instructional Programming
Resource Person(s)	Chris Meaden, Director, Learning Ronna Mosher, Director, Learning Dianne Roulson, Director, Learning

1 | Recommendation

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

2 | Issue

This report provides the Board of Trustees with information related to student achievement in Mathematics during the 2014-15 school year. It is a detailed look at Mathematics learning information from the perspective of Results 2: Academic Success with connections to OE-10: Instructional Program.



3 | Background

The Board of Trustees' Annual Monitoring of Results 2: Academic Success is being supported by the provision of additional information reports over the course of the 2015-16 school year. This Mathematics report is one in a series of subject-specific information reports.

4 | Analysis

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

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

An accompanying presentation will provide additional interpretation of the data and samples of the instructional practices that have led to the positive results for Calgary Board of Education students in Mathematics and that will be leveraged for continued improvement in the 2015-16 school year, in keeping with the Board's values identified in OE-10 Instructional Program.

Provincial Achievement Tests and Diploma Exams

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

The previous grade 3 PAT in Mathematics has been replaced by a new Student Learning Assessment (SLA). The SLA is intended to become part of the provincial assurance model over time, but as it is still in its pilot phase, no jurisdictional data is available.

There are two high school courses with provincial Mathematics Diploma Examinations – Mathematics 30-1 and Mathematics 30-2.

Student results on provincial tests may be understood in terms of the level of achievement within a specific year. The value of an individual year's result is contextualized in comparison to the results achieved by students in the province as a whole. The results may also be understood as part of a trend of improvement, decline, or maintained results. Year-to-year fluctuations are to be expected. Three to five-year trend information is seen as more reliable, although trend information for jurisdictions in Southern Alberta was interrupted in 2013 (due to flooding and cancelled tests) and caution must be used in interpreting results from or including 2013. The province evaluates the "improvement" aspect of a school jurisdiction's performance in any given year by comparing it to the jurisdiction's three-year average of results.

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

Alberta Education's evaluation of a school jurisdiction's results is done in relation to all students enrolled in a course for Provincial Achievement Tests. It is calculated in relation to

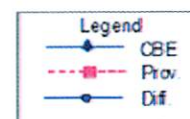
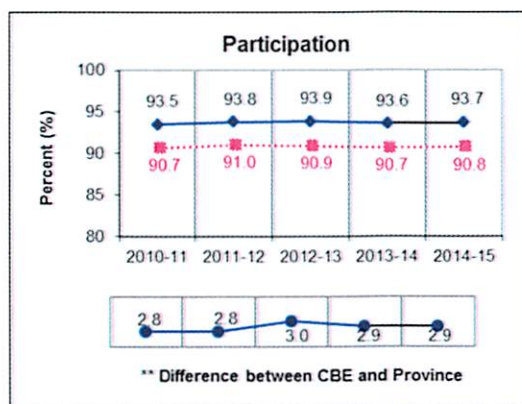
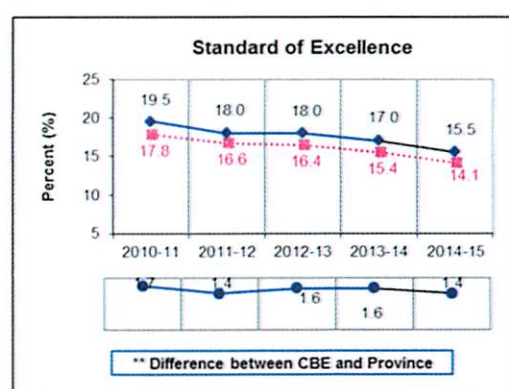
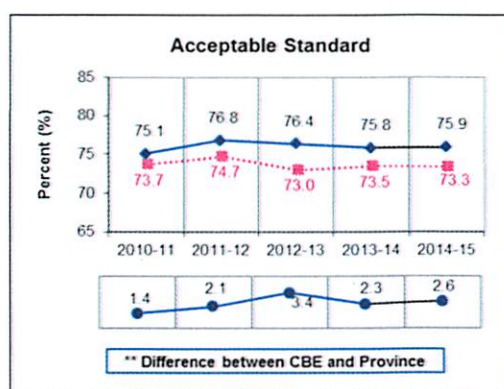
students who actually wrote the exam for Diploma Examinations. Participation rates are an important aspect of PAT results as they demonstrate that an organization has had as many students as possible participate in provincial assessments. The CBE's high PAT participation rates represent active encouragement of success for all students.

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

The presentation that accompanies this report demonstrates how further investigation into the success of CBE students writing provincial tests is used to identify more specific information about student performance and operational opportunities for improving student learning experiences and results.

Grade 6 Mathematics Results

*All Students Enrolled (Cohort)



* The All Students Enrolled (Cohort) category includes both writers and non-writers. Alberta Education requires jurisdictions to report cohort results.

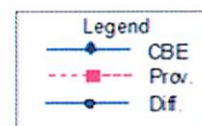
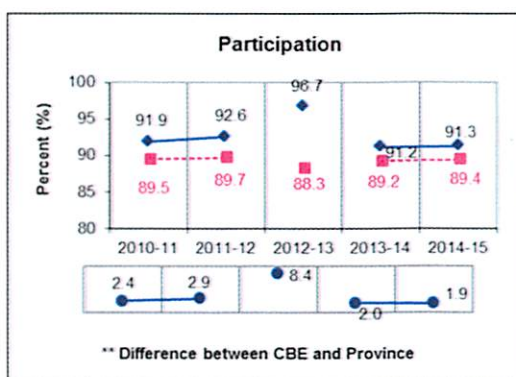
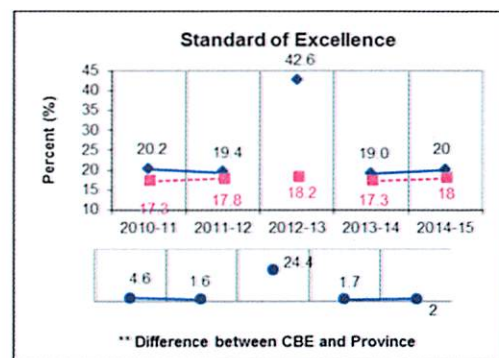
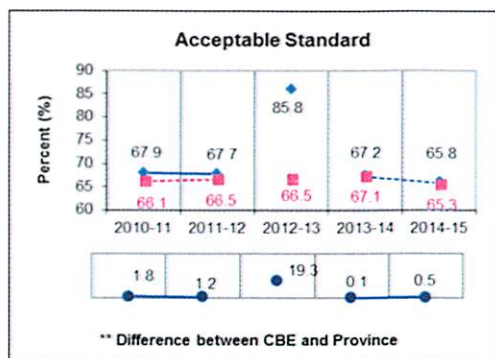
** A positive difference on the Difference between CBE and Province graph indicates the CBE result is higher than that of the province, whereas a negative difference indicates a lower CBE

CBE achievement at the acceptable standard in last five years has experienced or shown some year to year fluctuations but overall demonstrates a consistent trend. The achievement of CBE students at the acceptable standard is above provincial achievement rates and in a declining pattern. The 2015 target for student results at the standard of excellence on this test to be above the province and showing improvement in relation to the previous 3-year average will be identified in the Results 2 monitoring report later this year as having been "partially" met.

The success rate for CBE students who wrote the grade 6 Mathematics Provincial Achievement Test was 81.0% at the acceptable standard, which was 0.3% above the province. Achievement at standard of excellence was 16.5%, which was 1.0% higher than the province.

Grade 9 Mathematics Results

*All Students Enrolled (Cohort)



* The All Students Enrolled (Cohort) category includes both writers and non-writers. Alberta Education requires jurisdictions to report cohort results.

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

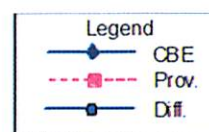
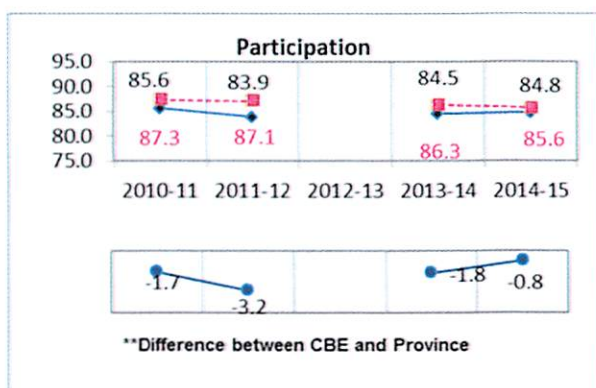
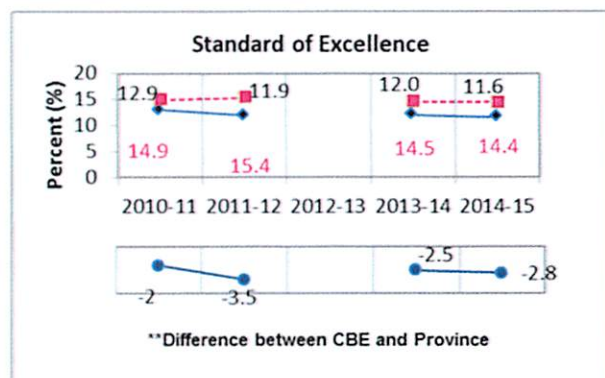
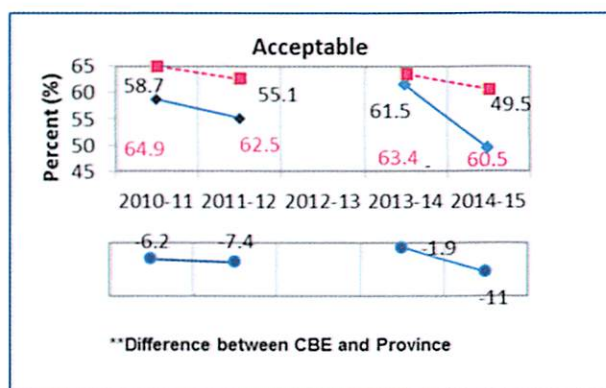
Across five-year trends, Grade 9 Mathematics is showing a decline in achievement that matches a similar trend province wide. CBE students have consistently outperformed or equalled the province over the five-year trend.

The 2015 target for student results at the standard of excellence on this test to be above the province and showing improvement in relation to the previous 3-year average will be identified in the Results 2 monitoring report later this year as having been "met".

On the grade 9 Mathematics Provincial Achievement Test, 72.0% of CBE writers achieved the acceptable standard and 21.9% achieved the standard of excellence.

Grade 9 Knowledge and Employability Mathematics Results

*All Students Enrolled (Cohort)

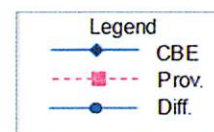
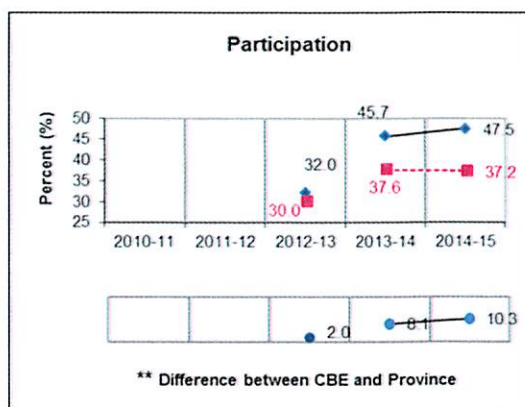
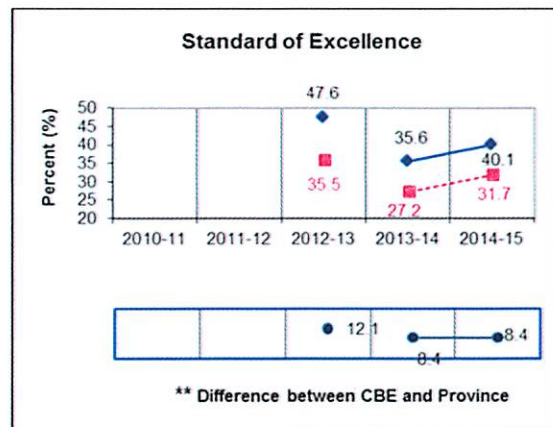
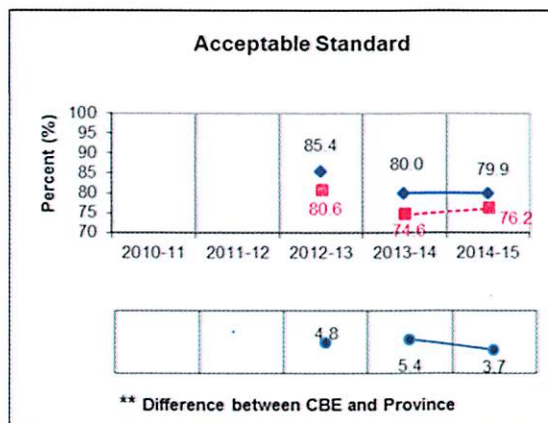


* The All Students Enrolled (Cohort) category includes both writers and non-writers. Alberta Education requires jurisdictions to report cohort results.

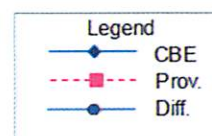
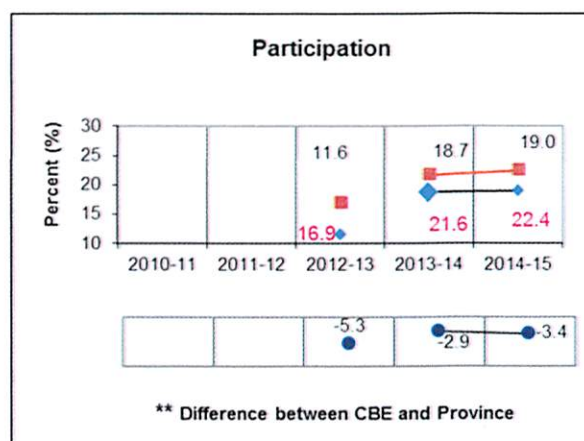
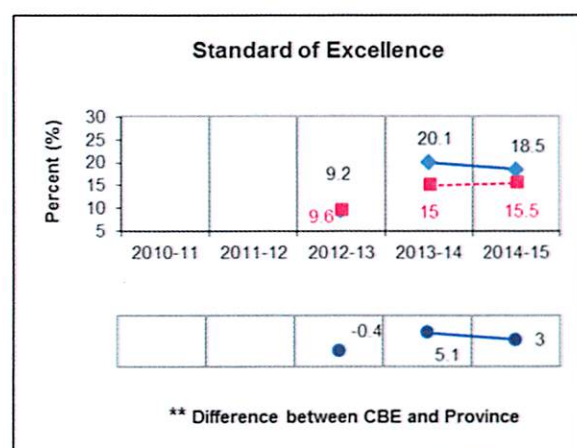
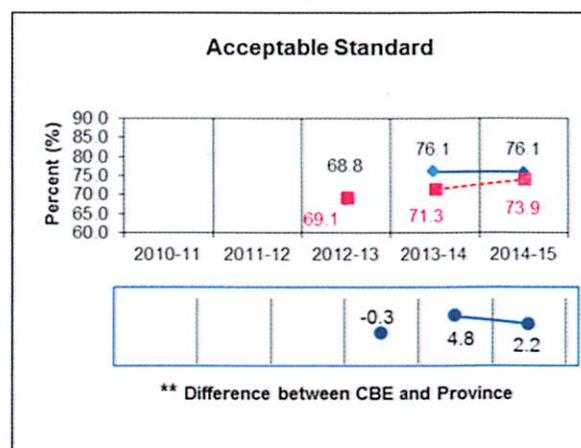
** A positive difference on the **Difference between CBE and Province** graph indicates the CBE result is higher than that of the province, whereas a negative difference indicates a lower CBE

The 2015 target for grade 9 Math Knowledge and Employability (KAE) was that the CBE participation rate would equal the provincial participation rate and that achievement of writers would be at or above the provincial achievement level was not met. The CBE has made improvement by 0.3 % increase in the student participation on grade 9 Math KAE Provincial Achievement Test in past year.

The strategies we have used in KAE that worked in other KAE subject areas are not working in Mathematics. The new plan is to create a community of practice for KAE Mathematics teachers to examine the achievement data and strategies. A community of practice provides teachers a collaborative opportunity to develop the resources to personalize students' needs to positively impact achievement in KAE Mathematics.



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



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

The new program of studies at the Math 30 level was introduced in 2012-2013. 2014-15 was the third year of administration of this diploma examination. CBE students outperformed the province in both Math 30-1 and Math 30-2 in last three years. Problem solving and connecting topics within the mathematics program of studies will be two integral strategies for action to maintain the current standards in both courses.

Report Card Data

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

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

In high schools student learning is reported as a single percentage grade.

In 2014-15, the report card stems for Mathematics in kindergarten were:

- Explores and develops strategies for mental mathematics and estimation
- Models, represents and communicates mathematical ideas
- Understands mathematical concepts and relationships
- Uses mathematical reasoning to analyze and solve problems

The report card stems for Mathematics in grades 1-9, including KAE 8 and 9 were:

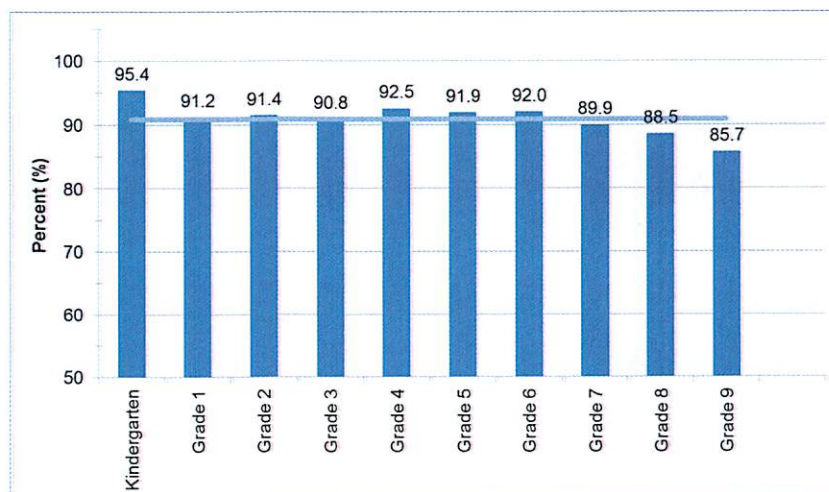
- Develops mathematical procedures and strategies for computation
- Explores and develops strategies for mental mathematics and estimation
- Models, represents and communicates mathematical ideas
- Understands mathematical concepts and relationships
- Uses mathematical reasoning to analyze and solve problems

Percentage of students successful ¹ with Mathematics learning outcomes Report card indicators				
Subject Area	2011-12	2012-13	2013-14	2014-15
Mathematics K-12	86.6	88.5	90.1	90.6

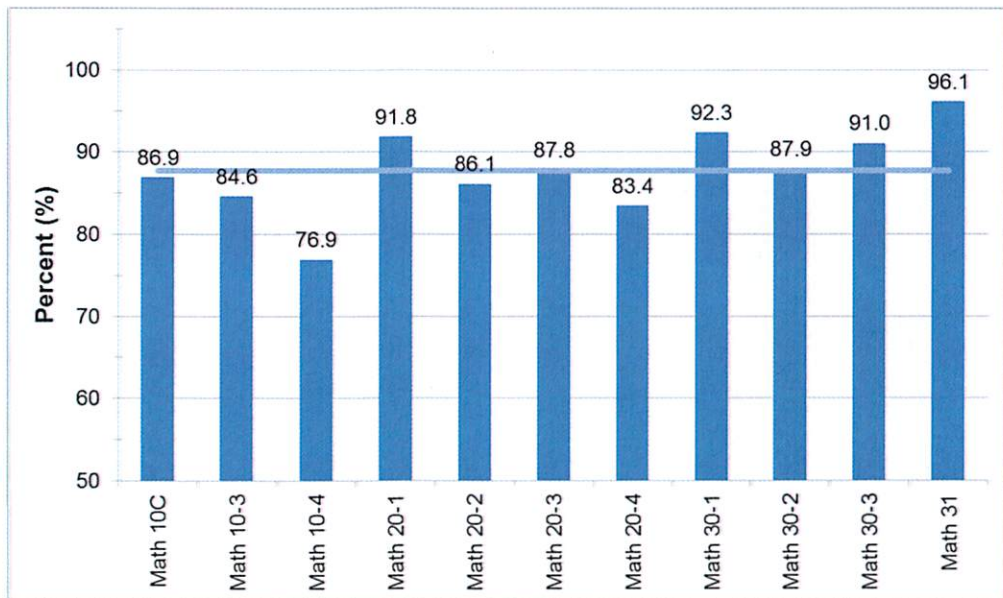
¹ Students are considered successful with the learning outcomes of the programs of study if they receive: a 2, 3 or 4 on the current CBE K-9 report card or 50% or above for percentage-based marks in high school. Historical data reflects students receiving a 3, 4, or 5 on a report card using a 1-5 scale; a 2, 3, or 4 on a report card using a 1-4 scale; an A, B, or C on a report card using an ABCD scale; or 50% or above for percentage-based marks.

Percentage of students successful with Mathematics learning outcomes Report card indicators		Percentage of students successful with Mathematics learning outcomes Report card indicators	
Grade	2014-15	High school courses	2014-15
K-9 overall	91.1	10-12 overall	89.4
K	95.4	Math 10-C	86.9
1	91.2	Math 10-3	84.6
2	91.4	Math 10-4	76.9
3	90.8	Math 20-1	91.8
4	92.5	Math 20-2	86.1
5	91.9	Math 20-3	87.8
6	92.0	Math 20-4	83.4
7	89.9	Math 30-1	92.3
8	88.5	Math 30-2	87.9
9	85.7	Math 30-3	91.0
		Math 31	96.1

Percentage of students successful with Mathematics learning outcomes
Report card indicators for K-9



Percentage of students successful with Mathematics learning outcomes
Report card indicators for 10-12

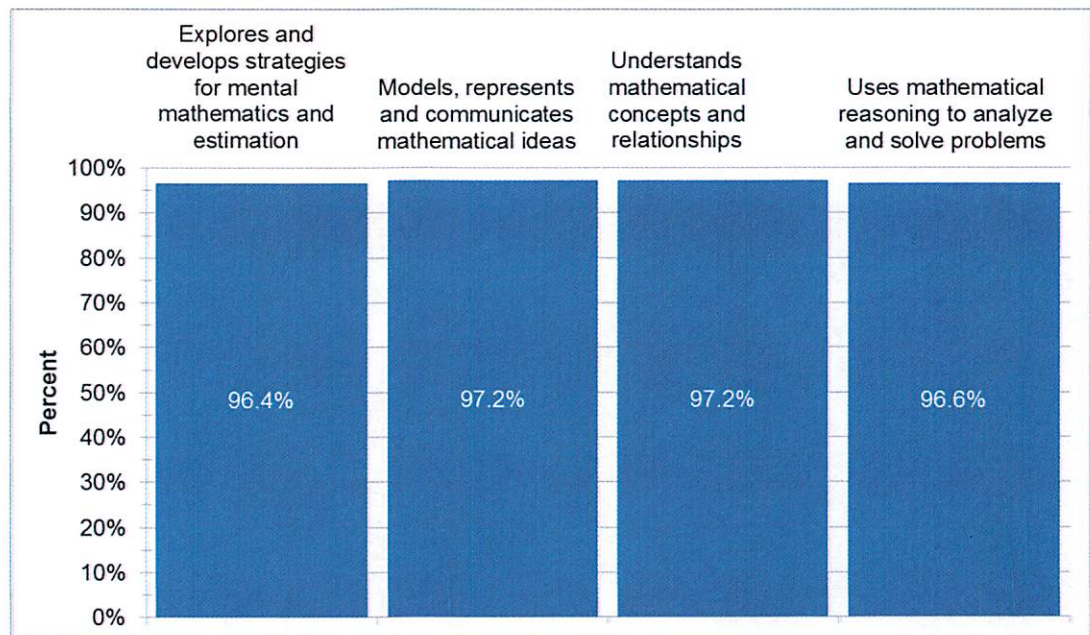


The graphs above represent the percentage of CBE students who are successful with Mathematics Learning outcomes (represented by report card indicators). The solid lines at the top represent the average for both K-9 students and then 10-12 students.

The charts and graphs that follow present additional information on student success in Mathematics, as documented by K-9 student report cards.

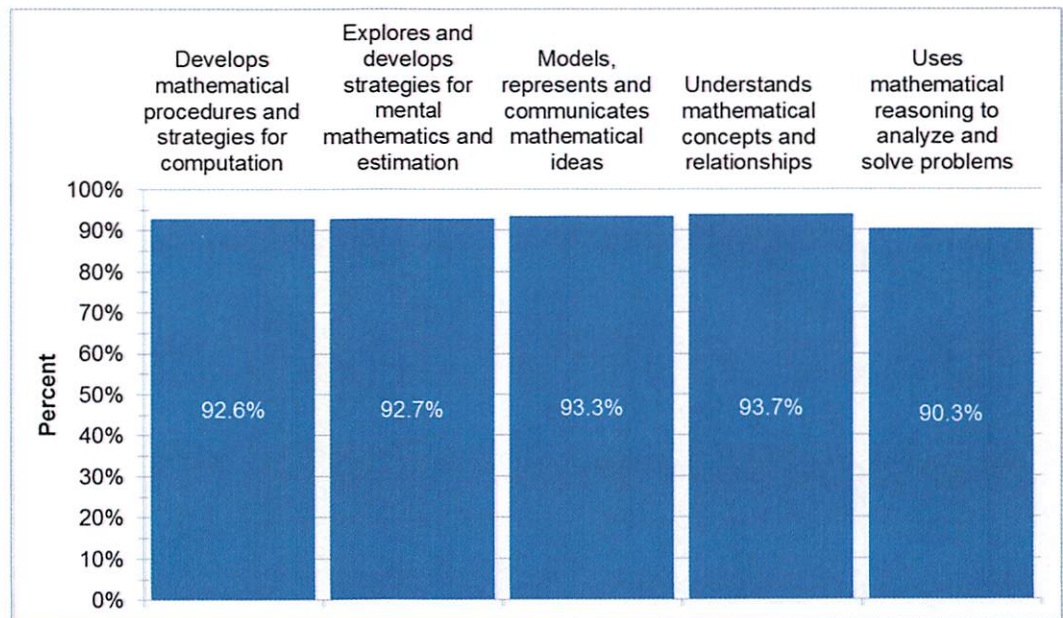
Percentage of students successful with Mathematics learning outcomes	
Kindergarten report card stems	2014-15
Explores and develops strategies for mental mathematics and estimation	96.4
Models, represents and communicates mathematical ideas	97.2
Understands mathematical concepts and relationships	97.2
Uses mathematical reasoning to analyze and solve problems	96.6

Percentage of students successful with Mathematics learning outcomes Report card Indicators
Kindergarten



Percentage of students successful with Mathematics learning outcomes	
Grades 1-9 report card stems	2014-15
Develops mathematical procedures and strategies for computation	92.6
Explores and develops strategies for mental mathematics and estimation	92.7
Models, represents and communicates mathematical ideas	93.3
Understands mathematical concepts and relationships	93.7
Uses mathematical reasoning to analyze and solve problems	90.3

Percentage of students successful with Mathematics learning outcomes Report card Indicators
Grade 1 - 9

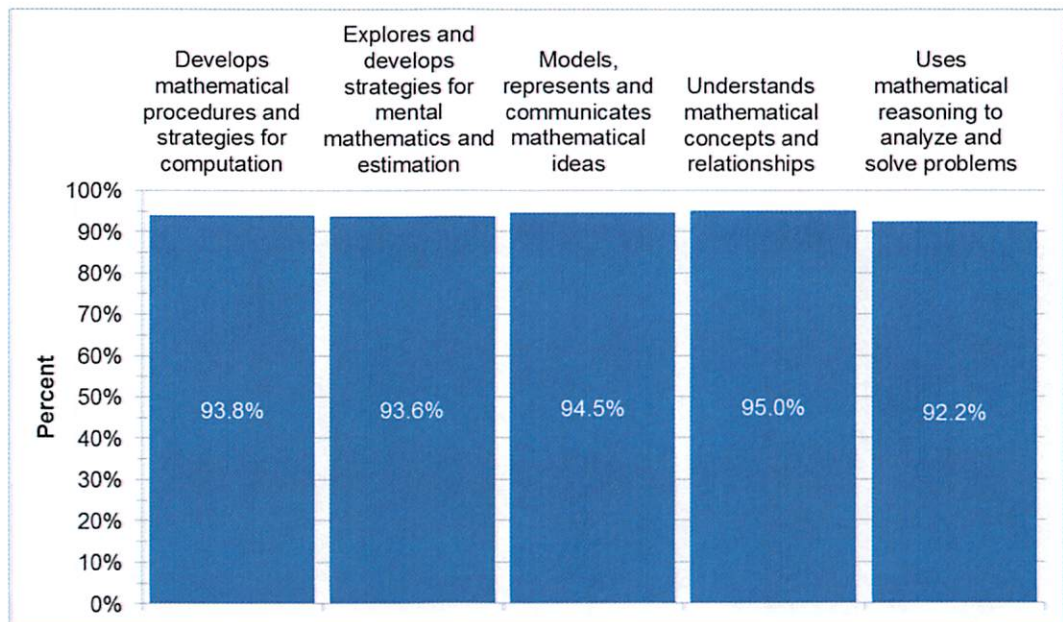


In the absence of both PAT and SLA data to provide jurisdictional level information on student achievement in Mathematics, a more detailed look at report card information for the cohort of students moving in and out of grade 3 is offered.

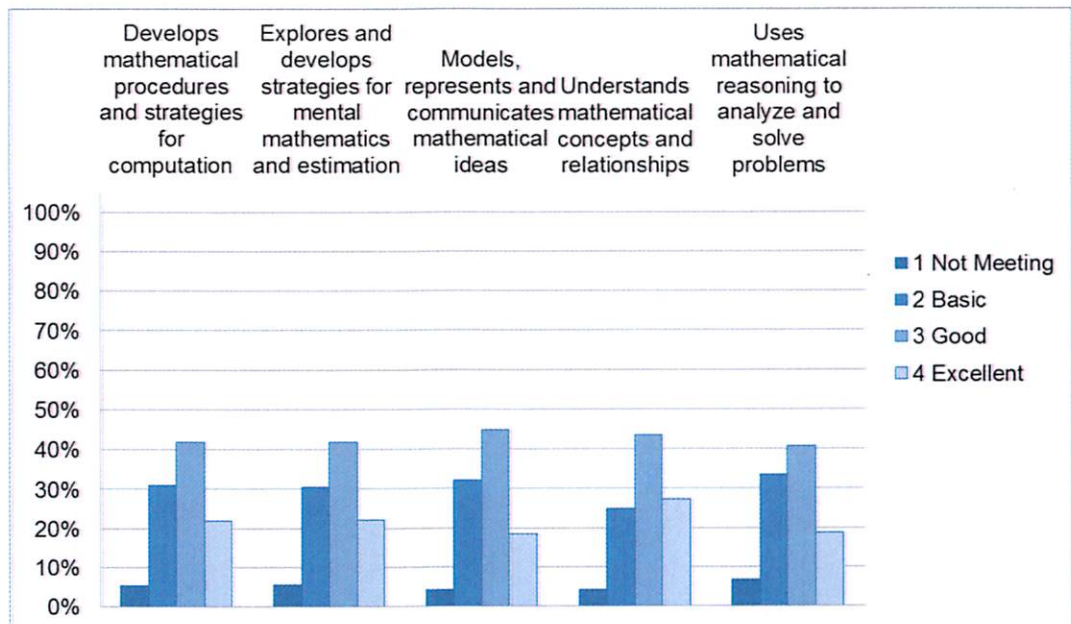
For 2014-15 baseline information is being established for students in grade 2 and grade 3 that can be followed as they move through time to grade 4. This information is presented first by stem and then through a comparison of the levels of success within each indicator.

Percentage of students successful with Mathematics learning outcomes	
Grades 2 report card stems	2014-15
Develops mathematical procedures and strategies for computation	93.8
Explores and develops strategies for mental mathematics and estimation	93.6
Models, represents and communicates mathematical ideas	94.5
Understands mathematical concepts and relationships	95.0
Uses mathematical reasoning to analyze and solve problems	92.2

Percentage of students successful with Mathematics learning outcomes Report card Indicators
Grade 2

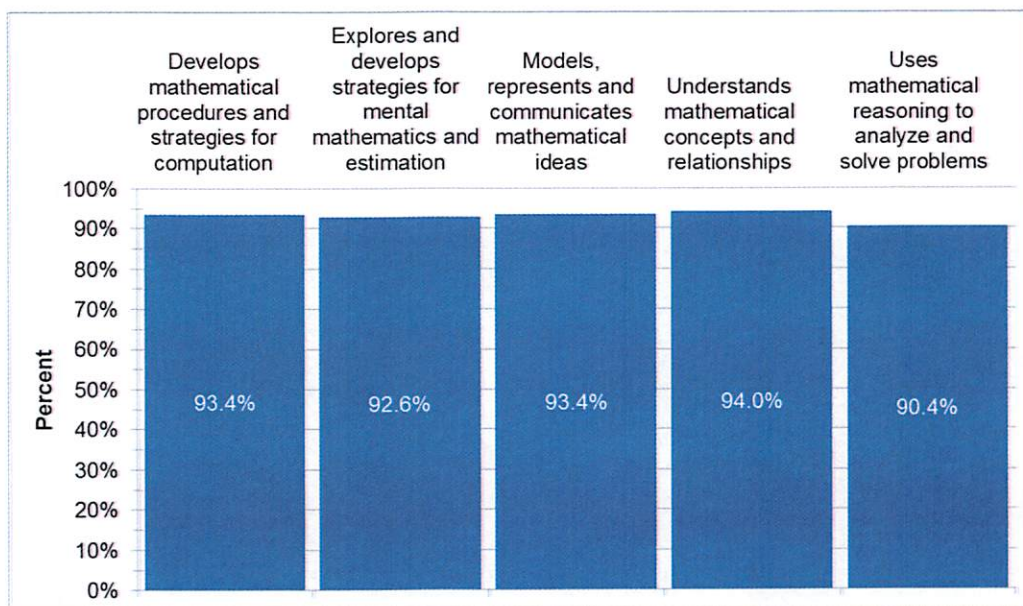


Percentage of students success with Mathematics learning outcome
Grade 2 Report card by indicators

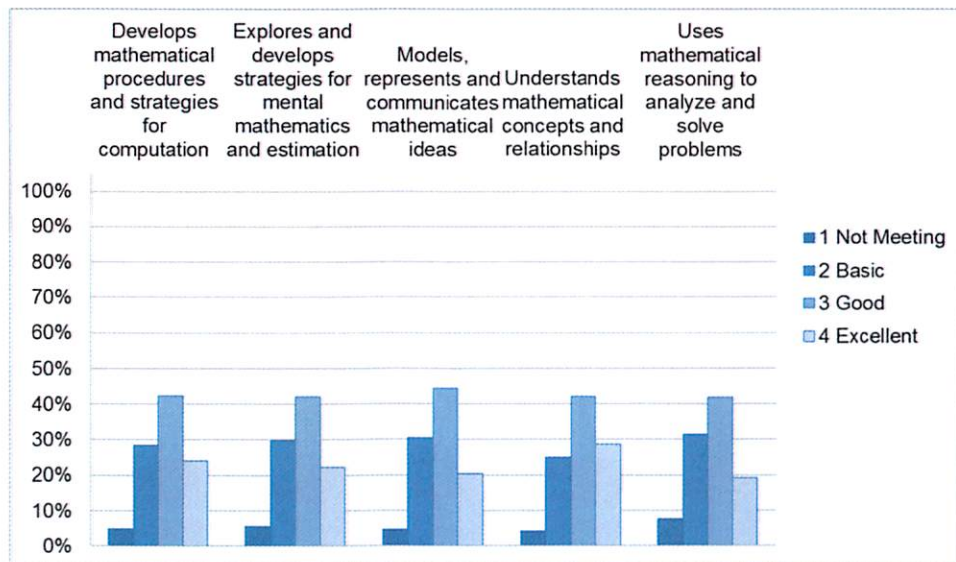


Percentage of students successful with Mathematics learning outcomes	
Grades 3 report card stems	2014-15
Develops mathematical procedures and strategies for computation	93.4
Explores and develops strategies for mental mathematics and estimation	92.6
Models, represents and communicates mathematical ideas	93.4
Understands mathematical concepts and relationships	94.0 \
Uses mathematical reasoning to analyze and solve problems	90.4

Percentage of students successful with Mathematics learning outcomes Report card Indicators
Grade 3



Percentage of students success with Mathematics learning outcome
Grade 3 Report card by indicators



The variation of distribution patterns within the procedural, conceptual and problem solving levels in terms of stems suggests additional capacity building may be required in creating student success by interweaving all the strands and seven Mathematical Processes of the program of studies and in continuing to build assessment practices across the organization.

5 | Conclusion

Overall, CBE students achieve well in Mathematics. The levels of success evaluated by their teachers are generally high across a range of courses, grades and learning outcomes. In addition, the levels of achievement attained by CBE students on provincial tests surpass or match that of their provincial counterparts.

DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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



report to Board of Trustees

Exemption from Closure of School Regulation for W.H. Cushing Workplace School

Date	February 9, 2016
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Decision
Originator	Dany Breton, Superintendent Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board OE-9: Communicating With the Public OE-11: Learning Environment - Treatment of Students OE-12: Facilities
Resource Person(s)	Carrie Edwards Director, Planning & Transportation Calvin Davies, Director, Area IV Kelly Ann Fenney, Assistant Legal Counsel Sherri Lambourne, Manager, Real Estate & Leasing Anne Trombley, Manager, Planning

1 | Recommendation

It is recommended:

- THAT the Board of Trustees (BOT) receives this report for information and for the record; and
- THAT W.H. Cushing Workplace School be closed effective June 30, 2016; and
- THAT the Board of Trustees communicate this decision to parents in a timely manner.

2 | Issue

In 1995, the Calgary Board of Education (CBE) and TELUS entered into a unique partnership for the use of corporate space for a downtown workplace school. TELUS has provided space for the W.H. Cushing Workplace School on the main floor of the Len Werry building at the rate of \$1 per year. However, the space



where the school resides is to become unavailable due to the redevelopment of the north side of the 100 block of 7 Ave. S.W., as part of the TELUS' Sky building project.

The current lease agreement will expire on July 31, 2016.

While we have done an exhaustive search over the past 18 months for appropriate alternative space, we have not been successful. If a move to an alternate space were a reality, it should be noted that the definition of a school closure in the Closure of Schools Regulation includes "transfer all students from one school building to one or more other school buildings on a permanent basis." Therefore, moving students from the Len Werry building to any other building would still initiate a school closure.

3 | Background

On September 3, 2015, CBE Administration provided an update to stakeholders on CBE's search to find an alternate location for W.H. Cushing Workplace School. Stakeholders were informed that as of the date of the update, no suitable alternative location had been identified. The update concluded by advising stakeholders that CBE Administration was recommending that the necessary steps be taken to affect the closure of W.H. Cushing Workplace School effective June 30, 2016 (Attachment I).

On October 27, 2015 the Board of Trustees reviewed the specific background of the situation and approved the BOT Chair correspond with the Minister of Education to request the Minister to grant an exemption from sections. 4-7 of the *Closure of Schools Regulation* (Attachment II).

4 | Implementation Consequences

On December 11, 2015 CBE Trustee Chair Bowen-Eyre received correspondence (Attachment III) from Minister Eggen granting the requested exemption. The minister stated that he is satisfied that the board has worked positively with the parents of students impacted by TELUS's decision to terminate the lease arrangements and granted the board an exemption from sections 4 through 7 of the Closure of Schools Regulation. Accordingly, administration recommends the Board of Trustees pass the resolution required to close W.H. Cushing Workplace School and communicate this decision to parents in a timely manner.

If an opportunity arises to recreate a workplace school in the future, closure of the existing program within the current site is still required given the lease expires at the end of July. CBE Administration will consider and assess other locations for suitability if they come forward in the future.



5 | Conclusion

Extensive consultation and communication with the school community has been ongoing for the past 18 months. The student accommodation plan for students currently attending W.H. Cushing Workplace School is to accommodate students at their designated regular program school. Parents also have the option to register their children at their designated alternative program of choice. For regular program and alternative program schools where there is not enough space to accommodate all students choosing to register, the CBE lottery process will apply.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

- Attachment I: September 3, 2015 Update
- Attachment II: October 30, 2015 Letter to Minister
- Attachment III: December 8, 2015 Letter from Minister Eggen

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

update

W.H. Cushing Workplace School

September 3, 2015

Background

In 1995, the Calgary Board of Education (CBE) and TELUS entered into a unique partnership for the use of corporate space for a downtown workplace school. TELUS has provided space for the W.H. Cushing Workplace School on the main floor of the Len Werry building at the rate of \$1 per year. In May, 2014, TELUS advised the CBE that renovations to their building would be undertaken which would affect W.H. Cushing School. The current lease expires on July 31, 2016 and no further lease extensions or renewals can be considered due to the building redevelopment and TELUS's own need for space.

Working with Stakeholders

CBE Administration has been engaged in a meaningful and inclusive engagement process with stakeholders, beginning with a meeting in September, 2014. At that time CBE consulted with TELUS to determine their interest in helping to locate an alternate site and CBE's Corporate Partnerships began to explore opportunities to find an alternate site in the city core with other corporate donors.

Community consultation included:

- On October 8, 2014, meetings were held with the School Principal, Area Director and TELUS to discuss engagement and communication strategy.
- In October 2014, meetings were held with stakeholders to share the issue and provide information about the engagement process and to gather feedback
- In November 2014, further stakeholder feedback was solicited through an online engagement tool called Thoughtexchange to clarify stakeholder priorities and needs.
- In December 2014, CBE staff met with parents and interested parties to provide updates, gather feedback, and talk about the engagement plan and expression of interest process for exploring alternative lease arrangements. A written update was sent to all parents after the meeting.

Expression of Interest

Given the information gathered from stakeholders, a news release seeking expressions of interest from downtown corporations was issued in December 2014. The CBE continued to work with parents to discuss options and determine what implementation plan might be necessary based on space available in the core and at existing CBE schools.

A formal written update to parents was issued in February, 2015 indicating Corporate Partnerships had sent information to 45 corporations that met established criteria. Four responses were received indicating interest in the concept but, due to the current economic situation, companies could not consider this type of proposal.

In April, 2015 a request for space was made to the Provincial Government by CBE Board of Trustees Chair Bowen-Eyre. A response was received indicating that no appropriate space was available.

As of September 2015, the CBE has been unable to secure suitable space in the downtown core to relocate W.H. Cushing Workplace School.

Moving Forward

Throughout the engagement process, stakeholders have expressed concern about the timeline for a decision regarding whether the school would be relocated to a new location or closed. In the absence of a committed space to relocate the program and mindful of providing parents with the time required to make an informed decision regarding where to enroll their children in the future, CBE Administration is recommending the necessary steps be taken to affect the closure of W.H. Cushing School effective June 30, 2016. This recommendation will be taken forward to the CBE Board of Trustees.

If W.H. Cushing School is approved for closure, students currently attending the school will be redirected to their designated school for the 2016-2017 school year and onward. It is anticipated that, with the opening of new schools for the 2016-2017 school year, current W.H. Cushing Workplace School students can be accommodated at their designated regular program schools.

Yours truly,



Calvin Davies
Director
Area IV



Carrie Edwards
Director
Planning & Transportation



Board of Trustees

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

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Trina Hurdman
Judy Hehr
Julie Hrdlicka

October 30, 2015

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

Dear Minister Eggen:

Please accept this as our Board of Trustees' request that you consider providing an exemption to the Calgary Board of Education (CBE) from certain provisions of the Closure of Schools regulation as they might relate to W.H. Cushing Workplace School.

The W.H. Cushing Workplace School, located in TELUS Communication Inc.'s Len Werry building in downtown Calgary, is the result of a unique partnership between TELUS (formerly AGT) and the CBE that linked the location and delivery of a school program with the work environment of parents. It is our considered opinion that the unique circumstances of this School warrant an exemption under section 1.2(2) of the Closure of Schools Regulation.

By way of background the W.H. Cushing Workplace School was established in 1995 to provide for a "workplace" school such that students could access educational programming in the same or a nearby location to their parents workplace. TELUS Communications Inc. donated office space at nominal cost and provided upfront construction costs to create appropriate space for the students. In return, the CBE provided priority registration to children of TELUS employees. The School also receives support from the Patricia Cushing Foundation and Tangerine (formerly ING). The School accommodates kindergarten to Grade 3 students from all five areas in Calgary as well as from outside of Calgary. Enrolment is limited to 100 students per year. No transportation is provided by the CBE.

In 2014 TELUS announced a major construction project including extensive renovations to the Len Werry building. It provided notice to the CBE that it would not renew the lease with the School, which expires in June 2016. This means the CBE is left without a school location and a critical partner for the W.H. Cushing Workplace School. As outlined below the CBE has made reasonable efforts to find a new location and partner support to continue with this unique School; however those efforts have not produced an appropriate accommodation. Technically this situation would trigger a "closure consideration" pursuant to section 2(a), (b), or (d) of the Closure of Schools Regulation despite the fact that the CBE has no direct control over the non-renewal of the lease. Unless you exercise your discretion as provided in s. 1.2(2) of the regulation the CBE is legally bound to follow the closure

learning | **as unique** | as every student

provisions outlined in ss. 4-7 of the regulation. For the reasons set out below we request an exemption from the applicable provisions.

The Closure of Schools Regulation provides you with broad discretion to exempt boards from the formal closure processes where there are health and safety concerns and/or where a board has consulted with the community. Section 1.2(2) reads as follows:

(2) The Minister may, on written request of a board, exempt the board from the requires of sections 4 to 7 in respect of a closure if the Minister is satisfied that the board has consulted with the community regarding any change in grades and programs in one or more of the schools operated by the board."

We offer the following information for you to consider as you determine whether to exercise your discretion to exempt the CBE from ss. 4-7 of the Closure of Schools Regulation:

Extensive public engagement has occurred using the International Public Participation process (IAP2) whereby stakeholders are invited to be informed, to raise their concerns and questions, to provide feedback, and to understand where their feedback influenced decision-making.

A presentation was made to the School Council on October 21, 2014 and at a Parent Meeting on October 29, 2014, parents were invited to participate in the consultation process through in person meetings and via the online Thoughtexchange (formerly ThoughtStream) portal. In November 2014, the CBE provided updates and developed an FAQ response document to address questions and concerns raised by parents.

As part of the engagement process stakeholders, and more specifically parents, were made aware that a closure was one possible outcome of the process. Throughout the engagement process parents asked the CBE to provide a timely decision such that families could make an informed decision about where to enrol their children in the future. Accordingly, in December 2014 the CBE provided parents with information regarding alternative school locations including enrolment.

The CBE has made reasonable efforts to find an alternate location and/or School partner for W.H. Cushing Workplace School by engaging the corporate community through an Expression of Interest (EOI). In February 2015, CBE's Corporate Partnership division issued an EOI to 45 corporate entities inviting proposals to support relocation of the School. This included a description of the space and fiscal requirements of the School. Four corporations responded expressing an interest in the concept of a workplace school; however none would commit to the initiative.

On February 25, 2015 Chair Bowen-Eyre wrote to the Province requesting space for the school. A response indicated that no appropriate space in downtown properties was available.

On September 3, 2015 CBE administration notified parents that it would recommend to the Board of Trustees that the necessary steps be taken to



close W.H. Cushing Workplace School. Contact was also made with the City of Calgary Corporate Properties department and the CBE was informed that the City did not have any suitable locations available.

The CBE to date has been unable to secure a suitable school location in the downtown core to relocate W.H. Cushing Workplace School. Without a corporate partner willing to provide space at nominal costs, it is not cost effective for the CBE to lease or build a facility in the downtown core. The CBE prepares an annual Three Year School Capital Plan, which outlines the new school construction priorities and requests funding from the province. The cost of a typical K-4 school is approximately \$15 million. Given Calgary's population growth there are several other communities that would rank above this school using the CBE's ranking criteria for establishing capital priorities. Furthermore the CBE has space within other schools located near the downtown core to accommodate students residing in downtown Calgary.

As a result it is our view that a closure of the School, while unfortunate, is an inevitable outcome of TELUS' decision to terminate its lease with the CBE. It is also our view that engaging in the public process as required by ss. 4-7 would delay the planning process for the families impacted by the decision and would require the CBE to incur costs for engagements where there is no reasonable prospect that the engagements will result in a different outcome.

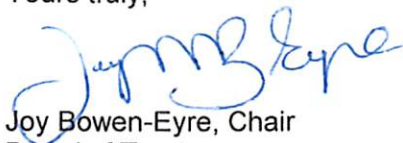
Consequently, on October 27, 2015 the Board of Trustees reviewed a Report outlining the specific background of this situation and passed a motion:

- THAT the Board of Trustees authorizes the Chair to correspond with the Minister of Education, as discussed in camera.

In light of the above and the importance of providing families with sufficient information to plan for future enrolment we would appreciate consideration of this request at your earliest convenience. Should you elect not to grant the exemption the CBE is required to commence the formal closure process within the 2015-16 school year, and therefore, immediate action on our part is required. CBE administration is committed to keeping stakeholders informed and will scheduled an in person meeting with parents to communicate this decision.

Should you require further information or wish to hear from the CBE directly, one or more of our senior administrators would be happy to brief you personally.

Yours truly,



Joy Bowen-Eyre, Chair
Board of Trustees





Office of the Minister

AR91544

DEC - 8 2015

Ms. Joy Bowen-Eyre
Board Chair
Calgary Board of Education
1221 - 8 Street SW
Calgary AB T2R 0L4

Dear Ms. Bowen-Eyre:

Thank you for your October 30, 2015 letter requesting an exemption from sections 4 through 7 of the *Closure of Schools Regulation*, pursuant to Section 1.2(2) of the regulation, with regard to W.H. Cushing Workplace School.

Having reviewed the detailed description of the community consultation undertaken by Calgary Board of Education and the efforts to secure an alternative location and/or school partner, I am satisfied that the board has worked positively with the parents of the students impacted by Telus's decision to terminate its lease arrangements. Therefore, I hereby grant the board an exemption from sections 4 through 7 of the *Closure of Schools Regulation* pertaining to the closure of W.H. Cushing Workplace School.

In granting this exemption, your board is now able to proceed with this closure according to your jurisdiction's policy and to develop a clear transition plan for the accommodation of students from this school to others. Please communicate the effective date of this closure by forwarding the board motion, in writing, to my office.

I wish you success in this undertaking.

Sincerely,

A handwritten signature in blue ink, appearing to read "D. Eggen".

David Eggen
Minister

report to Board of Trustees

CBE Response to Alberta School Boards Association (ASBA) Strategic Plan Survey

Date	February 9, 2016
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Pamela King
Purpose	Decision
Governance Policy Reference	Governance Culture GC-3: Board Job Description

1 | Recommendation

THAT the Board of Trustees approves the survey response based on the current strategic plan's priorities, as attached, for submission to Alberta School Boards Association as the Calgary Board of Education's input for the upcoming ASBA Strategic Planning process.

2 | Issue

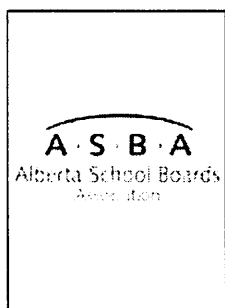
On January 19, 2016 the ASBA corresponded with Board Chairs, requesting school boards' input on the ASBA Strategic Plan which will inform the ASBA Budget 2016-2017. The ASBA has requested a corporate board response from each board.

The ASBA Strategic Plan will be reviewed by the Board of Directors on February 18-19, 2016, considered for approval at the March 2016 Board of Directors meeting, for implementation in September 2016.

The ASBA Budget 2016-2017 will be developed by the Board of Directors in Spring 2016, presented at zones and voted on by the membership at the 2016 Spring General Meeting.

Attachment I: ASBA Strategic Plan Survey
Attachment II: ASBA Strategic Plan 2015-2018 at a Glance





ASBA Strategic Plan Survey

Last year, the Alberta School Boards Association Board of Directors approached strategic planning with a view to focus the strategic vision for the Association.

The plan is intended to represent the aspirational view school boards have for their provincial association and provide a path to achieve this desired future.

In reviewing the current plan, school boards are being asked to consider that strategic focus. Does the plan reflect the desired vision for the Association? Do the key results represent reasonable milestones in achievement of the strategic priorities? Are there elements which should be added or removed?

Please provide the corporate Board response to the following questions. School board responses will inform the ASBA Board of Directors as they determine the next ASBA Strategic Plan, implementation of which will begin in September 2016.

*** 1. Board name**

Calgary Board of Education

*** 2. Name of individual completing the form**

Pamela King

3.

If your Board would like to provide input or commentary on individual elements of the current ASBA Strategic Plan, please proceed directly to question 4.

If your Board believes all items identified in the current ASBA Strategic Plan should remain priorities for the Association (and does not wish to provide additional input or commentary on the current plan), please indicate so below.

☐ Our Board believes all items identified in the current ASBA Strategic Plan should remain priorities in the next plan.

Comments

4.

Strategic Priority A: ASBA provides leadership through its support of school boards in continuously improving and enhancing learning opportunities for students.

- ☒ Strategic Priority A is consistent with the aspirational focus for the Association and should remain in the ASBA Strategic Plan.
- ☐ Strategic Priority A is not consistent with the aspirational focus for the Association and should not appear in the ASBA Strategic Plan.

☒ Comments

More focus on students

5.

Key Result A1: ASBA will support boards in providing optimal student learning and well-being through strengthened collaborative partnerships.

Key Result A2: Leadership and support are provided to school boards in the sharing and implementation of promising practices and initiatives which address the diversity of learners and learning environments.

- ☒ Key Results A1 and A2 reflect reasonable milestones in support of Strategic Priority A and should remain in the ASBA Strategic Plan.
- ☐ Key Result A1 does not reflect a reasonable milestone in support of Strategic Priority A and should be removed from the ASBA Strategic Plan.
- ☐ Key Result A2 does not reflect a reasonable milestone in support of Strategic Priority A and should be removed from the ASBA Strategic Plan.



Comments

ALL Key Results should have measurable outcomes. These are too vague.

6.

Strategic Priority B: ASBA provides leadership and support to school boards in their implementation of effective governance practices.



Strategic Priority B is consistent with the aspirational focus for the Association and should remain in the ASBA Strategic Plan.



Strategic Priority B is not consistent with the aspirational focus for the Association and should not appear in the ASBA Strategic Plan.



Comments

7.

Key Result B1: School boards and trustees have access to resources and supports that assist them in meeting expectations of legislation, regulation, education policy, and system change.

Key Result B2: School boards have access to resources and supports to enhance community engagement.

Key Result B3: ASBA models effective governance by ensuring Association governance documents and practices are current and relevant.



Key Results B1, B2 and B3 reflect reasonable milestones in support of Strategic Priority B and should remain in the ASBA Strategic Plan.



Key Result B1 does not reflect a reasonable milestone in support of Strategic Priority B and should be removed from the ASBA Strategic Plan.



Key Result B2 does not reflect a reasonable milestone in support of Strategic Priority B and should be removed from the ASBA Strategic Plan.

☐ Key Result B3 does not reflect a reasonable milestone in support of Strategic Priority B and should be removed from the ASBA Strategic Plan.

☒ Comments

Policies need to be reviewed, reaffirmed. ASBA does not follow governance model (i.e. Outcomes/Results based) that the consultants work on with Boards. Less focus on adding more policies and more focus on monitoring progress towards outcomes

8.

Strategic Priority C: ASBA provides leadership and support to school boards in promoting excellence in public education.

☒ Strategic Priority C is consistent with the aspirational focus for the Association and should remain in the ASBA Strategic Plan.

☐ Strategic Priority C is not consistent with the aspirational focus for the Association and should not appear in the ASBA Strategic Plan.

☐ Comments

9. Key Result C1: Changes to legislation, regulation, and policy impacting school boards and the education profession/ occupation will reflect school boards' interests and needs to manage the system to ensure student success.

Key Result C2: Any transformation initiatives will reflect member boards' interests.

Key Result C3: ASBA will be the leading voice in key public education issues.

Key Result C4: Relevant education stakeholders, community partners and government will recognize the ASBA as a key partner.

☒ Key Results C1, C2, C3 and C4 reflect reasonable milestones in support of Strategic Priority C and should remain in the ASBA Strategic Plan.

☐ Key Result C1 does not reflect a reasonable milestone in support of Strategic Priority C and should be removed from the ASBA Strategic Plan.

- ☐ Key Result C2 does not reflect a reasonable milestone in support of Strategic Priority C and should be removed from the ASBA Strategic Plan.
- ☐ Key Result C3 does not reflect a reasonable milestone in support of Strategic Priority C and should be removed from the ASBA Strategic Plan.
- ☐ Key Result C4 does not reflect a reasonable milestone in support of Strategic Priority C and should be removed from the ASBA Strategic Plan.
- ☒ Comments

ASBA needs to be more aware of upcoming legislation and help Boards understand the impacts. Sometimes legislation affects Boards indirectly. We heard about Bill 10 but not Bills 5 or 8.

10.

Please identify any additional elements that could be included in the next ASBA Strategic Plan, along with rationale which may inform consideration by the Board of Directors.

- Need to see advocacy priorities as part of C3. What are we pushing for? Curriculum Redesign (that incorporates ASBA's curriculum policy)
- Key result in Priority C related to changes in Education policy which advocate for changes to funding formulas focussed on each student when we know not all have the same needs for supports (i.e. Costs of supports)

11.

Additional Comments

- What defines "Excellence" in Education in Priority C?
- How are "transformative" initiatives in Result C2 different than "promising practices and initiatives" in Result A2
- Re-examine the voting structure

Done

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Alberta School Boards Association

Strategic Plan 2015-2018: At a Glance

Strategic Priority A : ASBA provides leadership through its support of school boards in continuously improving and enhancing learning opportunities for students.			
Key Results	A1 ASBA will support boards in providing optimal student learning and well-being through strengthened collaborative partnerships.	Strategies	A1.1 Mandates of ASBA internal task forces and committees will be reviewed to ensure they are practical, achievable and demonstrate a commitment to strengthened collaborative partnerships. A1.2 Resources available through collaborative partnerships will be identified and shared with school boards.
	A2 Leadership and support are provided to school boards in the sharing and implementation of promising practices and initiatives which address the diversity of learners and learning environments.		A2.1 Facilitate the sharing of promising practices and initiatives which address the diversity of learners, learning environments and communities. A2.2 Facilitate opportunities for trustees to share information between school boards and learn from one another.

Strategic Priority B : ASBA provides leadership and support to school boards in their implementation of effective governance practices.			
Key Results	B1 School boards and trustees have access to resources and supports that assist them in meeting expectations of legislation, regulation, education policy, and system change.	Strategies	B1.1 Provide a variety of professional development opportunities to school boards to assist them in implementing effective governance practices and meeting expectations of legislation, regulation, education policy, and system change. B1.2 Develop and provide access to relevant online resources.
	B2 School boards have access to resources and supports to enhance community engagement.		B2.1 Develop a comprehensive advocacy plan that informs and guides provincial and local advocacy efforts. B2.2 Raise the profile of existing community engagement resources. B2.3 Support continued efforts in building collaborative relationships at provincial and community levels.
	B3 ASBA models effective governance by ensuring Association governance documents and practices are current and relevant.		B3.1 Review ASBA governance documents and practices to ensure currency and relevance. B3.2 Ensure ASBA Board of Directors orientation and professional development includes information on governance and policy support resources. B3.3 Ensure ASBA information and technology systems promote and enable effective governance.

Alberta School Boards Association

Strategic Plan 2015-2018: At a Glance

Strategic Priority C : ASBA provides leadership and support to school boards in promoting excellence in public education.			
Key Result	C1	Changes to legislation, regulation, and policy impacting school boards and the education profession/ occupation will reflect school boards' interests and needs to manage the system to ensure student success.	C1.1 Develop school board awareness of potential legislative impacts. C1.2 Engage school boards in opportunities to provide input on professions and occupations, teaching and leadership excellence.
	C2	Any transformation initiatives will reflect member boards' interests.	C2.1 Develop an awareness of potential transformation impacts and school board positions.
	C3	ASBA will be the leading voice in key public education issues.	C3.1 Engage in generative dialogue with school boards and zones. C3.2 Proactively determine ASBA positions on crucial issues with input from school boards. C3.3 Support desired shifts in culture and rebranding of ASBA as the leading voice in public education.
	C4	Relevant education stakeholders, community partners and government will recognize the ASBA as a key partner.	C4.1 Review current partnerships and committees to assess value for engagement. C4.2 Build and maintain effective relationships through participation on committees of mutual benefit.

report to Board of Trustees

Summative Evaluation of the Chief Superintendent

Date	February 9, 2016
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Amber Stewart, Board Evaluation Committee Member Trina Hurdman, Board Evaluation Committee Member
Purpose	Information
Governance Policy Reference	GC-3: Board Job Description GC-4: Officer's Roles B/CSR-5: Chief Superintendent Accountability

1 | Recommendation

The report is being provided to the Board for information.

2 | Background

Board of Trustees' Governance Policy B/CSR-5 states that, *the Board considers Chief Superintendent performance to be identical to organization performance.* Organizational accomplishment of the Board's Results policies, and operation according to the values expressed in the Board's Operational Expectations policies, will be considered successful Chief Superintendent performance. These two components define the Chief Superintendent's job responsibilities, and are the basis for the Chief Superintendent's performance evaluation.

B/CSR-5.7 states that *Each January the Board will conduct a formal summative evaluation of the Chief Superintendent. The summative evaluation will be based upon data collected during the year from the monitoring of Results and Operational Expectations policies.*



3 | Conclusion

The purpose of the annual evaluation of the Chief Superintendent is to summarize the actions previously taken by the Board of Trustees as it monitored the Results and Operational Expectations policies during the year, and to draw conclusions on that basis.

The attachment to this report provides a summary of the monitoring of all Results and Operational Expectations governance policies for the 2015 year; it is the “data collected during the year from the monitoring of Results and Operational Expectations policies”, as required by B/CSR-5.7.

ATTACHMENTS

Attachment I: Board Evaluation of Chief Superintendent, 2015

GLOSSARY – Developed by the Board of Trustees

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

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

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

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



Board Evaluation of Chief Superintendent, 2015

Results						
1. Mission	2013/09/17	Page 3				Not scheduled for monitoring
2. Academic Success	2013/04/16	Page 6	Last Monitored 2014/11/25 2014/12/02	Page 4 Page 2	Reasonable progress being made when last monitored. In 2015, the Board is receiving information reports for each of the subject areas. The R-2 policy will be monitored in May, 2016.	-In the 2014 monitoring: -The Chief Sup't was commended for the improvement in Gr. 9 K&E results and participation rates. -The Board identified concerns with student results in: FNMI student achievement in all areas; ELL student results for Gr. 9 PATs; and the achievement of Gr. 9 students at the acceptable level in the PATs for Math and Science. -The Chief Sup't was commended for the CBE Diploma Exam results. -The Board directed the Chief Sup't to review the indicators for R-2: Academic Success and report to the Board prior to June 30/15.
• Language Arts	2012/05/15	Page 3	2016/01/12		Information Only – Not Monitored	Report presented for information only. No monitoring decision made.
• Mathematics	2012/05/15	Page 3	2016/02/09			Report presented for information only. No monitoring decision made.
• Science	2012/05/15	Page 3	2015/11/03	Page 2	Information Only – Not Monitored	Report presented for information only. No monitoring decision made.
• Social Studies			2015/12/08	Page 3	Information Only – Not Monitored	Report presented for information only. No monitoring decision made.
3. Citizenship	2013/04/02 2015/10/06	Page 5	2015/02/03 2015/02/10	Page 2 Page 2	Reasonable progress being made	The Board commended the Ch. Sup't. for high overall achievement in R-3: Citizenship and for the expanded data sets included over the past 2 years.
4. Personal Development	2013/03/19 2013/02/05 2015/12/08	Page 6 Page 4	2015/04/07 2015/04/14	Page 2 Page 3	Reasonable progress being made	
5. Character	2013/03/19 2015/12/08	Page 4	2015/06/09 2015/06/16	Page 2 Page 2	Reasonable progress being made	Board commended the Ch. Sup't for outstanding student achievement and continuing improvement in R-5: Character.



Board Evaluation of Chief Superintendent, 2015

Policy	Reasonable Interpretation	Related RI Minutes	Monitoring Report	Monitoring Minutes	Reasonable Progress/ Compliance	Commendations/Concerns
Operational Expectations						
1. <u>Global Operational Expectation</u>	<u>2012/09/18</u>	<u>Page 7</u>	<u>2015/06/09</u> <u>2015/06/16</u>	<u>Page 3</u> <u>Page 6</u>	In compliance	
2. <u>Temporary Chief Superintendent Succession</u>	<u>2012/03/06</u> <u>2013/10/08</u>	<u>Page 10</u> <u>Page 10</u>	<u>2015/09/08</u> <u>2015/09/15</u>	<u>Page 3</u> <u>Page 6</u>	In compliance	
3. <u>Treatment of Owners</u>	<u>2012/09/04</u>	<u>Page 4</u>	<u>2015/10/06</u> <u>2015/10/13</u>	<u>Page 4</u> <u>Page 3</u>	In compliance	Board commended the Chief Sup't for implementation of a new CBE website which is making information more accessible to our public. Board directed Chief Sup't to review the indicators for 3.1, 3.2 and 3.3, as well as the reasonable interpretation for 3.3 and report back by June 30/16
4. <u>Treatment of Employees</u>	<u>2012/03/06</u> <u>2014/06/10</u>	<u>Page 12</u> <u>Page 5</u>	<u>2015/11/03</u> <u>2015/11/10</u>	<u>Page 4</u> <u>Page 2</u>	In compliance with exception of 4.1, 4.7, 4.10, and 4.13	
5. <u>Financial Planning</u>	<u>2012/03/20</u> <u>2013/05/28</u>	<u>Page 14</u> <u>Page 24</u>	<u>2015/12/08</u>	<u>Page 6</u>	In compliance	
6. <u>Financial Administration</u>	<u>2012/06/12</u> <u>2012/09/18</u> <u>2013/03/19</u> <u>2014/06/17</u> <u>2014/12/02</u>	<u>Page 4</u> <u>Page 7</u> <u>Page 7</u> <u>Page 10</u> <u>Page 12</u>	<u>2015/01/13</u> <u>2015/01/20</u>	<u>Page 3</u> <u>Page 3</u>	In compliance with exception of 6.1 and 6.4	The Board commended the Chief Sup't for the completeness, clarity, and ease of understanding of the monitoring data provided in OE-6: Financial Administration
7. <u>Asset Protection</u>	<u>2012/10/02</u> <u>2013/04/16</u>	<u>Page 7</u> <u>Page 7</u>	<u>2015/01/13</u> <u>2015/01/20</u>	<u>Page 3</u> <u>Page 4</u>	In compliance	
8. <u>Communication With & Support for the Board</u>	<u>2012/05/15</u>	<u>Page 5</u>	<u>2015/03/03</u> <u>2015/03/10</u>	<u>Page 2</u> <u>Page 5</u>	In compliance	
9. <u>Communicating With the Public</u>	<u>2012/09/04</u> <u>2014/06/17</u>	<u>Page 5</u> <u>Page 4</u>	<u>2015/04/07</u> <u>2015/04/14</u>	<u>Page 3</u> <u>Page 5</u>	In compliance	



Board Evaluation of Chief Superintendent, 2015

Policy	Reasonable Interpretation	Related RI Minutes	Monitoring Report	Monitoring Minutes	Reasonable Progress/ Compliance	Commendations/Concerns
10. <u>Instructional Program</u>	<u>2012/09/18</u> <u>2014/06/10</u>	<u>Page 5</u> <u>Page 6</u>	Last Monitored <u>2014/10/28</u> <u>2014/11/04</u>	<u>Page 4</u> <u>Page 7</u>	In compliance when last monitored in 2014	Note: Scheduled to be monitored again in May/16 (Revised GC-6E)
11. <u>Learning Environment/ Treatment of Students</u>	<u>2012/05/01</u> <u>2014/06/17</u>	<u>Page 4</u> <u>Page 5</u>	<u>2015/12/08</u> <u>2016/01/12</u>	<u>Page 4</u>	In compliance	(Approved on Consent Agenda – Jan. 12/16 Minutes Not Yet Available)
12. <u>Facilities</u>	<u>2012/04/03</u>	<u>Page 5</u>	<u>2015/02/03</u> <u>2015/02/10</u>	<u>Page 4</u> <u>Page 5</u>	In compliance	

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

Date	February 9, 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

English Language Arts Diploma

On January 13, 2016, almost 5,400 students in 28 CBE high schools wrote Part A: Written Response of the ELA 30-1 and 30-2 diploma examinations. All wrote using local secured exam accounts. To date, no irregularities have been reported by either schools or Alberta Education. This is in contrast to the challenges encountered in the January 2015 Part A: Written Response of the ELA 30-1 and 30-2 diploma examinations using Quest A+.

This year's success was due to two factors. One factor was that CBE did not use Quest A+. In addition considerable investment in collaboration between CBE's Learning service unit, CBE's Client Technology Services, and the high schools ensured that exam accounts on both PCs and Macs met all of the Alberta Education criteria for writing diploma exams using computers

Encore CBE

As part of our strategy to improve success in schools, high school principals were asked in December to generate a list of students who had withdrawn from school during the current school year or not returned for the 2015-16 school year. Each student will be contacted in January and supported in reconnecting with a high school. Encore CBE will play a major role in this January's calls and into the future moving forward. The goal is to have as many students as possible re-engage for and during the second semester.

New Dual-Credit Opportunities CBE High School Students at University of Calgary

Dual credit opportunities are linked to the personalization of learning as it relates to the High School Success strategy for the Calgary Board of Education. This is also part of Alberta Education's "Moving Forward with High School Redesign" plan.

Two new University of Calgary dual credit initiatives are underway as of January, 2016 as a result of a new dual credit partnership between CBE and U of C.:

- 18 students at Sir Winston Churchill High School are enrolled in Math 31 at their high school and Math 265 at the university.
- 16 students at Robert Thirsk High School have been enrolled in Physics 30 this year at their high school and are now enrolled in Physics 255 at the university.

The benefits to students include the opportunity to pursue a personal pathway or area of interest and to learn in a university setting while being supported by both high school and university experts. These are intended to be university courses applicable to credit at both U of C as well as other institutions. Calgary Board of Education and U of C staff benefit from being able to learn from each other – learning about the subject/discipline matter and about effective supports for adolescent learners.

An important next step will be to gather student success data on these opportunities so that we can evolve and extend our processes to increase access in other disciplines and in other schools.

Build Professional Capital

Leadership Development

Over the last year and a half, the Leadership and Learning team have collaborated to create a more robust strategy for school-based leaders within the Calgary Board of Education. It is a plan that carefully considers how, in a growing organization, aspiring leaders can be best prepared for their first day as a formal school-based leader. The plan also considers how the staffing process for those aspiring to school-based leadership positions can be clearly understood by applicants to ensure that the system has the best possible leaders in formalized roles.

An engagement process began by gathering input about leadership development needs and interests from educational directors, high school, middle school, and elementary principals. A design committee was subsequently established in October 2014 to assess the data and design a succession plan for school-based leaders. The plan is in the beginning of its roll-out phase and was shared at the December system leadership meetings and nine sessions for interested ATA members.

The vision is to create both an Aspiring Assistant Principal and Aspiring Principal Cohort in which members are involved in professional learning to prepare them for their next roles. The learning will be designed around the experiences that nurture the development of the Professional Practice Competencies for School-based Leaders in Alberta prior to appointment.

The current plans involve both an accelerated cohort, with an application process beginning in January 2016, and a regular cohort process that will be initiated towards the end of this school year. A general one-week posting went live in PeopleSoft on January 8th for teachers interested in applying for the Accelerated Aspiring Assistant Principal Cohort and for Assistant Principals applying for the Accelerated Aspiring Principal Cohort. 218 applications were received for the Accelerated Aspiring Assistant Principal Cohort and 60 for the Accelerated Principal Cohort.

Principals are actively involved in the shortlisting process which includes three data sets. Once applicants are shortlisted, they will be involved in two interview processes: a standardized interview that looks at leadership potential and a system interview that is conducted by three CBE directors. All five data sets will be considered when selecting the successful applicants for the accelerated cohorts.

Feedback about the process will be gathered and, where warranted, adjustments made to the process prior to beginning the intake for the regular cohort process in the spring.



Engage Our Public

Public Engagement Strategy

Last October the CBE made a commitment to improve public engagement and do a better job of listening to and understanding peoples' perspectives on decisions that affect them. At the February 2, 2016 public Board meeting, an update on our progress towards creating and implementing a public engagement framework was provided. A summary of what we heard from more than 6,500 students, parents, employees and community members who completed the online surveys or provided their perspectives during in-person sessions was also shared. The findings identify a number of areas for improvement. These include everything from developing a well-understood, fair and open engagement process, to doing a better job of sharing the results of engagement activities with all stakeholder groups. They provide clear direction on the areas to improve.

Detailed reports are posted on the website at www.cbe.ab.ca/dialogue. The website will continue to be updated on our progress towards developing a coherent, system-wide approach to public engagement. Planning for the transportation and new and impacted schools engagements is also well underway and the Board of Trustees will continue to receive updates as this work progresses.

Steward Our Resources

Student Information System

The Calgary Board of Education has contracted Maplewood Computing Ltd. to provide the CBE with a new Student Information System (SIS). An updated Student Information System is a strategic support for advancing student learning in the CBE and will support access to and use of data by students, families, teachers, and leaders. The design, integration and expansion of capabilities within the CBE's SIS is expected to support best practices in assessment and grading, parent access to student information and the coordination of programs across CBE high schools. It is also intended to create new operational efficiencies in working with student data which will help reduce teacher workload concerns and ensure the CBE is able to fully participate in Alberta Education's Provincial Approach to Student Information (PASI). A first component of the new system, supporting high school Off-Campus/Work Experience programs, is on schedule to be available for use in the fall of 2016. A group of pilot schools will be able to begin fully using the new SIS in the fall of 2017 with usage in all schools targeted to begin in the fall of 2018.

Staffing New Schools

Human Resources has been involved in the planning of new school openings over the past year through detailed project team meetings with key stakeholders to review milestones, activity lists and tasks. It is important that the time be taken to ensure our schools are staffed with the right people, at the right time, and on budget. This is a significant undertaking with the opening of 16 new schools. Based

on the new school commissioning budget and projected student enrolments we have identified the following timelines:

- New school Principals have been selected and will assume their duties effective April 1st.
- New school Assistant Principal's will be posted and hired by the end of February 2016 and will begin in their positions early depending on the grade configuration.
- 50% of Teacher and Learning Leader positions per new school will be posted in early March with a 2016 Fall start date.
- New school Administrative Secretaries are to be hired in March by the Principal and the early start of these positions are supported by three months of funding.
- The backfilling of all early starting positions will be on-going and all positions will be filled for the first day of school.

It is anticipated there will be 46% more transactions to be processed through Human Resources this year compared to last year due to the new school openings and two open teacher posting rounds.

Fees Collection

The CBE charges annual Transportation and Noon Supervision fees to offset the costs related to the services. No student is denied access to the instructional program due to an inability to pay. Parents who are unable to pay fees may still apply for a waiver. In those instances where fees are not waived or paid we make continued efforts to collect. In accordance with the CBE's governance obligations, unpaid Transportation and Noon Supervision fee accounts for the 2014-15 school year will be sent to a collection agency for payment follow-up. Prior to forwarding these accounts, the CBE will have sent a minimum of two notices. Payment on accounts sent to collections can be made to the collection agency, to schools or online. There was a total of \$7.9 million charged in transportation fees during the 2014-2015 school year with \$0.6 million uncollected which represents 1800 accounts being sent to collections. Similarly \$11.0 million was charged in Noon Supervision fees with \$1.5 million being uncollected and 5700 accounts being sent to collections. The collection agency is compensated at a rate of 23 per cent of the amount that is recovered on the account.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

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**Calgary Board
of Education**

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

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



report to Board of Trustees

Construction Projects Status Report

Date	February 9, 2016
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Information
Originator	Dany Breton, Superintendent, Facilities & Environmental Services
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board OE-12: Facilities
Resource Person(s)	Eugene Heeger, Director, Design & Property Development Robert Ashley, Manager, Design Services

1 | Recommendation

It is recommended:

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

2 | Issue

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



3 | Background

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

On November 11 and 12, 2015, Alberta Education released grants for the construction or modernization of six schools totalling \$157.7M. This funding will allow for the construction of the Southeast 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 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
February 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 modulares complete. Modulares have been collected from Alberta Infrastructure's manufacturer and have been installed on site. Mechanical and electrical rough-ins ongoing. ENMAX electrical power installation continuing. Interior blockwork and metal stud installation ongoing. Construction remains 2 weeks behind schedule.</p>

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

Building	Orig. Open Date	Rev. Open Date	Notes/Comments
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. Mechanical and electrical rough-ins ongoing. ATCO has installed the gas line and meter. Modular units have been delivered to site and are being installed. Glazing installation has commenced. 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, q-deck erection and roofing are complete. ENMAX transformer has been installed. Exterior framing is complete. Window installation is complete. ATCO gas meter has been installed. Slabs on grade are complete. Interior metal stud installation has commenced. Mechanical and electrical rough-ins ongoing. Construction is tracking behind schedule. Contractor is confident completion date will be met.</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, q-deck erection and roofing are complete. Mechanical equipment has been installed on to the second floor and HVAC installation is ongoing. Exterior walls and</p>

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

Building	Orig. Open Date	Rev. Open Date	Notes/Comments
			sheathing is progressing. Interior block work 90% complete with door frames being installed. Fire spray in Mechanical Room complete. Parapets complete. Mechanical and electrical rough-ins ongoing. Interior metal stud installation has commenced. ATCO has installed the gas line and meter. Construction is on schedule.
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. Mechanical and electrical rough-ins ongoing. Modular units have been delivered to site and have been installed. 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</p>

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

Building	Orig. Open Date	Rev. Open Date	Notes/Comments
10. Christine Meikle School (Replacement school)	Dec-16		<p>for mid-January 2015. Hazmat abatement work has been completed.</p> <p>Following the tender reviews by Alberta Infrastructure and the recommendation approval by Trustees, Everest Construction Management Ltd. was awarded the construction contract in mid-April 2015. Mobilization and construction has commenced on site. Demolition has been completed and the full Building Permit has been approved. A number of unforeseen structural issues have been identified as a result of the demolition work and these are being dealt with by the team on site. Structural steel erection has 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. On January 13, 2016, the Prime Consultant issued a Notice of Default to the Contractor. The Contractor has agreed to accelerate the work schedule and complete the work prior to the start of the school year. The revised schedule will be closely monitored.</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. Tenders closed on March 19, 2015.</p> <p>Following the tender reviews by Alberta Infrastructure and the recommendation approved by Trustees, Starcraft Construction Ltd. was awarded the construction contract in mid-April 2015. Mobilization and construction has commenced on site. The full Building Permit has been approved. Foundations are complete. Structural steel installation, q-deck erection and roofing are complete. Masonry work, steel stud and drywall progressing 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. Installation of window frames and glazing has commenced. Mechanical and electrical rough-ins ongoing. Concrete slabs on grade ongoing. Construction is on schedule.</p>

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

Building	Orig. Open Date	Rev. Open Date	Notes/Comments
11. Bowness High School Modernization	Sep-16	Dec-16	<p>Modernization of Bowness High School was announced January 21, 2014. The modernization will update the spaces to meet the current and future needs of the students. The Provincial kick-off meeting occurred February 25, 2014. BKDI Architects has been selected as Prime Consultant. The design process is underway. MHPM Project Managers Inc. has been selected as Project Manager. Public engagement and open house held on June 18, August 6 and September 17, 2014. Development Permit application submitted in August 2014. On October 1, 2014, Alberta Infrastructure approved the appointment of Chandos Construction Ltd. as the Construction Manager. Working drawings have been prepared for sequential tendering, which commenced at the end of January 2015. A Design Development Cost Report has been completed and submitted to Alberta Infrastructure for staged Tender Approval reviews. The first tender package was released in March 2015, and approved for award.</p> <p>Tender Package #2 (Remaining Scope) was submitted to Alberta Infrastructure in Mid-April 2015 for approval to proceed to tender. A partial Permit for Demolition was received from the City in mid-April and construction demolition activities have been completed.</p> <p>Processing of contract awards for Tender Package #2 took longer than forecast and this will extend the construction schedule. The full Building Permit has been approved.</p> <p>The Learning Commons sprinkler installation and hazmat removal has been completed. A kitchen equipment supplier has been identified. A change of the CTS Fashions program to a Robotics/Pre-Engineering program has been approved. Foundations are complete. Steel erection is complete. Sprinkler installation is ongoing with internal demolitions. Mechanical and electrical underground services are complete. Mechanical and electrical piping runs from main boiler room to new addition ongoing. Slab on grade preparation continuing. Construction is currently on schedule.</p>
12. Jack James High School Modernization	Sep-16		<p>Modernization of Jack James High School was announced January 21, 2014. The modernization will update the spaces to meet the current and future needs of the students. The Provincial kick-off meeting occurred February 25, 2014. Dialog Alberta Architecture has been selected as Prime Consultant. The design process is underway. Turnbull Construction Services Ltd. Has been selected as Project Manager. Public engagement and open house held on June 18, August 6 and September 17, 2014.</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</p>

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			<p>Alberta Infrastructure. Construction mobilization has commenced.</p> <p>A second Bid Package (balance of work) was approved by Alberta Infrastructure and the Trustees and awarded to the Construction Manager in mid-April. A full Building Permit has been issued and mobilization and construction activities have commenced. Construction remains on schedule. The first program area, existing construction trades was ready for occupancy at the commencement of the new school year.</p> <p>Building Trades Expansion has been delayed due to delays caused by the discovery of lead paint and existing concrete beams which required replacement with steel beams. This space will be turned over by mid February 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>
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 was finally released by the City mid-January 2016. This project is at major risk due to delays with permitting approvals and progress constraints. The project is now forecast to be 2 months 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</p>

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			documents were issued in March 2015.
			Tender closed in early April 2015. After tender reviews and approvals by Alberta Infrastructure and the Trustees, a Letter of Award has been issued to Everest Construction Management Ltd. Mobilization and construction has commenced. Site grading and piling complete. Foundations complete. Deep services utility connections complete. Masonry to Gym complete. Q-deck complete. Roofing has commenced. Slab on grade ongoing. Exterior GWB partitions ongoing. Construction is still tracking 2 weeks behind schedule.
15. Buffalo Rubbing Stone School (Panorama Hills School) Grades K-4 Capacity 600 students	Sep-16		<p>The new K-4 school was announced February 10, 2014, as part of the Provincial government's commitment to build 50 new schools. The Provincial kick-off meeting occurred February 25, 2014. Group 2 Architecture has been selected as Bridging Consultant. The design process is underway. Public engagement and open house held on June 18, 2014.</p> <p>The Development Permit application was submitted in August 2014 and was approved by the City. Design-Build proposal documents have been issued and contractor proposals will be received and assessed in February 2015.</p> <p>The Design-Build responses were unsatisfactory and over budget. The Design Team has finalized a new set of working drawings and lump sum tender documents were issued in March 2015.</p> <p>Tender closed in early April 2015. After tender reviews and approval by Alberta Infrastructure and the Trustees, a Letter of Award has been issued to Westcor Construction. Mobilization and construction has commenced. Cast in place piles are complete. Foundations complete. Deep services utility connections complete. Structural steel erection is complete. Gym masonry walls complete. Problematic soil conditions have contributed to delays. A revised schedule has been submitted which is tracking 4 weeks late. Contractor is confident completion date will be met.</p>
16. Auburn Bay School Grades K-4 Capacity 600 students	Sep-16		<p>The new K-4 school was announced February 10, 2014, as part of the Provincial government's commitment to build 50 new schools. The Provincial kick-off meeting occurred February 25, 2014. Group 2 Architecture has been selected as Bridging Consultant. The design process is underway. Public engagement and open house held on June 18, 2014.</p> <p>Development Permit application submitted in August 2014 was approved by the City. Design-Build proposal documents have been issued and contractor proposals will be received and assessed in February 2015. The Design-Build responses were unsatisfactory and over budget. The Design Team has finalized a new set of working drawings and lump sum tender documents were issued in March 2015.</p> <p>Tender closed in early April 2015. After tender reviews and approvals by Alberta Infrastructure and the Trustees, a Letter of Award has been issued to Starcraft Construction Ltd. Mobilization and construction has commenced. Site grading</p>

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			and piling complete. Foundations complete. Deep services utility connections complete. Structural steel erection is complete . Block work is in progress. Construction is currently back on schedule.
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 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. Glulam manufacturer has advised that there will be material delivery delays. This may impact the planned phasing. Schedule is being reassessed.</p>
18. Dr. Martha Cohen School (New Brighton-Copperfield School) Grades 5 - 9 Capacity 900 students	Sep-16	Dec-16	<p>The new Middle school was announced February 10, 2014, as part of the Provincial government's commitment to build 50 new schools. The Provincial kick-off meeting occurred February 25, 2014. Group 2 Architecture has been selected as Bridging Consultant. The design process is underway. Public engagement and open house held on June 18, 2014. The Development Permit application was submitted in August 2014 and was approved by the City. Design-Build proposal documents have been issued and contractor proposals will be received and assessed in February 2015.</p> <p>The Design-Build responses were unsatisfactory and over budget. The Design Team will finalize a new set of working drawings and lump sum tender documents were issued in May 2015 for award and commencement of construction by July 2015. After tender approvals by Alberta Infrastructure and the Board, a Letter of Award was issued to Maple Reinders. Mobilization and construction has commenced. A partial Building permit has been issued.</p> <p>Erosion control in place. Top soil stripping and stock piling complete. Piling is complete. Grade beams are complete. Concrete slabs in progress. Under slab deep services complete. Structural slabs are complete. External wall framing has commenced and is proceeding rapidly. Glulam manufacturer has advised that there will be material delivery delays. This may impact the planned phasing. Schedule is being reassessed.</p>

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19. Elbow Park School (Replacement school)	Dec-16		<p>The June 2013 flood caused significant structural damage to the existing Elbow Park School due to differential settlement. As a result, a replacement of the Elbow Park School was approved by the Provincial government on February 12, 2014. The Provincial kick-off meeting occurred on February 25, 2014. Gibbs Gage Architects were selected as the Prime Consultant. The new school will meet current building standards including barrier free access and will address flood mitigation in the design. The library will reflect the original aesthetic design.</p> <p>The first information meeting with the community was held on April 2, 2014. The consultant team led by Gibbs Gage Architects and advised by Donald Luxton & Associates and MMP Engineering recommended the preservation of the North, West and East exterior walls along with a partial preservation of the South façade, while demolishing the remainder of the school.</p> <p>This design concept for the Elbow Park Replacement School was presented to the public on July 3, 2014. Comments received were consistently favorable. A new and modern school is planned to be constructed within the historic walls, with a new brick veneer and glass curtain wall gymnasium addition to the South. The new roofs are to emulate the original sloped roofs between the historic facades, while the new addition will have a flat roof with clerestory lighting over the central ancillary spaces.</p> <p>In June 2014, Duke Evans Inc. was retained as the Project Manager. Due to the nature of this project a Construction Management construction procurement process is to be followed to meet the phased schedule of activities. The Schematic Design Report has been completed and has been approved by Alberta Infrastructure. A Development Permit application has been approved. On October 1, 2014, Alberta Infrastructure approved the appointment of Stuart Olson Construction Ltd. as the Construction Manager.</p> <p>The first Tender Package for the specialist foundation work, demolition and structural wall stabilization was retendered and has been awarded. The balance of the work has been tendered. Hazmat abatement work has been completed. Demolition work continues as planned. Tender Package 2 (balance of work) has been approved for award by Alberta Infrastructure. Construction is proceeding following re-sequencing of activities. Construction is lagging behind due to subcontractor resourcing and performance issues. Completion is still projected as scheduled.</p>
20. Rideau Park School (Flood mitigation)	TBD		<p>Rideau Park School was approved for flood mitigation funding on March 11, 2014. Engineering Consultants have been appointed to commence flood mitigation design. Options have been assessed and it is anticipated that construction of this work will commence in the 1Q 2016. The first phase design work for the mechanical systems move and new mechanical and electrical room scope is being developed. The DP application process has commenced.</p>

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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> <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. Steel decking 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>

After tender reviews and approvals by Alberta Infrastructure and the Board, a

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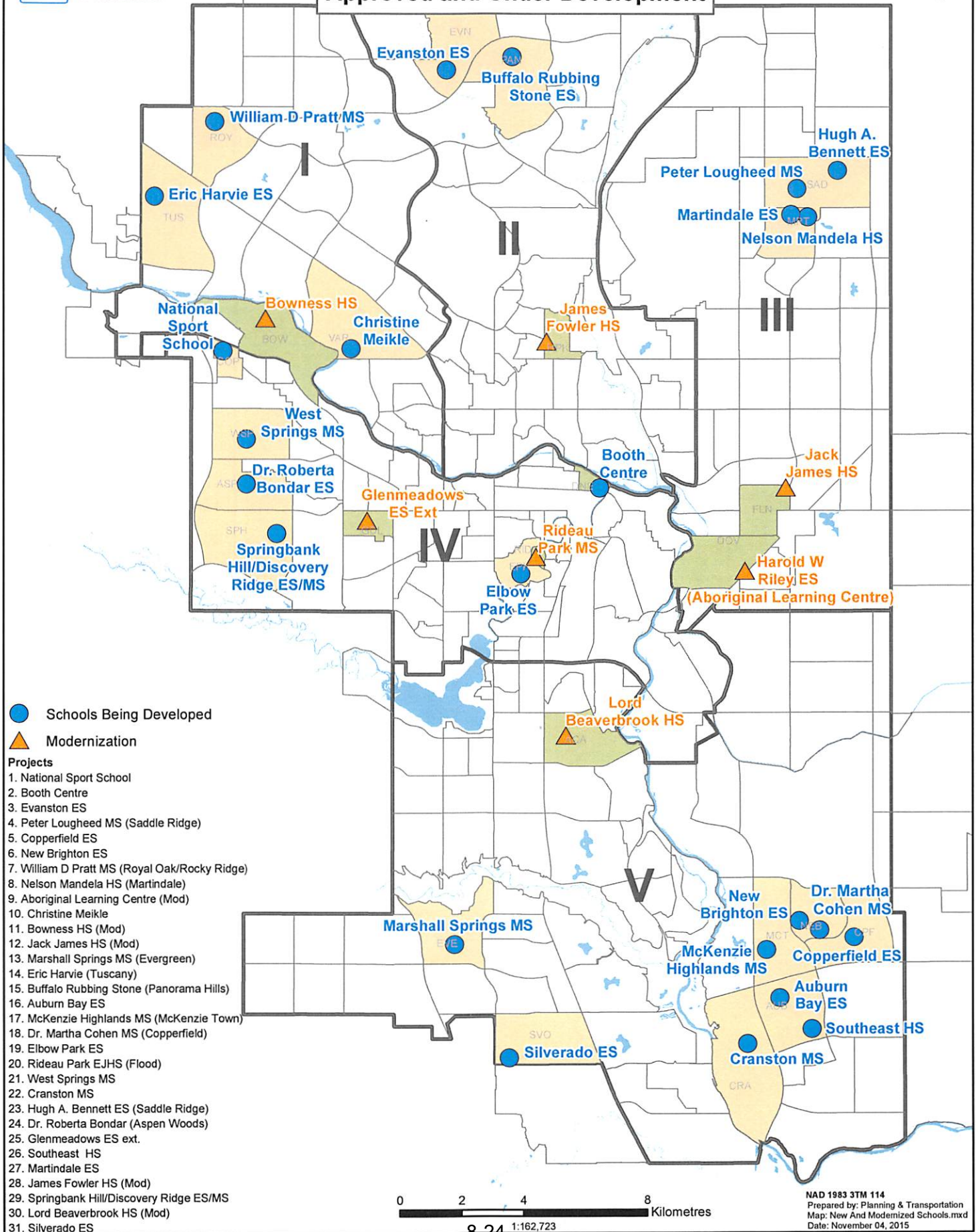
Building	Orig. Open Date	Rev. Open Date	Notes/Comments
			Letter of Award was issued to Bird Construction Group. Mobilization commenced at end of August. Erosion control in place. Top soil stripping and stock piling complete. Foundation grade beams complete . Underground services ongoing. Structural steel installation has commenced. A full Building Permit has been issued. Construction is currently on schedule.
24. Dr. Roberta Bondar School (Aspen Woods School) Grades K-4 Capacity 600 students	Sept-16	Jan-17	<p>A new starter elementary school was announced September 22, 2014, as part of the Provincial government's commitment to build four starter schools. On October 8, 2014, the Province committed to the immediate planning of the final school design. Manasc Isaac Architects was appointed to commence planning and design. Steering Committee meetings have commenced and schematic design options have been developed for phasing the construction build-out.</p> <p>On February 19, 2015, full build-out was approved. Detailed Design and tender documents have been prepared for a tender issue by June 2015. An Open House was held on February 25, 2015, at the Education Centre.</p> <p>The tenders closed September 1, 2015. Following review and approvals by Alberta Infrastructure and the Board, a contract was awarded on September 18, 2015. Mobilization and construction commenced at the end of September 2015. Erosion control in place. Top soil stripping and stock piling complete. Foundation grade beams complete. Underground services ongoing. A full Building Permit has been issued. Construction is currently on schedule.</p>
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. The appeal requirements are being assessed in order to meet the Development Permit conditions.</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. The Design Development Report has been finalized together with a Cost Report which has been submitted to Alberta Infrastructure for approval.</p>

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27. Martindale School Grades K-6 Capacity 600 students	Sep- 17		On October 8, 2014, the Province committed to the immediate planning and design of the elementary school. RFPs were issued for design services and proposals were reviewed in December 2014. Design Services Contract was awarded to Sahuri + Partners Architecture Inc. Steering Committee Meetings have commenced. Schematic Designs have been developed. Working drawings and the pretender estimates are being reviewed by Alberta Infrastructure for a tender release in January 2016. Awaiting Alberta Infrastructure approval to tender.
28. James Fowler 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. Taff Architecture has been appointed to lead the Design Team. Steering Committee Meetings have commenced. Design Team has commenced detailed assessments of the school and has developed conceptual schematic layouts of the required programme spaces.
29. Springbank Hill/ Discovery Ridge School Grades K-9 Capacity 900 students	Sep- 17		On October 8, 2014, the Province committed to the immediate planning and design of the elementary/middle school. RFPs have been issued for design services and proposals were reviewed in December 2014. Design Services Contract was awarded to CEI Architecture Planning Interiors. Steering Committee Meetings have commenced. Schematic Designs have been developed. Working drawings are being prepared for Alberta Infrastructure review in January 2016 for a tender release in February 2016. Awaiting Alberta Infrastructure approval to tender.
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. Design Team has commences detailed assessment of the school and has developed conceptual schematic layouts of the required programme spaces.
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. Awaiting Alberta Infrastructure approval to tender.

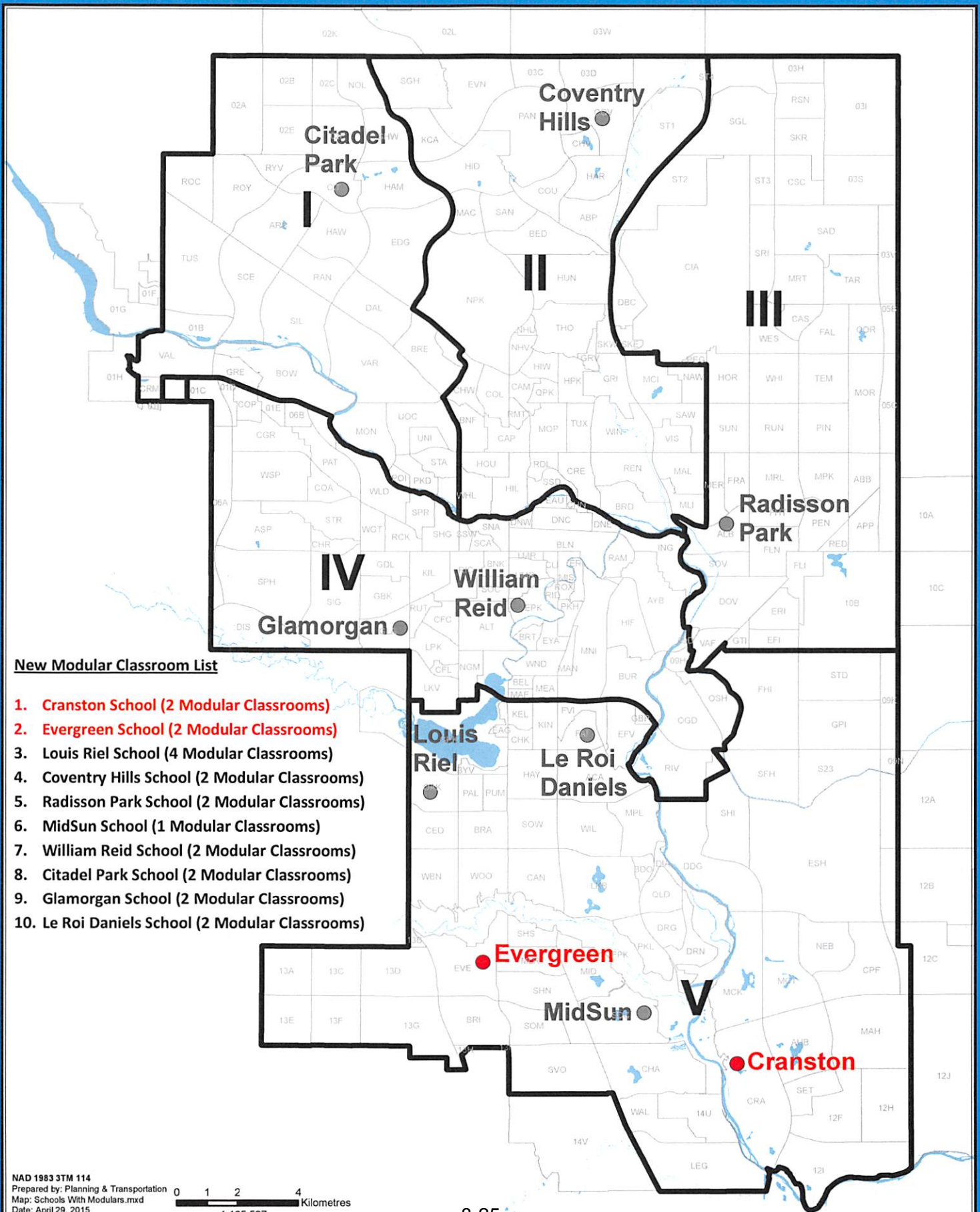


CBE New/Modernized Schools Approved and Under Development





Schools With Modular Classrooms 2015-2016





Royal Oak Middle School



Royal Oak Middle School



Auburn Bay Elementary School



Bowness High School Modernization



Christine Meikle Replacement School



Christine Meikle Replacement School



Westsprings Middle School



Cranston Middle School



Saddleridge K-4 School



Evanston Elementary School



McKenzie Highlands



Aboriginal Learning Centre