

public agenda

Regular Board Meeting

February 14, 2017
12:00 p.m.

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

R-1: Mission |

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

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

Time	Topic	Who	Policy Ref	Attachment
12:00 p.m.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		GC-2	
	3 Awards and Recognitions		GC-3	
	4 Results Focus			
15 mins	4.1 School Presentation – Dr. E. W. Coffin School	B. Parker	R-2	
40 mins	4.2 Language Arts Information Report	D. Stevenson	R-2, OE-8, 10	Page 4-1
20 mins	4.3 Results 4: Personal Development – Annual Monitoring	Board	R-4, OE-8	(Feb. 7/17 Page 4-1)
	5 Operational Expectations			
20 mins	5.1 OE-12: Facilities – Annual Monitoring	Board	OE-8, 12	(Feb. 7/17 Page 5-1)
	6 Public Comment [PDF]		GC-3.2	
Max 20 mins	Requirements as outlined in Board Meeting Procedures			
	7 Matters Reserved for Board Action	Board	GC-3	

- 8 | Consent Agenda**
- 8.1 Items Provided for Board Information
 - 8.1.1 Correspondence
 - 8.1.2 Chief Superintendent’s Update
 - 8.1.3 Construction Projects Status Update
- 9 | In-Camera Session**
- 3:00 p.m. 10 | Adjournment**
- Debrief**

Board	GC-2.6	
	OE-8	
		Page 8-29
		Page 8-23
	OE-12	Page 8-1
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

Language Arts Information Report

Date	February 14, 2017
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Information
Originator	Jeannie Everett, Superintendent, Learning
Governance Policy Reference	Results 2: Academic Success OE-8: Communication With and Support for the Board
Resource Persons	Chris Meaden, Director, Learning Ronna Mosher, Director, Learning Dianne Roulson, Director, Learning Elizabeth Wood, System Principal, Research & Strategy

1 | Recommendation

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

2 | Issue

This report provides the Board of Trustees with information related to student achievement in Language Arts during the 2015-16 school year.

3 | Background

The Board of Trustees' Annual Monitoring of Results 2: Academic Success is being supported by the provision of additional information reports over the course of the 2016-17 school year. This Language Arts report is the fourth in a series of subject-specific information reports.

4 | Analysis

This report provides information specific to English Language Arts (ELA) and French Language Arts (FLA) within Board-approved indicators for Results 2: Academic Success.

- The percentage of students meeting learning expectations within each discipline, as measured by student report cards.
- The percentage of students meeting the Acceptable Standard and Standard of Excellence on Provincial Achievement Tests and Diploma Examinations.

An accompanying presentation will provide additional interpretation of the data and examples of the instructional practices that have led to the strong results for Calgary Board of Education students in English and French Language Arts that will be leveraged for continued improvement in the 2016-17 school year.

Report Card Data

Teachers' evaluations of student learning as documented on student report cards are evaluations of student learning across time, in multiple learning tasks as well as assessment evidence that comes from conversations, observations and performance tasks.

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

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

Overall

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

Year	2011-12	2012-13	2013-14	2014-15*	2015-16
Overall	87.7	88.9	91.0	92.1	92.9

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

Year	2011-12	2012-13	2013-14	2014-15*	2015-16
Overall	92.8	94.8	95.3	96.1	96.4

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

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

Historical data reflects students receiving:

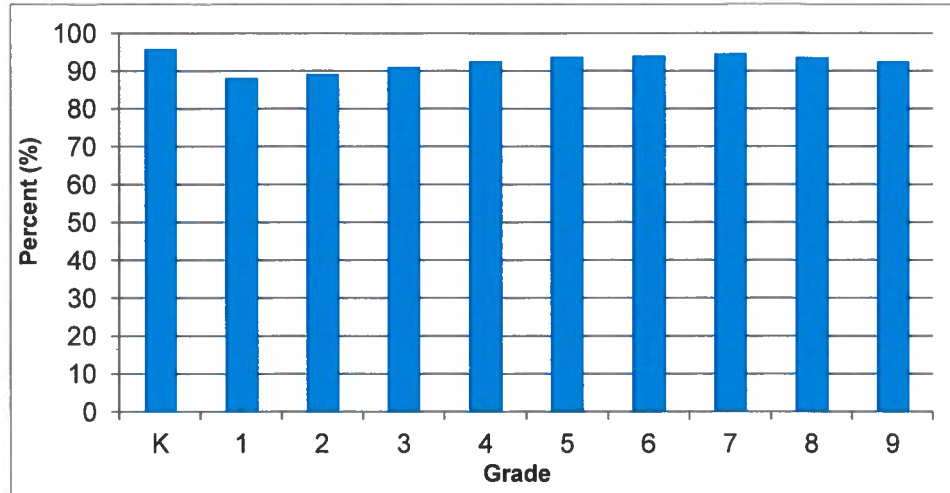
- a 3, 4, or 5 on a report card using a 1-5 scale;
- a 2, 3, or 4 on a report card using a 1-4 scale;
- an A, B, or C on a report card using an ABCD scale; or
- 50% or above on a report card using a percentage scale.



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

Year	K	1	2	3	4	5	6	7	8	9
2014-15	95.3	86.7	89.7	90.0	93.6	93.1	94.2	93.3	93.2	93.7
2015-16	95.9	88.2	89.3	91.2	92.7	93.9	94.1	94.7	93.7	92.6

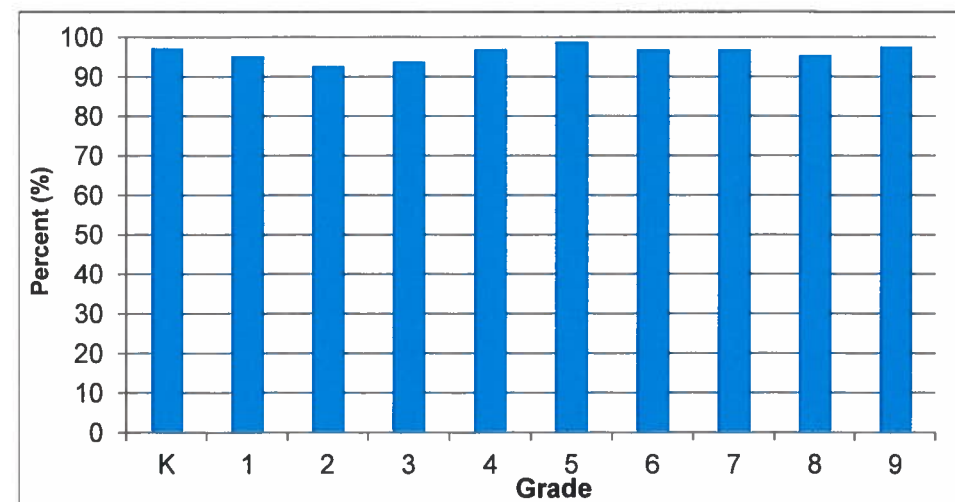
Percentage of students meeting learning expectations within English Language Arts as measured by student report cards by grade 2015-16: K-9



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

Year	K	1	2	3	4	5	6	7	8	9
2014-15	98.1	94.6	91.7	93.0	96.4	96.3	97.8	93.7	95.8	97.4
2015-16	97.1	95.0	92.5	93.6	96.8	98.7	96.7	96.7	95.3	97.5

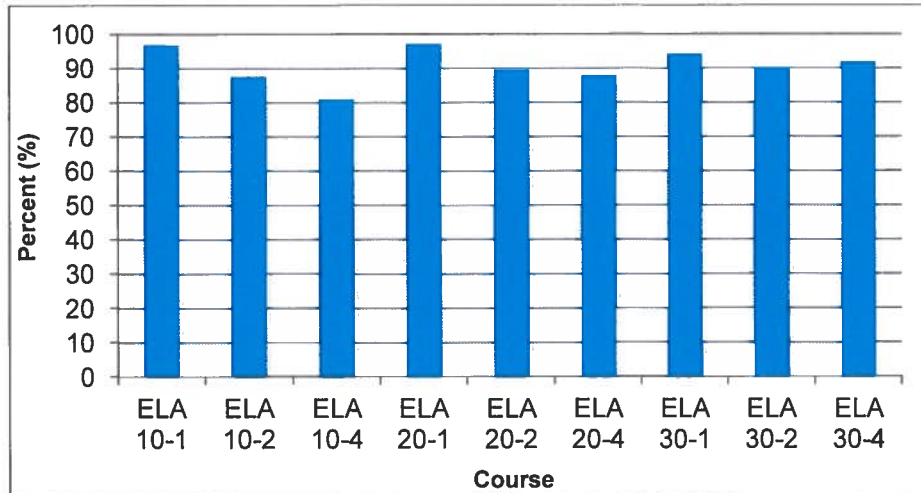
Percentage of students meeting learning expectations within French Language Arts as measured by student report cards by grade 2015-16: K-9



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

Year	10-1	10-2	10-4	20-1	20-2	20-4	30-1	30-2	30-4
2014-15	96.1	83.3	75.6	96.8	86.5	80.6	92.4	86.9	85.1
2015-16	97.0	87.7	81.1	97.3	89.6	87.9	94.3	90.4	92.0

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

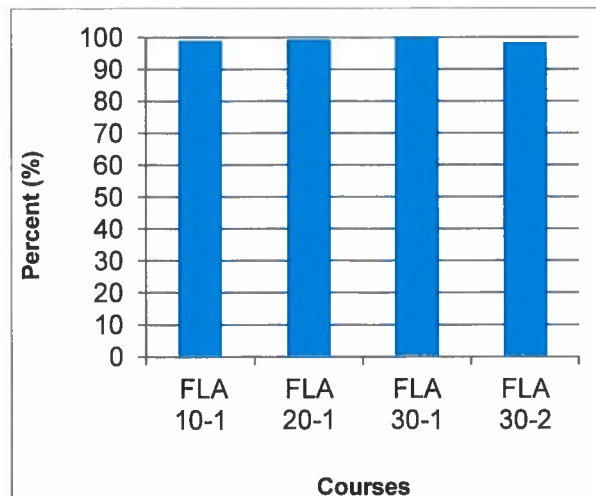


Percentage of students meeting learning expectations within French Language Arts as measured by student report cards by course: 10-12

Year	10-1	20-1	30-1	30-2
2014-15	99.3	99.6	99.3	100.0
2015-16	98.0	99.2	99.5	98.2

There is also a FLA 20-2 course. The results are not reported here as there was only a single class in the CBE and fewer than 10 students in the class.

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



In English Language Arts, there was improved achievement in all nine English Language Arts high school courses as compared to the 2014-15 school year. The percentage of students meeting learning expectations in English Language Arts:

- Kindergarten to grade 9 is 92.5%.
- High School is 94.0%.

In French Language Arts, in four out of five high school courses, the percentage of students meeting learning expectations is at or above 98.0%. The fifth course saw an achievement of 87.5%, based on a group size of eight. The percentage of students meeting learning expectations in French Language Arts:

- Kindergarten to grade 9 is 96.0%.
- High School is 96.6%.

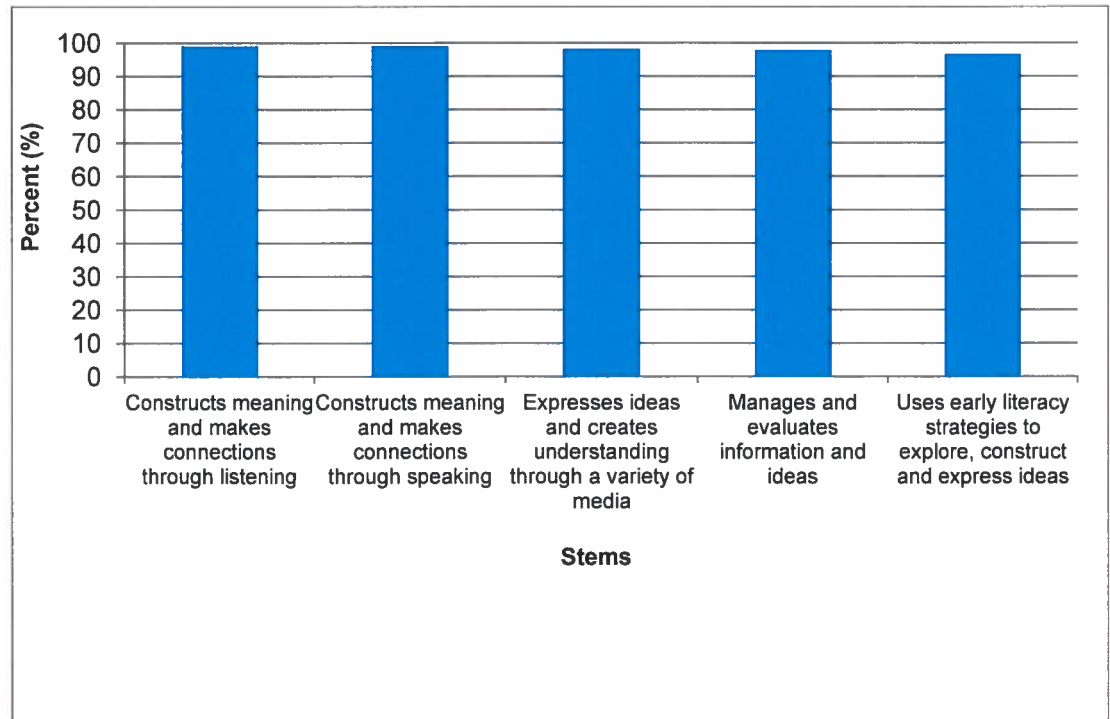


Overall by Stem

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

Stem	2014-15	2015-16
Constructs meaning and makes connections through listening	96.8	99.0
Constructs meaning and makes connections through speaking	94.8	99.0
Expresses ideas and creates understanding through a variety of media	96.7	98.2
Manages and evaluates information and ideas	96.1	97.8
Uses early literacy strategies to explore, construct and express ideas ¹	95.2	96.6

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

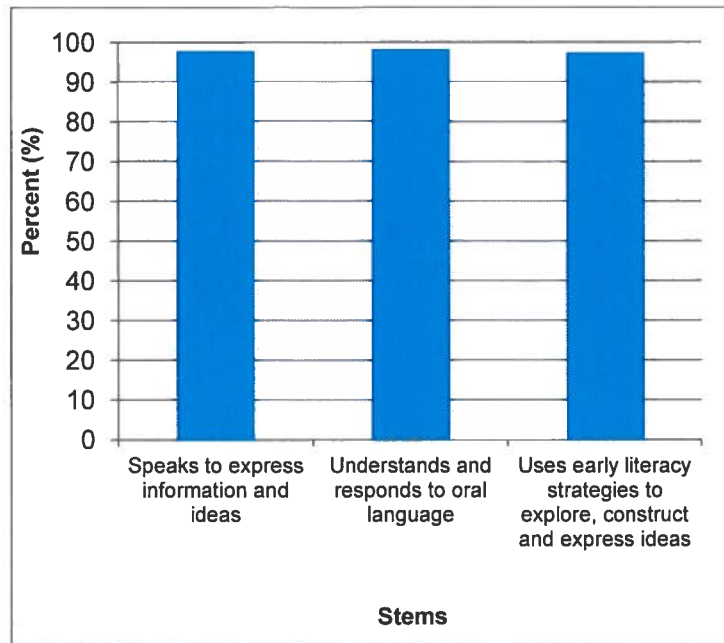


¹In 2015-16, the report card stems for Kindergarten were modified. "Engages with text to explore, construct and express information and ideas" was replaced with "Uses early literacy strategies to explore, construct and express ideas."

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

Stem	2014-15	2015-16
Speaks to express information and ideas	98.9	97.5
Understands and responds to oral language	99.5	98.4
Uses early literacy strategies to explore, construct and express ideas ¹	98.5	97.9

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

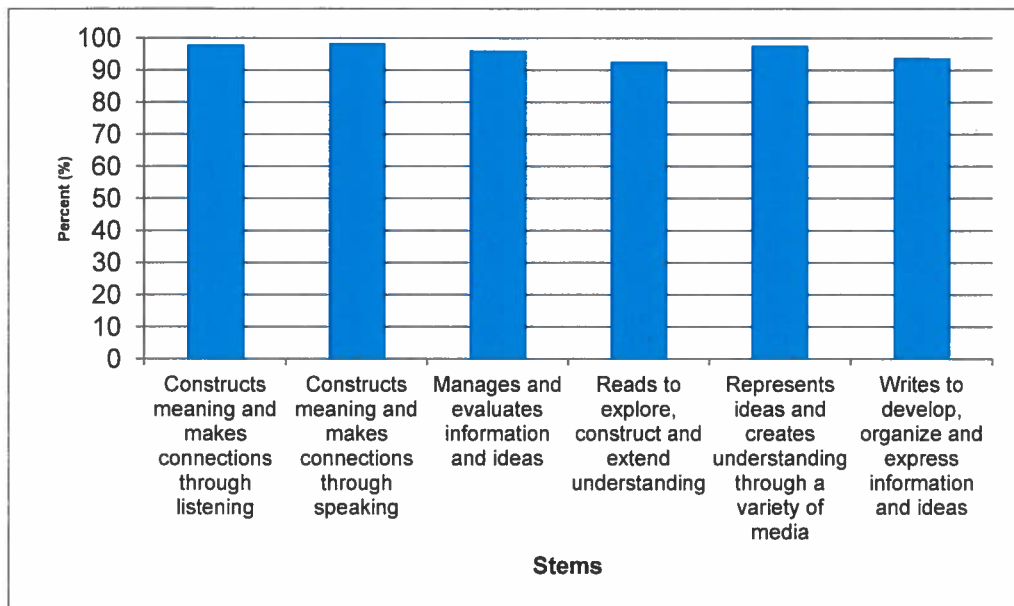


¹In 2015-16, the report card stems for Kindergarten were modified. "Engages with text to explore, construct and express information and ideas" was replaced with "Uses early literacy strategies to explore, construct and express ideas."

Percentage of students meeting learning expectations within English Language Arts as measured by student report cards by stem: Grades 1 - 9

Stem	2014 -15	2015 -16
Constructs meaning makes connections through listening	96.6	98.0
Constructs meaning and makes connections through speaking	96.6	98.4
Manages and evaluates information and ideas	93.8	96.2
Reads to explore, construct and extend understanding	89.1	92.7
Represents ideas and creates understanding through a variety of media	96.5	97.7
Writes to develop, organize and express information and ideas	89.5	93.9

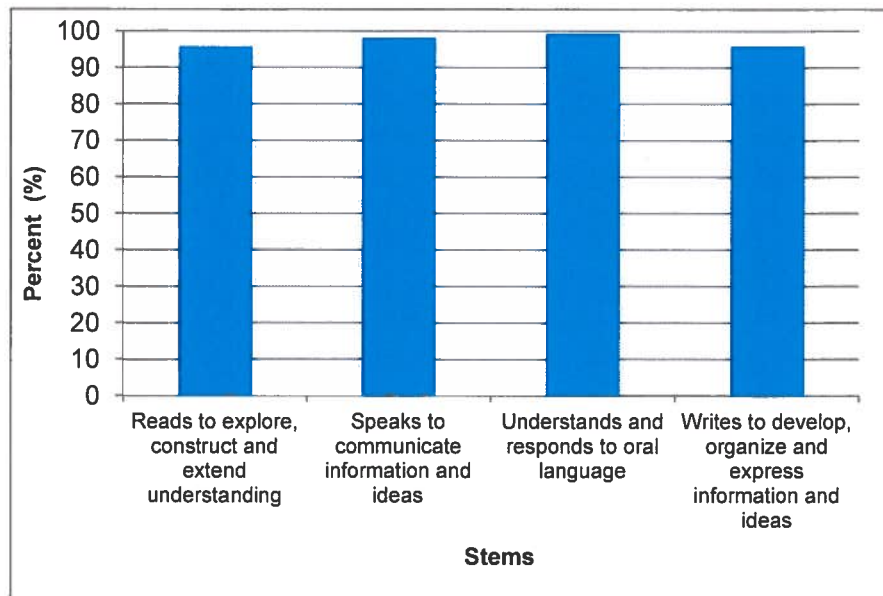
Percentage of students meeting learning expectations within English Language Arts as measured by student report cards by stem 2015-16: Grades 1 - 9



Percentage of students meeting learning expectations within French Language Arts as measured by student report cards by stem: Grades 1 - 9

Stem	2014 -15	2015 -16
Reads to explore, construct and extend understanding	95.9	95.8
Speaks to communicate information and ideas	97.9	96.6
Understands and responds to oral language	99.2	99.4
Writes to develop, organize and express information and ideas	95.9	95.9

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



Overall by Stem and Grade

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

Stem	1	2	3	4	5	6	7	8	9
Constructs meaning makes connections through listening	97.9	97.7	98.0	98.4	98.6	98.5	98.0	97.6	97.4
Constructs meaning and makes connections through speaking	98.4	98.4	98.3	99.0	98.9	98.4	98.6	98.0	97.3
Manages and evaluates information and ideas	96.0	96.1	95.8	96.6	96.9	96.9	96.6	95.9	94.9
Reads to explore, construct and extend understanding	84.9	87.6	90.8	92.9	95.2	95.9	97.2	96.5	95.2
Represents ideas and creates understanding through a variety of media	97.7	97.8	98.0	98.6	98.7	97.8	98.1	96.8	95.5
Writes to develop, organize and express information and ideas	89.9	90.7	92.7	94.1	95.2	96.0	96.5	95.8	95.0

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

Stem	1	2	3	4	5	6	7	8	9
Reads to explore, construct and extend understanding	94.8	92.0	92.7	97.2	97.7	97.2	97.4	97.2	97.5
Speaks to communicate information and ideas	98.4	97.3	97.5	99.0	99.2	98.8	98.7	97.5	98.9
Understands and responds to oral language	98.9	99.1	99.3	99.8	99.8	99.6	98.8	99.6	100.0
Writes to develop, organize and express information and ideas	97.2	93.2	92.7	97.1	98.4	96.5	96.4	96.0	96.7

In English Language Arts, levels of achievement on report cards as measured by the stems are high from K to 12, and have improved since 2014-2015. The percentage of students meeting learning expectations within English Language Arts as measured by student report cards by grade: K-12 was 92.9%.

In French Language Arts, levels of achievement on report cards as measured by the stems are high from K to 12, and have improved since 2014-2015. The percentage of students meeting learning expectations in FLA as measured by student report cards by grade: K-12 was 96.4%.

The Language Arts data sets represent over 100 000 students in the Calgary Board of Education.

Provincial Achievement Tests and Diploma Examinations

There are three English Language Arts (ELA) and two French Language Arts (FLA) Provincial Achievement Tests: grade 6 ELA; grade 6 FLA; grade 9 ELA; grade 9 FLA; and grade 9 ELA Knowledge and Employability.

There are two ELA and one FLA Diploma Examinations – one for students registered in each of English Language Arts 30-1, English Language Arts 30-2, and French Language Arts 30-1.

Student results on provincial tests may be understood in terms of their level of achievement within a specific year. The value of an individual year's result is contextualized in relationship to the results achieved by students in the province as a whole. The results may also be understood as part of a pattern of improvement, decline, or maintained results. Year-to-year fluctuations occur and are to be expected. The province evaluates the "improvement" aspect of a school jurisdiction's performance in any given year by comparing it to the jurisdiction's three-year average of results.

In the Calgary Board of Education, we seek to be equal to or above provincial results in any given year on Alberta Education's evaluation of Provincial Achievement Tests and Diploma Examinations and to maintain or improve our results as compared to the previous three-year average. This goal is specific to provincial achievement tests and diploma examinations that are considered to be stable and statistically reliable by Alberta Education.

Alberta Education's evaluation of a school jurisdiction's results is done in relation to all students enrolled in a course for Provincial Achievement Tests and in relation to students who wrote the exam for Diploma Examinations. Participation rates are an important aspect of PAT results, as participation rates 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 Education Results Report, school Annual Reports, and within the monitoring of Results 2: Academic Success, are consistent with the practices and requirements of Alberta Education.

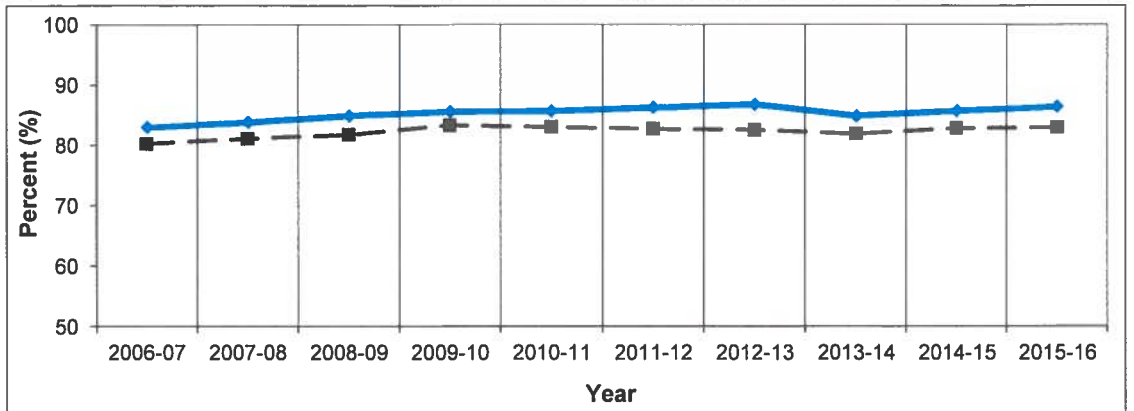
The presentation that accompanies this report reveals how additional investigation into the success of CBE students writing provincial tests is used to identify more explicit information about student performance, and to identify operational opportunities for improving student learning experiences and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

Grade 6 English Language Arts Results

*All Students Enrolled (Cohort)

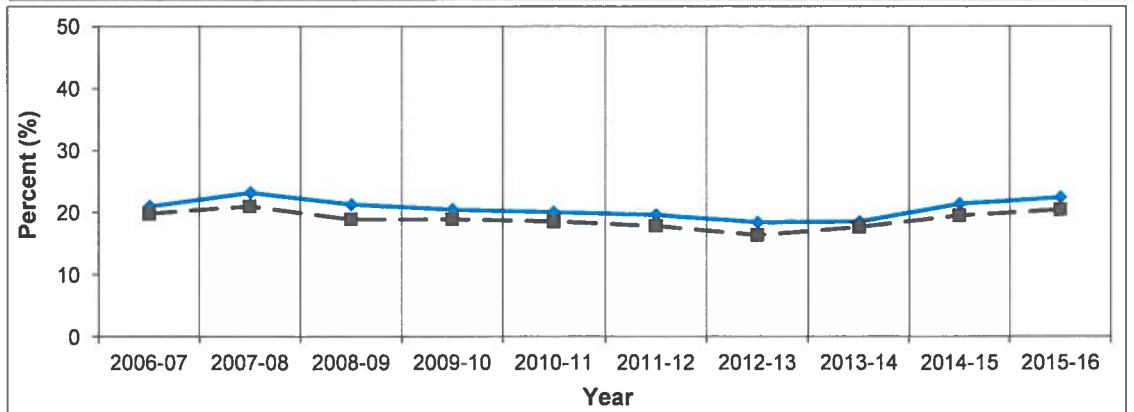
Acceptable Standard

Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
CBE	83.0	83.8	84.9	85.6	85.7	86.3	86.8	84.9	85.7	86.4
Province	80.3	81.1	81.8	83.3	83.0	82.7	82.5	81.9	82.8	82.9
Difference	2.7	2.7	3.1	2.3	2.7	3.6	4.3	3.0	2.9	3.5



Standard of Excellence

Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
CBE	20.9	23.1	21.2	20.4	19.9	19.5	18.3	18.4	21.3	22.3
Province	19.8	21.0	18.9	18.9	18.5	17.8	16.3	17.6	19.5	20.4
Difference	1.1	2.1	2.3	1.5	1.4	1.7	2.0	0.8	1.8	1.9



Participation

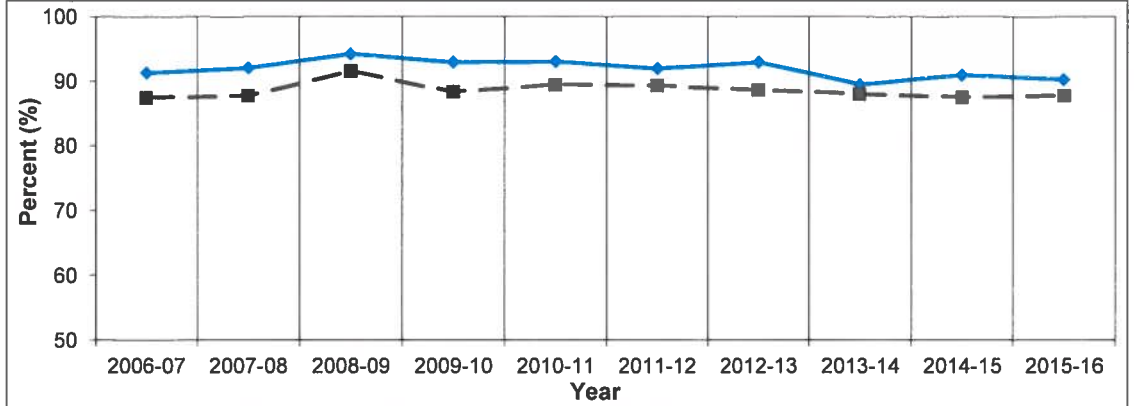
Year	CBE	Prov.	Diff.
2006-07	91.8	89.6	2.2
2007-08	91.4	89.5	1.9
2008-09	92.0	90.0	2.0
2009-10	92.5	90.7	1.8
2010-11	93.0	90.8	2.2
2011-12	93.5	90.8	2.7
2012-13	93.6	90.8	2.8
2013-14	93.2	90.4	2.8
2014-15	93.2	90.6	2.6
2015-16	93.6	90.6	3.0

Grade 6 French Language Arts Results

*All Students Enrolled (Cohort)

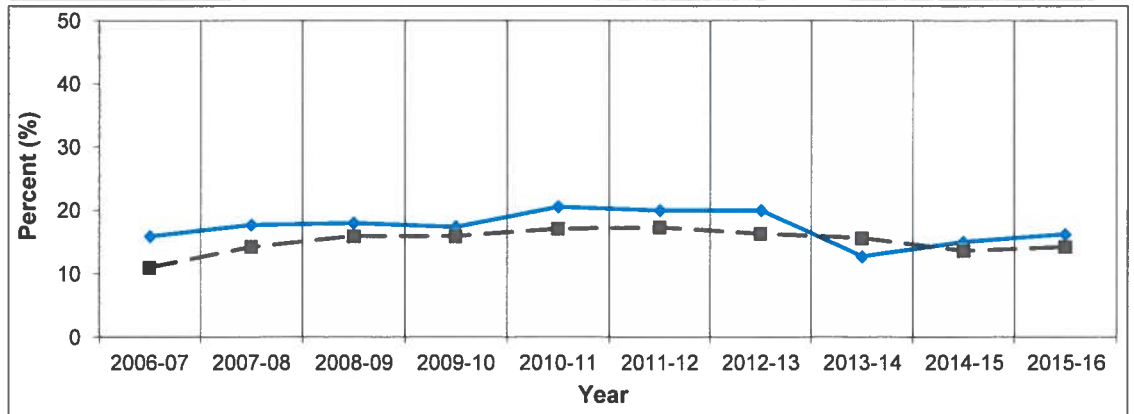
Acceptable Standard

Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
CBE	91.3	92.1	94.3	93.0	93.1	92.0	93.0	89.5	91.0	90.3
Province	87.4	87.7	91.5	88.3	89.4	89.3	88.6	88.0	87.5	87.7
Difference	3.9	4.4	2.8	4.7	3.7	2.7	4.4	1.5	3.5	2.6



Standard of Excellence

Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
CBE	15.8	17.6	17.9	17.3	20.5	19.9	19.9	12.6	14.9	16.1
Province	11.0	14.2	15.9	15.9	17.1	17.3	16.3	15.6	13.6	14.2
Difference	4.8	3.4	2.0	1.4	3.4	2.6	3.6	-3.0	1.3	1.9



Participation

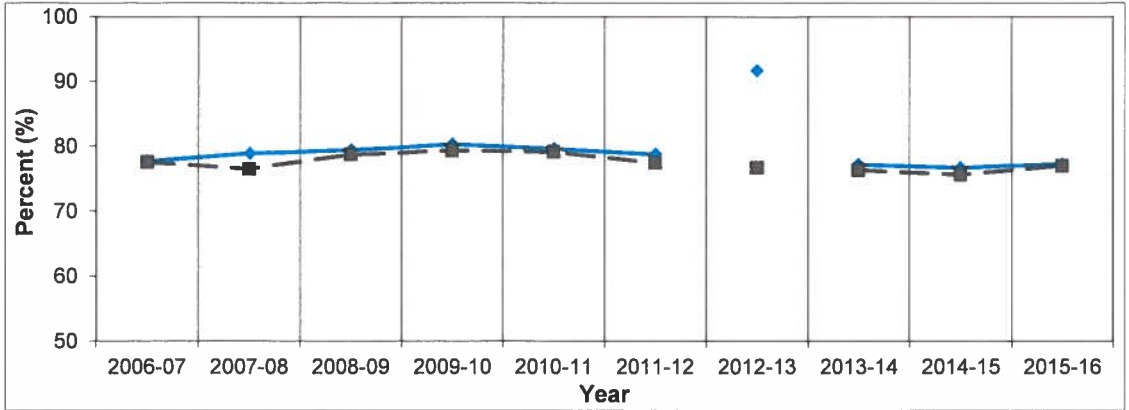
Year	CBE	Prov.	Diff.
2006-07	98.0	96.7	1.3
2007-08	97.0	95.6	1.4
2008-09	97.8	97.6	0.2
2009-10	98.4	97.5	0.9
2010-11	97.6	97.3	0.3
2011-12	98.1	97.3	0.8
2012-13	98.3	98.0	0.3
2013-14	98.1	97.6	0.5
2014-15	97.1	97.6	-0.5
2015-16	98.1	97.9	0.2

Grade 9 English Language Arts Results

*All Students Enrolled (Cohort)

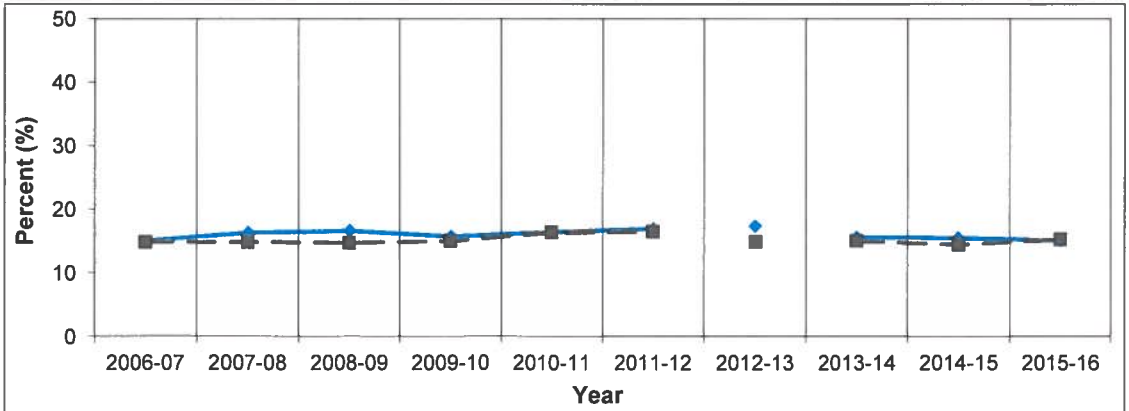
Acceptable Standard

Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
CBE	77.7	78.9	79.4	80.3	79.6	78.8	91.7	77.2	76.7	77.3
Province	77.5	76.5	78.7	79.3	79.1	77.4	76.7	76.3	75.6	77.0
Difference	0.2	2.4	0.7	1.0	0.5	1.4	15.0	0.9	1.1	0.3



Standard of Excellence

Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
CBE	14.9	16.2	16.5	15.6	16.3	16.8	17.2	15.5	15.4	15.0
Province	14.8	14.8	14.7	15.0	16.3	16.4	14.8	15.0	14.4	15.2
Difference	0.1	1.4	1.8	0.6	0.0	0.4	2.4	0.5	1.0	-0.2



Participation

Year	CBE	Prov.	Diff.
2006-07	89.4	87.9	1.5
2007-08	90.8	87.7	3.1
2008-09	91.1	89.7	1.4
2009-10	91.3	89.8	1.5
2010-11	91.0	88.9	2.1
2011-12	91.3	88.9	2.4
2012-13	96.4	88.0	8.4
2013-14	90.0	88.3	1.7
2014-15	90.0	88.5	1.5
2015-16	90.5	88.8	1.7

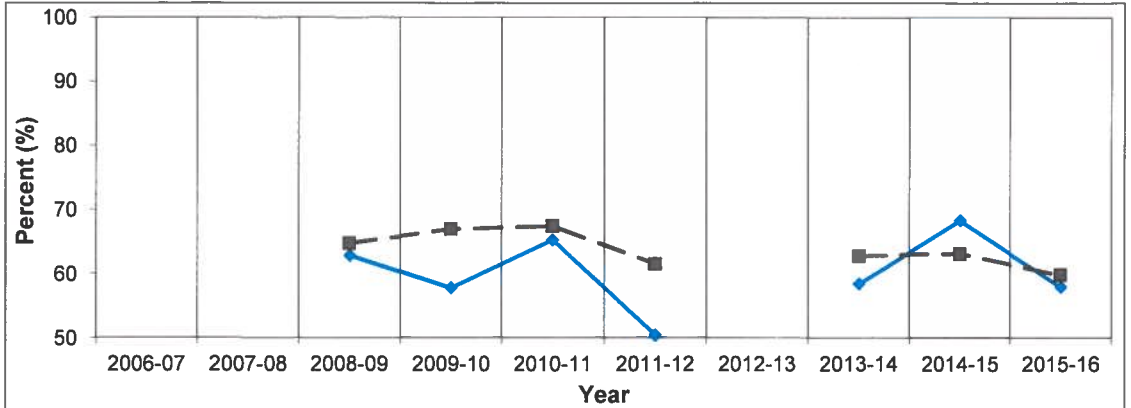
As a result of the flooding that substantially impacted Calgary and areas in southern Alberta in 2013, Alberta Education cancelled the June administration of the Part B of ELA. Results reflect only a small cohort of students who wrote in the January administration. Caution must be used in interpreting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

Grade 9 English Language Arts Knowledge and Employability Results

*All Students Enrolled (Cohort)

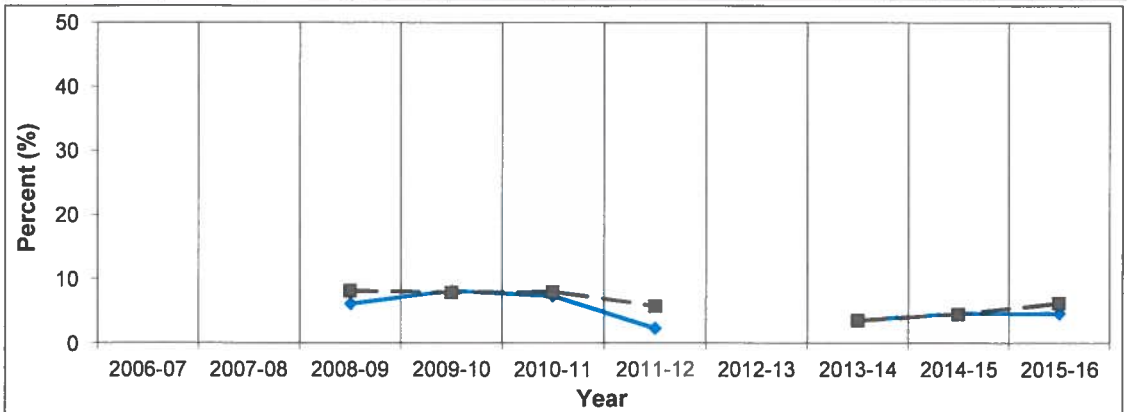
Acceptable Standard

Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
CBE			62.8	57.7	65.2	50.4		58.4	68.2	57.9
Province			64.7	66.8	67.3	61.4		62.8	63.0	59.8
Difference			-1.9	-9.1	-2.1	-11.0		-4.4	5.2	-1.9



Standard of Excellence

Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
CBE			6.0	8.0	7.2	2.2		3.5	4.5	4.5
Province			8.1	7.8	7.9	5.8		3.5	4.5	6.2
Difference			-2.1	0.2	-0.7	-3.6		0.0	0.0	-1.7



Participation

Year	CBE	Prov.	Diff.
2006-07			
2007-08			
2008-09	81.4	82.9	-1.5
2009-10	76.6	82.2	-5.6
2010-11	84.1	81.8	2.3
2011-12	70.4	80.1	-9.7
2012-13			
2013-14	73.5	80.2	-6.7
2014-15	82.7	81.7	1.0
2015-16	81.2	80.0	1.2

The K&E English Language Arts PAT was introduced in the 2008-09 school year.

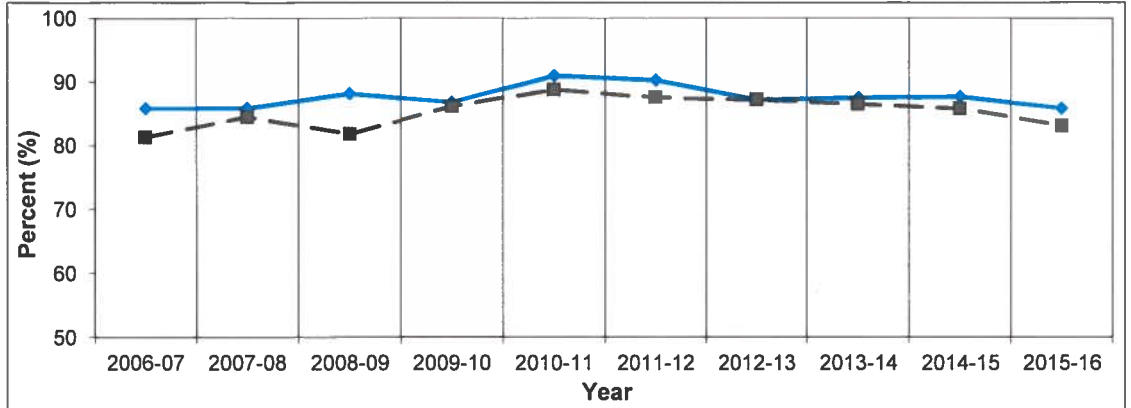
As a result of the flooding that substantially impacted Calgary and areas in southern Alberta in 2013, Alberta Education cancelled the June administration of Part B.

Grade 9 French Language Arts Results

*All Students Enrolled (Cohort)

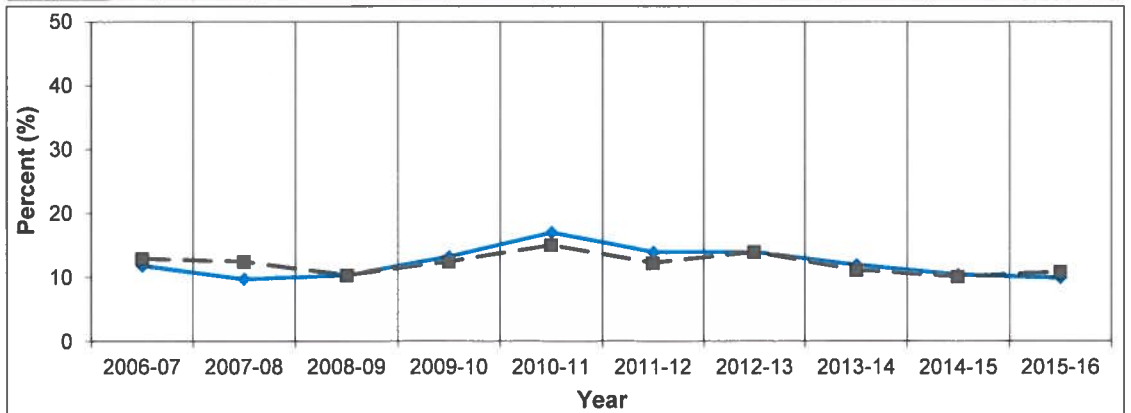
Acceptable Standard

Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
CBE	85.9	85.9	88.2	86.8	91.0	90.3	87.2	87.4	87.7	85.9
Province	81.3	84.5	81.8	86.1	88.8	87.5	87.2	86.5	85.8	83.0
Difference	4.6	1.4	6.4	0.7	2.2	2.8	0.0	0.9	1.9	2.9



Standard of Excellence

Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
CBE	11.7	9.6	10.2	13.1	16.9	13.8	13.8	11.8	10.3	9.8
Province	12.9	12.4	10.3	12.4	15.0	12.2	13.9	11.1	10.1	10.8
Difference	-1.2	-2.8	-0.1	0.7	1.9	1.6	-0.1	0.7	0.2	-1.0



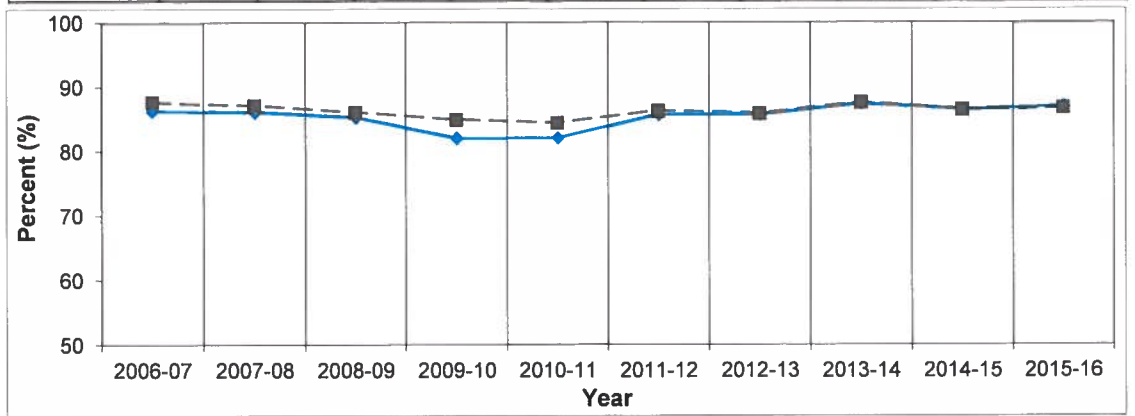
Participation

Year	CBE	Prov.	Diff.
2006-07	97.0	93.7	3.3
2007-08	97.4	96.8	0.6
2008-09	97.9	95.2	2.7
2009-10	98.2	98.0	0.2
2010-11	98.1	97.0	1.1
2011-12	98.8	97.4	1.4
2012-13	95.3	97.1	-1.8
2013-14	96.7	96.8	-0.1
2014-15	95.6	96.2	-0.6
2015-16	97.2	96.7	0.5

English Language Arts 30-1

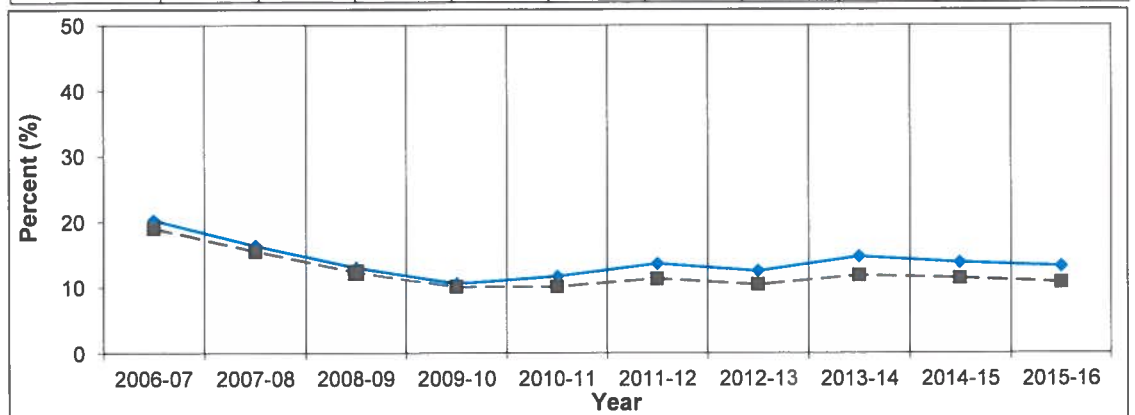
Acceptable Standard

Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
CBE	86.4	86.2	85.4	82.1	82.1	85.8	85.8	87.5	86.6	87.1
Province	87.7	87.1	86.1	84.9	84.4	86.3	85.9	87.6	86.5	86.8
Difference	-1.3	-0.9	-0.7	-2.8	-2.3	-0.5	-0.1	-0.1	0.1	0.3



Standard of Excellence

Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
CBE	20.2	16.3	12.9	10.5	11.6	13.5	12.4	14.6	13.7	13.1
Province	19.0	15.5	12.3	10.1	10.1	11.3	10.4	11.8	11.4	10.7
Difference	1.2	0.8	0.6	0.4	1.5	2.2	2.0	2.8	2.3	2.4



Participation

Year	CBE	Prov.	Diff.
2006-07			
2007-08			
2008-09	58.6	54.0	4.6
2009-10	60.1	54.5	5.6
2010-11	61.0	54.9	6.1
2011-12	59.9	54.7	5.2
2012-13	59.3	53.9	5.4
2013-14	61.2	54.0	7.2
2014-15	60.3	53.2	7.1
2015-16	61.7	53.9	7.8

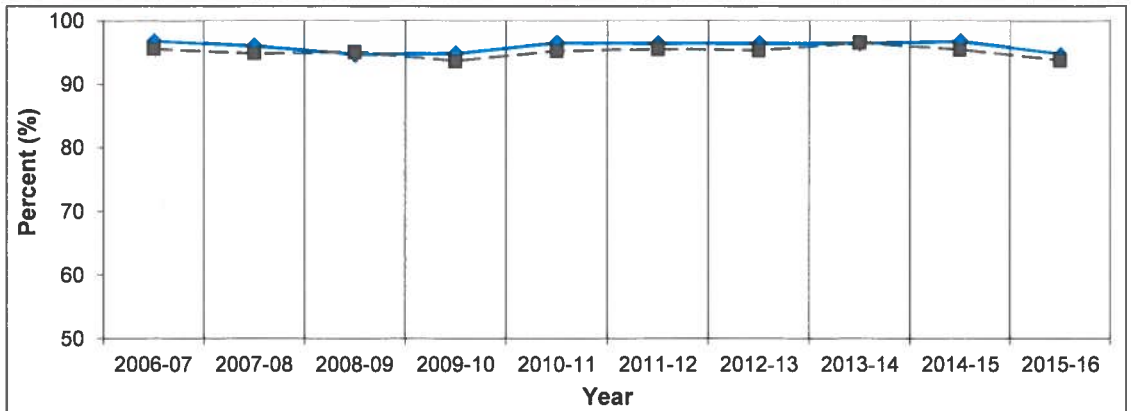
Effective September 2015, weighting on the diploma examination was reduced to 30% from 50%. Caution must be used in inferring trends with previous years.

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

French Language Arts 30-1

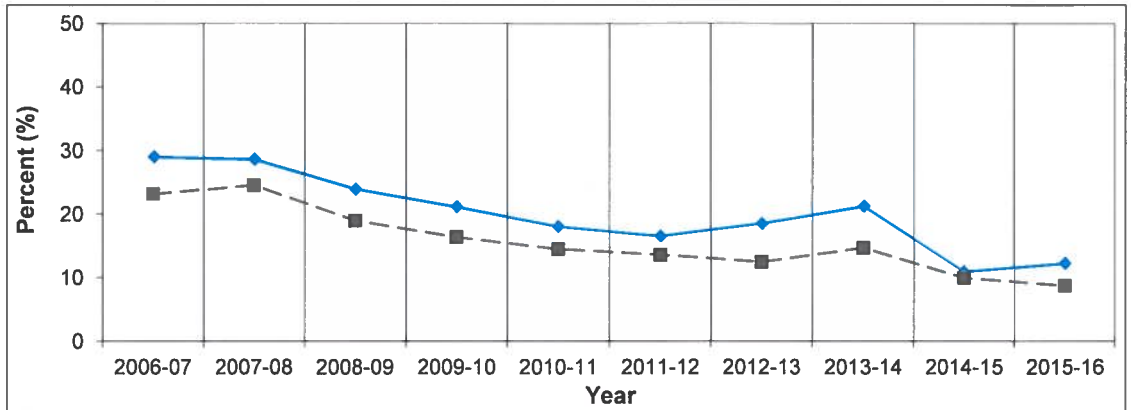
Acceptable Standard

Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
CBE	96.9	96.1	94.7	94.9	96.6	96.5	96.5	96.5	96.8	94.9
Province	95.6	94.9	95.1	93.7	95.3	95.6	95.4	96.6	95.5	93.8
Difference	1.3	1.2	-0.4	1.2	1.3	0.9	1.1	-0.1	1.3	1.1



Standard of Excellence

Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
CBE	28.9	28.5	23.8	21.0	17.9	16.4	18.4	21.1	10.8	12.1
Province	23.1	24.5	18.9	16.3	14.4	13.5	12.4	14.6	9.9	8.7
Difference	5.8	4.0	4.9	4.7	3.5	2.9	6.0	6.5	0.9	3.4



Participation

Year	CBE	Prov.	Diff.
2006-07			
2007-08			
2008-09	5.5	2.7	2.8
2009-10	5.6	2.9	2.7
2010-11	5.2	2.8	2.4
2011-12	4.8	2.7	2.1
2012-13	4.8	2.7	2.1
2013-14	4.2	2.7	1.5
2014-15	5.1	2.8	2.3
2015-16	4.6	2.8	1.8

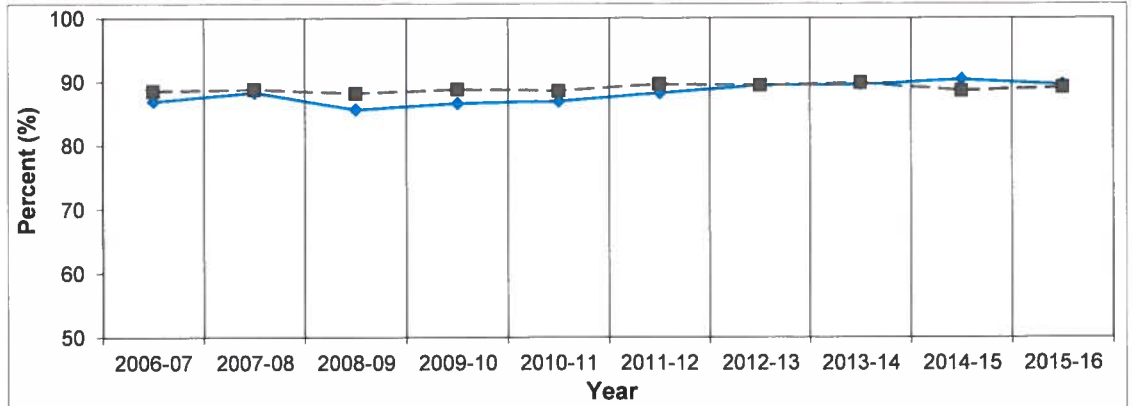
Effective September 2015, weighting on the diploma examination was reduced to 30% from 50%, impacting the interpretation of the results with previous years.

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

English Language Arts 30-2

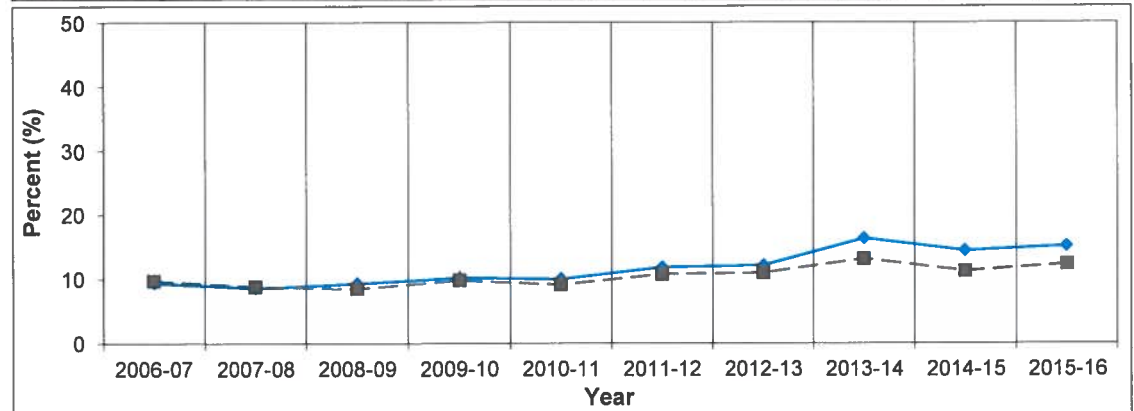
Acceptable Standard

Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
CBE	87.0	88.4	85.7	86.7	87.0	88.3	89.5	89.6	90.4	89.6
Province	88.6	88.8	88.2	88.8	88.6	89.6	89.4	89.8	88.6	89.1
Difference	-1.6	-0.4	-2.5	-2.1	-1.6	-1.3	0.1	-0.2	1.8	0.5



Standard of Excellence

Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
CBE	9.3	8.5	9.2	10.1	9.9	11.7	12.0	16.2	14.3	15.0
Province	9.7	8.8	8.5	9.8	9.1	10.7	10.9	13.1	11.2	12.3
Difference	-0.4	-0.3	0.7	0.3	0.8	1.0	1.1	3.1	3.1	2.7



Participation

Year	CBE	Prov.	Diff.
2006-07			
2007-08			
2008-09	18.7	24.5	-5.8
2009-10	20.0	25.1	-5.1
2010-11	20.4	26.1	-5.7
2011-12	21.0	25.9	-4.9
2012-13	23.4	27.1	-3.7
2013-14	22.3	28.0	-5.7
2014-15	22.4	28.7	-6.3
2015-16	21.6	28.6	-7.0

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

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

The levels of achievement attained by CBE students on Provincial Achievement Tests surpass the province, except at the Standard of Excellence in Grade 9 French Language Arts and at both standards in Grade 9 English Language Arts K&E. With regard to Diploma Examinations, CBE students' level of achievement is above province at both standards in ELA and FLA.



CBE Results versus Non-CBE Results

In the tables below, the Grade 6 English Language Arts (Grade 6 ELA), Grade 9 English Language Arts (Grade 9 ELA) and Grade 9 K&E English Language Arts (Grade 9 K&E ELA) numbers are based on the all students enrolled cohort. The English Language Arts (ELA) Diploma Examination data are based on the students who wrote.

Acceptable Standard

Courses	Alberta Education Results			Estimated Results	
	CBE	Prov.	CBE minus Prov.	Non-CBE	CBE minus Non-CBE
Grade 6 ELA	86.4	82.9	3.5	82.2	4.2
Grade 9 ELA	77.3	77.0	0.3	76.9	0.4
Grade 9 K&E ELA	57.9	59.8	-1.9	60.0	-2.1
ELA 30-1	87.1	86.8	0.3	86.7	0.4
ELA 30-2	89.6	89.1	0.5	89.0	0.6

Standard of Excellence

Courses	Alberta Education Results			Estimated Results	
	CBE	Prov.	CBE minus Prov.	Non-CBE	CBE minus Non-CBE
Grade 6 ELA	22.3	20.4	1.9	20.0	2.3
Grade 9 ELA	15.0	15.2	-0.2	15.2	-0.2
Grade 9 K&E ELA	4.5	6.2	-1.7	6.4	-1.9
ELA 30-1	13.1	10.7	2.4	10.0	3.1
ELA 30-2	15.0	12.3	2.7	11.8	3.2

In the tables below, the Grade 6 French Language Arts (Grade 6 FLA) and Grade 9 French Language Arts (Grade 9 FLA) numbers are based on the all students enrolled cohort. The French Language Arts (FLA) Diploma Examination data are based on the students who wrote.

Acceptable Standard

Courses	Alberta Education Results			Estimated Results	
	CBE	Prov.	CBE minus Prov.	Non-CBE	CBE minus Non-CBE
Grade 6 FLA	90.3	87.7	2.6	87.2	3.1
Grade 9 FLA	85.9	83.0	2.9	82.1	3.8
FLA 30-1	94.9	93.8	1.1	93.3	1.6

Standard of Excellence

Courses	Alberta Education Results			Estimated Results	
	CBE	Prov.	CBE minus Prov.	Non-CBE	CBE minus Non-CBE
Grade 6 FLA	16.1	14.2	1.9	13.8	2.3
Grade 9 FLA	9.8	10.8	-1.0	11.1	-1.3
FLA 30-1	12.1	8.7	3.4	7.2	4.9

CBE students achieve well in English Language Arts and French Language Arts. The levels of success evaluated by their teachers are high across a range of courses, grades and learning outcomes, as reflected on student report cards.

Overall Academic Success for CBE students is well supported in English Language Arts and French Language Arts instructional programs. School development plans and system wide supports and networks focus on continuous and targeted improvement to ensure student success over time.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

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

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

attachment

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

Grade 6 English Language Arts

Part A: Writing
(Percentage of Students)

Writing Standard	Score*	Narrative / Essay Writing Assignment										Functional Writing Assignment			
		Content		Organization		Sentence Structure		Vocabulary		Conventions		Content		Content Management	
		CBE	Prov.	CBE	Prov.	CBE	Prov.	CBE	Prov.	CBE	Prov.	CBE	Prov.	CBE	Prov.
Meets the Standard of Excellence	5.0	4.6	3.9	4.3	3.3	5.9	4.6	5.9	4.6	6.0	5.0	2.5	2.2	3.3	2.7
	4.5	5.0	5.5	4.5	5.2	5.1	5.7	5.4	5.8	4.9	5.3	2.5	3.5	3.0	3.9
Approaches the Standard of Excellence	4.0	17.9	15.9	16.2	14.9	18.9	17.3	19.0	17.5	21.0	18.8	13.6	12.2	15.1	13.8
Clearly Meets the Acceptable Standard	3.5	14.6	17.5	14.2	16.8	13.5	16.1	14.4	16.7	12.5	14.4	11.4	14.1	11.9	14.7
	3.0	44.6	43.4	44.7	43.2	41.5	40.6	46.8	46.2	35.5	35.3	40.8	38.1	41.4	38.7
	2.5	7.4	7.5	8.6	9.3	8.7	8.6	5.4	5.7	9.3	10.2	12.5	13.0	10.7	11.2
Does Not Clearly Meet Acceptable Standard	2.0	5.0	5.5	6.4	6.4	5.4	6.1	2.5	2.9	9.1	9.3	13.4	13.4	11.5	12.3
	1.5	0.4	0.4	0.6	0.5	0.7	0.6	0.4	0.3	1.3	1.1	1.6	1.6	1.6	1.3
Clearly Below the Acceptable Standard In sufficient / No Response	1.0	0.2	0.3	0.2	0.3	0.2	0.2	0.2	0.2	0.3	0.4	1.0	1.2	0.7	0.8
	0.0	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.7	0.7	0.7	0.7

* Scores of 4.5, 3.5, 2.5, and 1.5 occur only when local marks and central marks are averaged. In 2016, approximately 74.3% of papers were marked locally, and these scores were submitted to Alberta Education. Papers with discrepant scores were given a third adjudicating reading. The third reading rescore rate was 6.1%.

Part B: Reading

Topics	Reporting Category				Student Achievement Average (Raw Score and Percentage)	
	Informational		Narrative/Poetic		CBE	Prov.
	CBE	Prov.	CBE	Prov.		
Identifying and Interpreting Ideas and Details					10.7/15 (71.3%)	10.8/15 (72.0%)
Interpreting Text Organization					7.0/10 (70.0%)	6.0/10 (60.0%)
Associating Meaning					7.1/10 (71.0%)	8.0/10 (80.0%)
Synthesizing Ideas					10.5/15 (70.0%)	10.4/15 (69.3%)
Student Achievement Average (Raw Score and Percentage)	14.7/20 (73.5%)	15.2/20 (76.0%)	20.6/30 (68.7%)	20.0/30 (66.8%)	Part B 35.3/50 (70.6%)	Part B 35.2/50 (70.4%)

Grade 6 French Language Arts

Part A: Writing (Percentage of Students)

Writing Standard	Score*	Écrit narratif										Écrit fonctionnel			
		Contenu		Développement		Structure de la phrase		Vocabulaire		Usage		Traitement du sujet		Habilité à écrire	
		CBE	Prov.	CBE	Prov.	CBE	Prov.	CBE	Prov.	CBE	Prov.	CBE	Prov.	CBE	Prov.
Meets the Standard of Excellence	5.0	6.3	5.3	3.4	3.8	3.8	3.3	5.9	4.4	2.2	1.9	9.5	8.3	3.3	2.7
	4.5	5.9	6.8	4.4	5.2	3.8	5.0	2.7	4.7	2.4	3.0	6.3	8.4	5.2	4.9
Approaches the Standard of Excellence	4.0	27.5	22.4	25.4	20.6	23.9	17.3	26.1	20.6	15.1	12.3	23.7	21.1	20.5	15.3
Clearly Meets the Acceptable Standard	3.5	8.0	16.9	8.6	16.5	7.8	16.3	8.6	15.0	6.8	11.5	7.6	15.3	6.6	15.4
	3.0	43.3	36.1	46.8	39.4	45.0	39.3	48.9	44.1	49.8	39.2	40.1	31.7	47.8	39.3
	2.5	2.1	6.3	2.5	7.2	5.0	9.0	2.3	6.0	4.4	13.2	2.3	6.1	2.4	8.8
Does Not Clearly Meet Acceptable Standard	2.0	6.5	5.8	8.4	6.7	10.3	9.2	5.0	4.8	18.1	16.9	8.2	7.2	12.0	12.0
	1.5	0.0	0.1	0.0	0.3	0.0	0.3	0.0	0.1	0.4	1.3	0.0	0.5	0.4	0.5
Clearly Below the Acceptable Standard	1.0	0.4	0.2	0.4	0.2	0.4	0.3	0.4	0.2	0.9	0.6	1.5	0.7	0.9	0.5
	0.0	0.0	0.1	0.0	0.1	0.0	0.1	0.0	0.1	0.0	0.1	0.8	0.6	0.9	0.6

Part B: Reading

Topics	Reporting Category				Student Achievement Average (Raw Score and Percentage)	
	Besoin d'information		Besoin d'imaginaire		CBE	Prov.
	CBE	Prov.	CBE	Prov.		
Rapport entre l'auteur et le lecteur					5.2/8 (65.0%)	5.0/8 (62.5%)
Idées secondaires et détails					16.2/22 (73.6%)	15.5/22 (70.5%)
Signification des mots et des expressions					6.9/10 (69.0%)	6.7/10 (67.0%)
Idées principales et conclusions					7.7/10 (77.0%)	7.5/10 (75.0%)
Student Achievement Average (Raw Score and Percentage)	15.6/21 (74.3%)	15.0/21 (71.4%)	20.4/29 (70.3%)	19.8/29 (68.3%)	Part B 36.0/50 (72.0%)	Part B 34.8/50 (69.6%)

Grade 9 English Language Arts

Part A: Writing (Percentage of Students)

Writing Standard	Score*	Narrative / Essay Writing Assignment										Functional Writing Assignment			
		Content		Organization		Sentence Structure		Vocabulary		Conventions		Content		Content Management	
		CBE	Prov.	CBE	Prov.	CBE	Prov.	CBE	Prov.	CBE	Prov.	CBE	Prov.	CBE	Prov.
Meets the Standard of Excellence	5.0	5.8	5.2	5.8	4.7	6.8	5.5	7.5	6.2	7.1	5.6	5.8	5.3	8.2	7.0
	4.5	5.3	7.3	5.1	7.3	4.9	7.5	5.5	7.5	5.3	7.9	4.8	6.7	6.0	8.6
Approaches the Standard of Excellence	4.0	25.4	22.6	23.3	21.2	23.1	21.6	23.9	21.9	23.0	22.1	23.4	20.7	26.1	23.8
Clearly Meets the Acceptable Standard	3.5	14.0	17.7	14.6	18.8	13.4	17.7	13.6	18.4	12.8	17.0	12.4	15.3	12.0	14.9
	3.0	35.2	32.4	36.9	33.3	37.1	33.5	40.8	38.0	32.3	29.0	34.6	31.7	29.9	27.1
	2.5	6.6	7.5	6.3	7.8	6.5	7.6	5.0	5.0	8.3	8.9	7.8	9.1	6.5	7.9
Does Not Clearly Meet Acceptable Standard	2.0	5.8	5.5	6.2	5.6	6.6	5.4	2.8	2.4	9.2	7.8	8.8	8.7	9.2	8.5
	1.5	0.8	0.8	0.8	0.7	0.8	0.6	0.3	0.3	0.9	0.9	0.8	0.9	0.7	0.9
Clearly Below the Acceptable Standard	1.0	0.8	0.7	0.5	0.5	0.5	0.4	0.2	0.2	0.5	0.5	0.8	0.8	0.5	0.6
	0.0	0.4	0.2	0.4	0.2	0.4	0.2	0.4	0.2	0.4	0.2	0.9	0.8	0.9	0.8
In sufficient / No Response															

* Scores of 4.5, 3.5, 2.5, and 1.5 occur only when local marks and central marks are averaged. In 2016, 29 803 (76.7% of the total of 38 859) papers were marked locally, and these scores were submitted to Alberta Education. Papers with discrepant scores were given a third reading. The third-reading rescore rate was 6.0%.

Part B: Reading

Topics	Reporting Category				Student Achievement Average (Raw Score and Percentage)	
	Informational		Narrative/Poetic		CBE	Prov.
	CBE	Prov.	CBE	Prov.		
Identifying and Interpreting Ideas and Details					10.4/17 (61.2%)	10.4/17 (61.2%)
Interpreting Text Organization					6.8/10 (68.0%)	6.9/10 (69.0%)
Associating Meaning					7.2/11 (65.5%)	7.3/11 (66.4%)
Synthesizing Ideas					10.6/17 (62.4%)	10.7/17 (62.9%)
Student Achievement Average (Raw Score and Percentage)	13.9/22 (63.2%)	14.0/22 (63.6%)	21.2/33 (64.2%)	21.4/33 (64.8%)	Part B 35.1/55 (63.8%)	Part B 35.4/55 (64.4%)

Grade 9 French Language Arts

Part A: Writing (Percentage of Students)

Writing Standard	Score*	Écrit expressif										Écrit fonctionnel			
		Contenu		Développement		Structure de la phrase		Vocabulaire		Usage		Traitement du sujet		Habilité à écrire	
		CBE	Prov.	CBE	Prov.	CBE	Prov.	CBE	Prov.	CBE	Prov.	CBE	Prov.	CBE	Prov.
Meets the Standard of Excellence	5.0	13.7	8.7	8.7	5.2	4.5	2.9	4.8	3.1	4.2	2.5	7.2	5.6	3.4	2.7
	4.5	4.7	9.0	4.0	7.3	2.1	3.8	1.8	4.1	0.8	2.1	3.4	6.6	1.3	3.5
Approaches the Standard of Excellence	4.0	31.5	25.4	24.0	19.5	18.5	14.9	20.9	15.4	13.7	10.6	25.1	21.5	15.8	12.0
Clearly Meets the Acceptable Standard	3.5	7.4	16.3	8.4	16.4	7.1	14.0	5.5	13.4	5.0	10.0	7.2	14.7	4.7	11.3
	3.0	36.5	31.6	47.7	40.2	50.8	44.3	56.8	50.8	44.4	38.4	48.4	40.8	48.5	39.4
	2.5	0.8	2.9	1.9	4.5	4.2	8.9	3.7	6.8	5.8	13.7	1.8	4.3	5.2	12.8
Does Not Clearly Meet Acceptable Standard	2.0	3.2	3.9	4.3	5.7	11.4	9.8	5.5	5.1	22.7	19.1	6.4	5.5	19.7	16.4
	1.5	0.2	0.8	0.0	0.4	0.3	0.6	0.2	0.5	1.1	1.9	0	0.3	0.3	0.9
Clearly Below the Acceptable Standard	1.0	1.8	1.2	0.6	0.6	0.8	0.6	0.6	0.4	1.9	1.4	0.2	0.4	0.8	0.8
	0.0	0.3	0.2	0.3	0.2	0.3	0.2	0.3	0.2	0.3	0.2	0.3	0.3	0.3	0.3

Part B: Reading

Topics	Reporting Category				Student Achievement Average (Raw Score and Percentage)	
	Besoin d'information		Besoin d'imaginaire		CBE	Prov.
	CBE	Prov.	CBE	Prov.		
Rapport entre l'auteur et le lecteur					5.4/7 (77.1%)	5.3/7 (75.7%)
Idées secondaires et détails					18.4/26 (70.8%)	18.0/26 (69.2%)
Signification des mots et des expressions					9.7/14 (69.3%)	9.8/14 (70.0%)
Idées principales et conclusions					5.8/8 (72.5%)	5.9/8 (73.8%)
Student Achievement Average (Raw Score and Percentage)	16.5/23 (71.7%)	16.5/23 (71.7%)	22.8/32 (71.3%)	22.5/32 (70.3%)	Part B 39.6/55 (72.0%)	Part B 39.0/55 (70.9%)



Grade 9 K&E English Language Arts

Part A: Writing (Percentage of Students)

		Essay Writing Assignment									
		Content		Organization		Sentence Structure		Vocabulary		Conventions	
Writing Standard	Score*	CBE	Prov.	CBE	Prov.	CBE	Prov.	CBE	Prov.	CBE	Prov.
Meets the Standard of Excellence	5.0	1.9	1.7	0.9	1.6	0.9	1.1	1.9	2.0	1.1	0.7
	4.5	2.8	2.4	2.8	2.0	0.0	1.7	1.9	1.8	0.0	1.2
Approaches the Standard of Excellence	4.0	11.1	10.0	8.3	8.4	8.3	7.4	8.3	9.2	3.4	6.2
Clearly Meets the Acceptable Standard	3.5	13.0	13.2	12.0	12.4	9.3	9.3	13.9	12.7	8.0	7.5
	3.0	38.0	37.6	29.6	35.5	39.8	39.4	54.6	55.9	37.5	37.6
	2.5	15.7	13.0	16.7	14.0	13.0	16.2	10.2	9.4	17.0	16.7
Does Not Clearly Meet Acceptable Standard	2.0	12.0	15.3	20.4	18.4	23.1	18.7	6.5	5.6	22.7	21.7
Clearly Below the Acceptable Standard In sufficient / No Response	1.5	1.9	2.5	3.7	3.1	2.8	2.5	0.9	1.0	6.8	3.2
	1.0	3.7	3.2	5.6	3.4	2.8	2.6	1.9	1.2	3.4	3.9
	0.0	0.0	1.1	0.0	1.1	0.0	1.1	0.0	1.1	0.0	1.2

* Scores of 4.5, 3.5, 2.5, and 1.5 occur only when local marks and central marks are averaged.

Part B: Reading

Topics	Reporting Category				Student Achievement Average (Raw Score and Percentage)	
	Informational		Narrative/Poetic		CBE	Prov.
	CBE	Prov.	CBE	Prov.		
Identifying and Interpreting Ideas and Details					8.5/14 (60.7%)	9.1/14 (65.0%)
Interpreting Text Organization					5.5/9 (61.1%)	5.6/9 (62.2%)
Associating Meaning					5.1/8 (63.8%)	5.4/8 (67.5%)
Synthesizing Ideas					12.2/19 (64.2%)	12.7/19 (66.8%)
Student Achievement Average (Raw Score and Percentage)	16.6/26 (63.8%)	17.0/26 (65.4%)	14.7/24 (61.2%)	15.8/24 (65.8%)	Part B 31.3/50 (62.6%)	Part B 31.3/50 (65.6%)



results
monitoring
report

Results 4: Personal Development

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Results 4: Personal Development, the Chief Superintendent certifies that the following information is accurate and complete, and that the organization is:

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

Signed: D. Stevenson
 David Stevenson, Chief Superintendent

Date: Jan 25/17

BOARD OF TRUSTEES ACTION

With respect to Results 4: Personal Development, the Board of Trustees:

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

Summary statement/motion of the Board of Trustees:

Signed: _____
 Chair, Board of Trustees

Date: _____

Results 4: Each student will identify and actively develop individual gifts, talents and interests.

Introduction |

Results 4: Personal Development establishes the Board of Trustees' values and expectations for the Calgary Board of Education's work in relation to recognizing and strengthening the diverse abilities and capacities of individual learners.

The Chief Superintendent's *Reasonable Interpretation Results 4: Personal Development* was approved on November 8, 2016. The Board of Trustees last monitored Results 4: Personal Development on April 5, 2016.

The report presented today represents organizational data, available since the last monitoring report, for the 2015-16 school year. This report provides the Board of Trustees with several types of information.

1. It provides the most recent data for the indicators of the Chief Superintendent's reasonable interpretation, as approved by the Board of Trustees. This information is presented as part of a multi-year data set where possible.
2. It identifies whether performance targets for 2015-16 were met and establishes organizational performance targets for 2016-17. Performance targets were previously set individually for each indicator and are now set for prioritized indicators with a view to progress in student success within the Results policy as a whole.
3. In addition to the system monitoring data, an attachment to this report offers examples of ways in which individual CBE students have demonstrated success in their personal development. These examples are provided in the students' own words.

Monitoring Information |

Executive Summary |

Monitoring information within this report informs the Board of Trustees of the success of Calgary Board of Education students in identifying and developing their individual gifts, talents and interests in and through their learning program.

Data from the 2015-16 school year continues to show strong levels of performance within the Calgary Board of Education across the sub-sections of Results 4: Personal Development. A number of results are being sustained well above 90% and increased results are noted in all three indicators targeted for improvement in 2015-16.

Reasonable progress in the area of Personal Development is represented by the accomplishment of eleven of the thirteen targets established for 2016 including the three areas previously identified as needing improvement. Reasonable progress is also represented by improved results in three indicators recently introduced within policy section 4.6 (regarding students' technological fluency). Capacity building actions will continue to build high school students' confidence in working with complex and ambiguous topics that do not have a single right answer. The success of high school students in making healthy choices is noted as an area in which additional improvement is sought.

The following summary of the sub-sections of Results 4: Personal Development provides an overview of the results for each indicator. For each specific target for 2015-16, it is noted if the previously set target has been met or not met. More specific information for each section of the Results policy and each indicator are included within the section of this report labeled "Evidence of Reasonable Progress" (see pages 4-26).

- 4.1 Students will demonstrate resilience and perseverance to overcome failure and adapt to change.
 - Indicator 1: Target met
 - Indicator 2: Target met
 - Indicator 3: Target met
- 4.2 Students will take initiative, set goals, self-evaluate and strive to continuously improve.
 - Indicator 1: Target met
 - Indicator 2: Target met
 - Indicator 3: Target met
 - Indicator 4: Target met
- 4.3 Students will have the confidence to embrace ambiguity and complexity.
 - Indicator 1: Target met
 - Indicator 2: Target met
- 4.4 Students will take risks appropriately.
 - Indicator 1: Target met
- 4.5 Students will make lifestyle choices based upon healthy attitudes and actions, and be able to assume responsibility for personal well-being.
 - Indicator 1: Target met
 - Indicator 2: Target not met
 - Indicator 3: Target not met

- 4.6 Students will be technologically fluent, able to use digital tools critically, ethically and safely.
 - There were no Board-approved indicators or targets for this section of Results 4: Personal Development for the 2015-16 school year.
 - Each of the three indicators with available data sets showed an increase in results between 2014-15 and 2015-16.

Evidence of Reasonable Progress |

Students will:

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

Board-approved Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students respond to difficult circumstances and experiences in ways that continue the learning process.

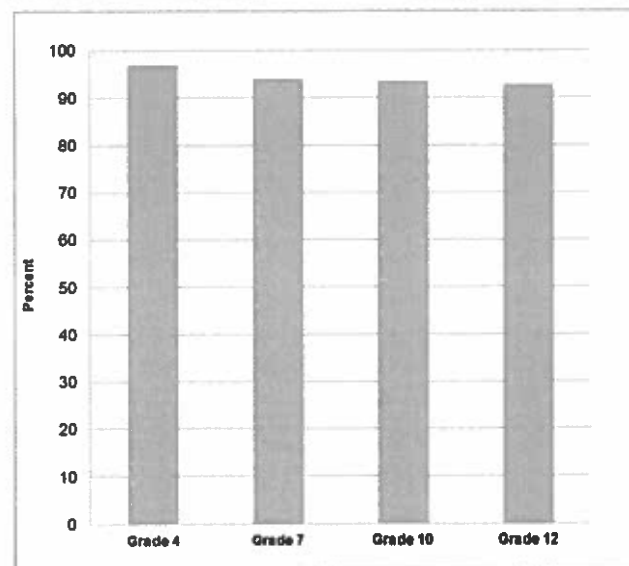
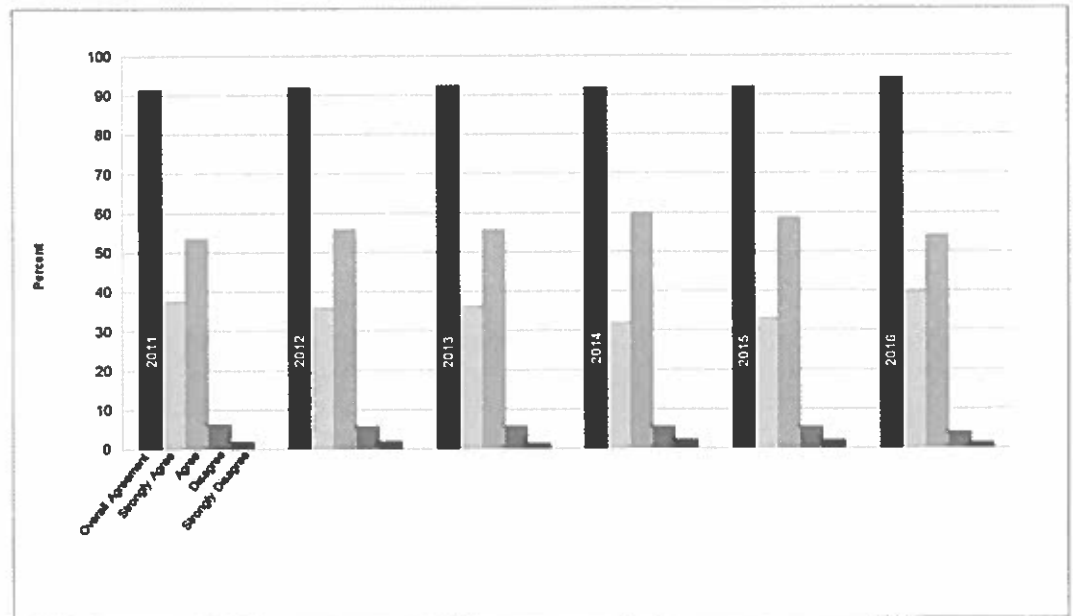
The Chief Superintendent interprets *resilience and perseverance* to mean that students remain engaged in or return to their learning when faced with difficult or unfamiliar situations.

The Chief Superintendent interprets *overcome failure and adapt to change* to mean that students respond in new or renewed ways to new circumstances and setbacks in learning.

Board-approved Indicators and 2015-16 results |

1. Percentage of students who report they work through setbacks and challenges in their learning; as measured by student surveys.

I work through setbacks and challenges in my learning.						
	2011	2012	2013	2014	2015	2016
Strongly Agree	37.9	36.1	36.6	32.1	33.3	40.1
Agree	53.6	56.0	55.8	59.8	58.8	54.3
Disagree	6.5	5.9	5.9	5.8	5.6	4.2
Strongly Disagree	2.0	1.9	1.5	2.3	2.2	1.4
Overall agreement	91.5	92.1	92.4	91.9	92.1	94.4

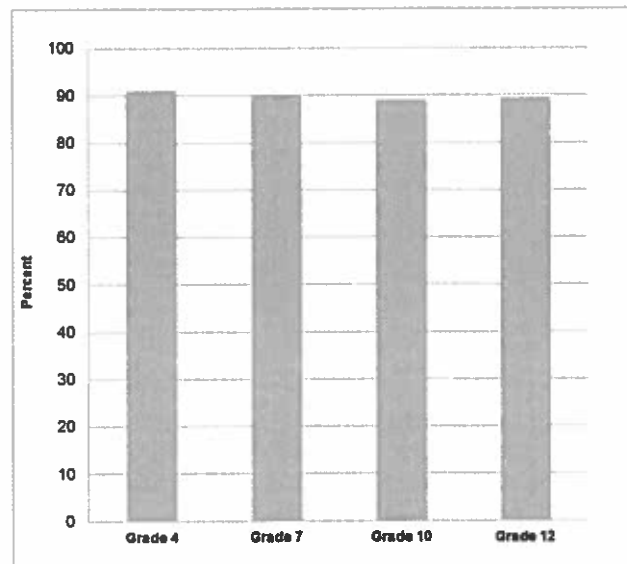
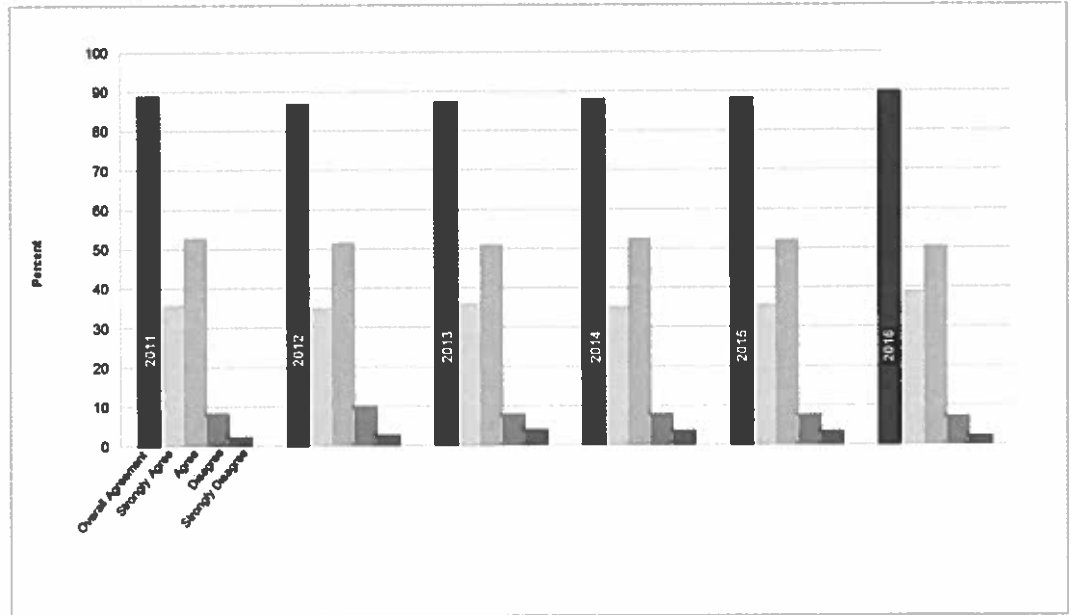


- Target for 2016: Continued results at or above 92%

This target was met.

2. Percentage of students who report they can adapt to new learning situations; as measured by student surveys.

I can adapt to new learning situations.						
	2011	2012	2013	2014	2015	2016
Strongly Agree	36.1	35.3	36.3	35.4	35.9	39.2
Agree	52.9	51.7	51.2	52.7	52.4	50.8
Disagree	8.5	10.2	8.2	8.1	8.0	7.5
Strongly Disagree	2.5	2.8	4.2	3.8	3.7	2.5
Overall agreement	89.0	87.0	87.5	88.1	88.3	90.0



- Target for 2016: 89%
This target was met.

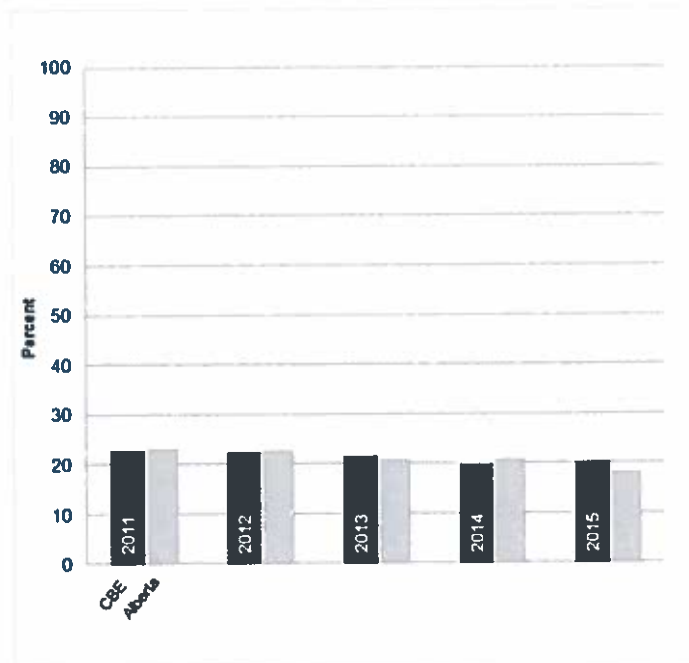
3. Percentage of CBE students who return to school after dropping out; as reported by Alberta Education.

Alberta Education explains the calculation of the Annual Return Rate in this way¹:

The Annual Dropout and Returning Rates are based on data for three consecutive school years. An initial Cohort of students age 14 to 18 (the Age Specific Cohort) is established for a given school year. The Dropout Rate is then calculated by determining the number of students from the Cohort who are not found to be in the learning system in the subsequent school year. Finally, the Returning Rate is calculated by tracking how many of the students who were not in the learning system in the second consecutive year are found to have returned to the learning system in the third year.

As an example, a student initially included in the Age Specific Cohort for the 2001/2002 school year who was not found to be participating in the learning system in the 2002/2003 school year is considered to have dropped out. The same student would be included in the Returning Rate if they were found to be participating in the learning system in 2003/2004.

Annual Return Rate					
	2011	2012	2013	2014	2015
CBE	22.7	22.3	21.4	19.7	20.2
Alberta	23.2	22.8	20.7	20.9	18.2



- Target: The overall goal for the Calgary Board of Education on measures with provincial comparisons is to be at or above provincial rates of success.
- For the 2015 Annual Return Rate this target was met.

¹ Alberta Education. (July 2016). Annual dropout and returning rates: methodology for rate calculation (p.2). Retrieved from <https://education.alberta.ca/media/3272620/annual-drop-out-and-returning-rate-methodology-for-rate-calculation.pdf>

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

Board-approved Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will be actively involved in the design and assessment of their learning.

The Chief Superintendent interprets *take initiative* to mean that students raise questions, explore ideas and identify possible actions within their learning programs.

The Chief Superintendent interprets *set goals* to mean that students identify new accomplishments they would like to pursue and achieve.

The Chief Superintendent interprets *self-evaluate* to mean that students examine evidence of their learning to understand what they have accomplished and what learning is required next.

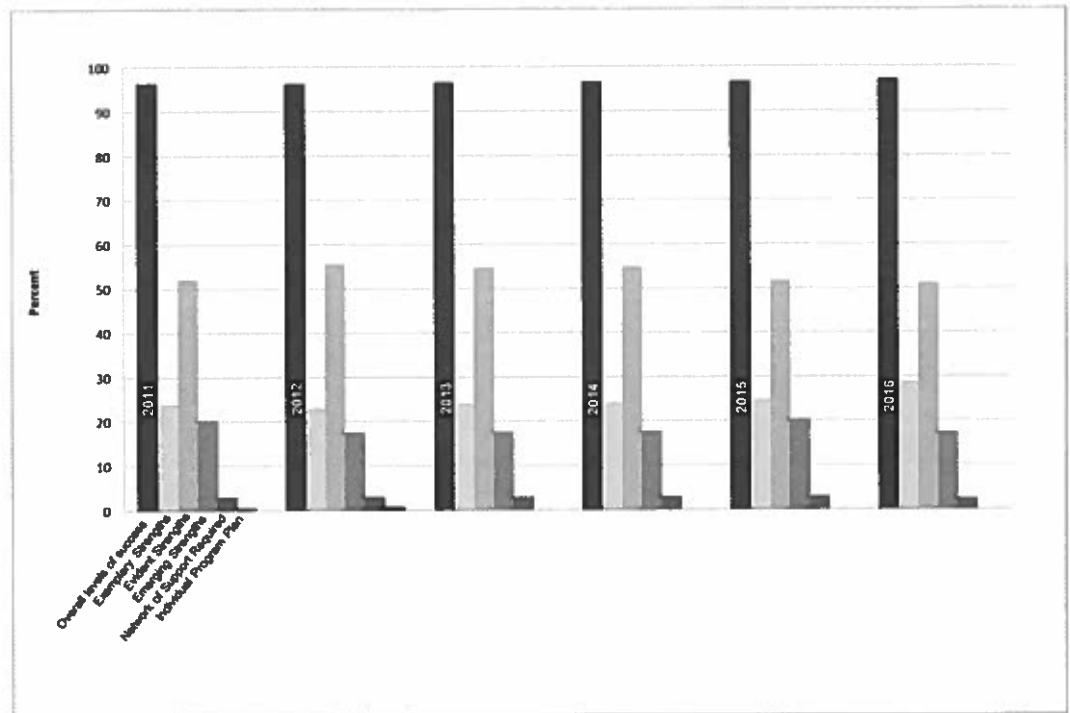
The Chief Superintendent interprets *strive to continuously improve* to mean that students modify and refine their learning strategies based on experience and feedback.



Board-approved Indicators and 2015-16 results |

- Percentage of students in kindergarten to grade 9 reported to set and work toward learning goals; as measured by student report cards².

Sets and works toward learning goals.						
	2011	2012	2013	2014	2015	2016
Exemplary Strengths	24.0	23.1	24.1	24.2	24.8	28.8
Evident Strengths	52.2	55.7	54.8	54.9	51.7	51.1
Emerging Strengths	20.3	17.5	17.7	17.7	20.3	17.4
Network of Support Required	3.0	3.0	3.0	2.9	3.0	2.4
Individual Program Plan	0.5	0.7	0.4	0.3	0.3	0.4
Overall levels of success	96.5	96.3	96.6	96.8	96.8	97.3

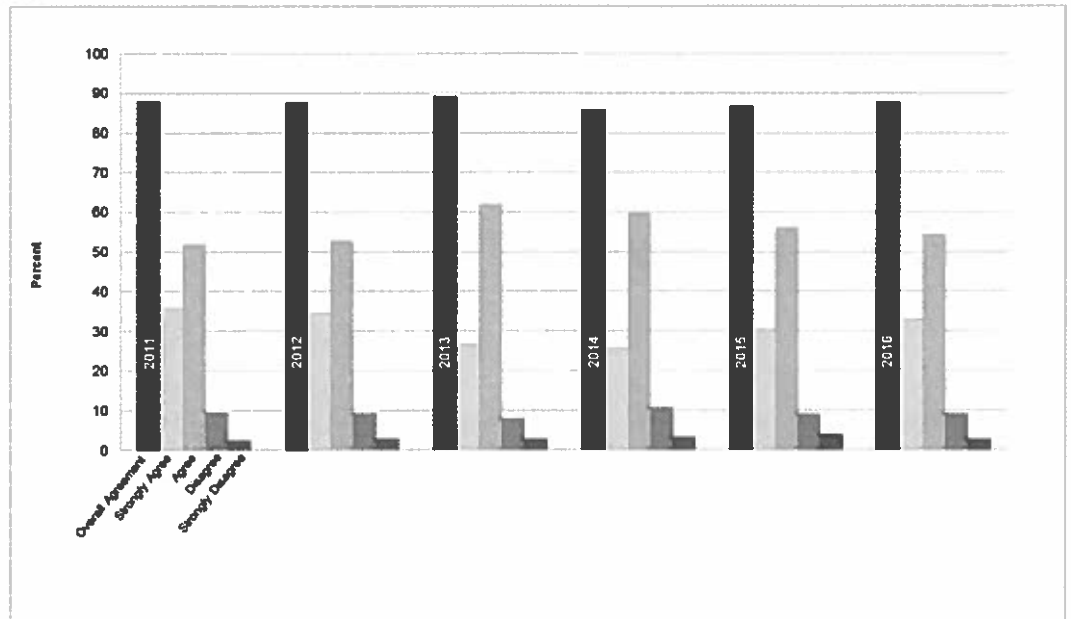


- Target for 2016: Continued results at or above 96%
This target was met.

² Indicators for this report card measure are: generates goals based on self-assessment, learning criteria, and personal interests; plans a strategic approach to meeting goals, solving problems and performing tasks; modifies and improves learning strategies based on experience and feedback; and explores ideas and initiates processes for learning.

2. Percentage of high school students who report they are able to set goals for themselves and work towards them; as measured by student surveys.

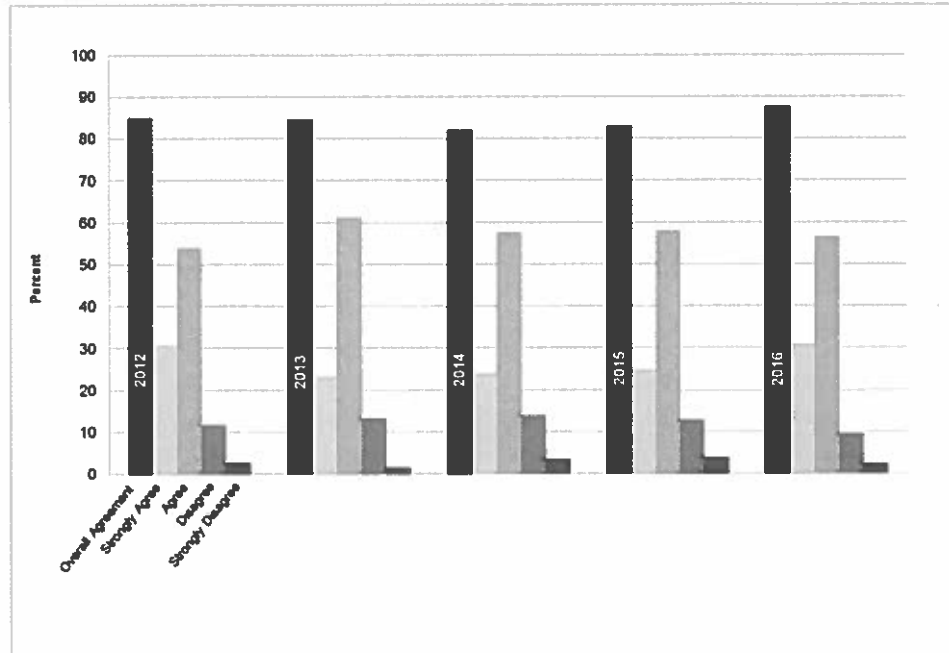
I am able to set goals for myself and work toward them.						
	2011	2012	2013	2014	2015	2016
Strongly Agree	36.1	34.7	27.0	25.9	30.7	33.3
Agree	51.9	53.0	62.2	60.1	56.2	54.6
Disagree	9.6	9.4	8.0	10.7	9.1	9.2
Strongly Disagree	2.4	2.9	2.8	3.3	4.0	2.8
Overall agreement	88.0	87.7	89.2	86.0	86.9	87.9



- Target for 2016: 88%
The current result is within one-tenth of a percentage point of the target. This target was essentially met.

3. Percentage of high school students who report they raise questions and bring their own ideas to learning tasks, as measured by student surveys.

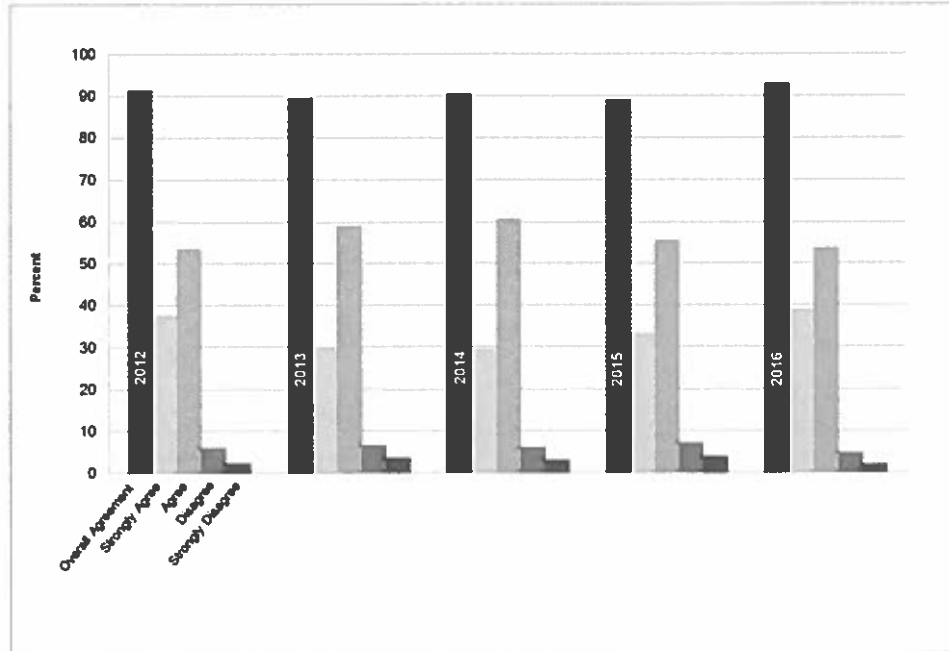
I raise questions and bring my own ideas to learning tasks.					
	2012	2013	2014	2015	2016
Strongly Agree	30.9	23.5	24.3	24.9	31.1
Agree	54.2	61.3	57.8	58.1	56.7
Disagree	12.0	13.5	14.2	12.9	9.7
Strongly Disagree	2.9	1.6	3.6	4.0	2.5
Overall agreement	85.1	84.8	82.1	83.0	87.8



- Target for 2016: 84%.
This target was met.

4. Percentage of high school students who report they use feedback and past experiences to improve their learning; as measured by student surveys

I use feedback and past experiences to improve my learning.					
	2012	2013	2014	2015	2016
Strongly Agree	37.9	30.3	29.7	33.3	39.1
Agree	53.6	59.2	60.7	55.7	53.8
Disagree	6.1	6.8	6.3	7.2	4.9
Strongly Disagree	2.4	3.7	3.2	3.8	2.1
Overall agreement	91.5	89.5	90.4	89.0	92.9



- Target for 2016: 90%
This target was met.

4.3 Have the confidence to embrace ambiguity and complexity.

Board-approved Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will be open to and positive about engaging in learning that exceeds simple and predictable tasks, ideas and experiences.

The Chief Superintendent interprets *confidence* to mean that students approach learning with positive expectations.

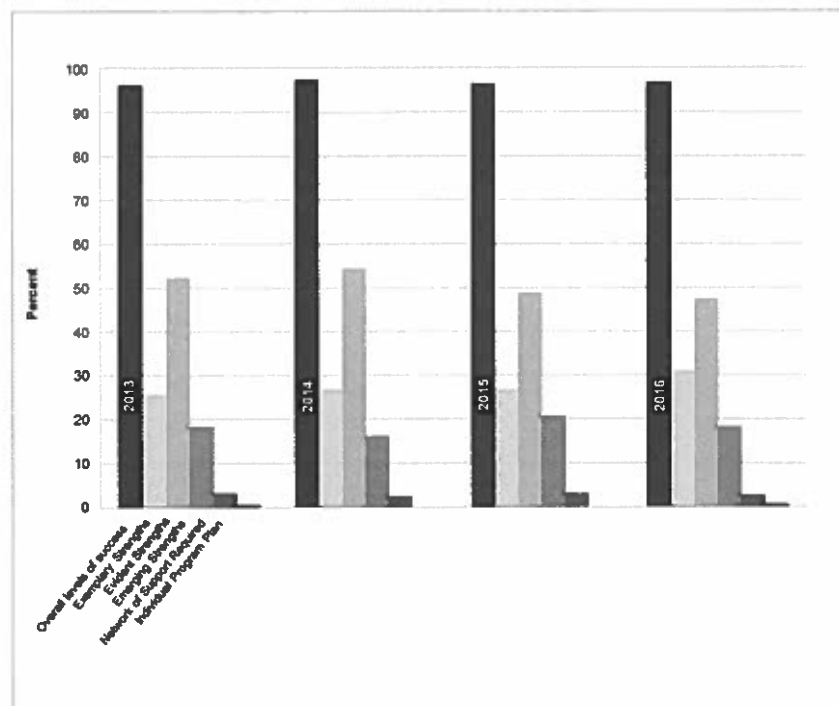
The Chief Superintendent interprets *ambiguity* to mean learning that has an element of uncertainty or that can be understood in more than one way.

The Chief Superintendent interprets *complexity* to mean learning that involves a number of interconnected parts.

Board-approved Indicators and 2015-16 results |

- Percentage of students in kindergarten to grade 9 reported to engage in learning with confidence and persistence; as measured by student report cards.³

Engages in learning with confidence and persistence.				
	2013	2014	2015	2016
Exemplary Strengths	25.8	26.8	26.8	31.1
Evident Strengths	52.3	54.5	49.0	47.5
Emerging Strengths	18.3	16.2	20.8	18.3
Network of Support Required	3.2	2.3	3.1	2.6
Individual Program Plan	0.5	0.2	0.3	0.5
Overall levels of success	96.4	97.5	96.6	96.9

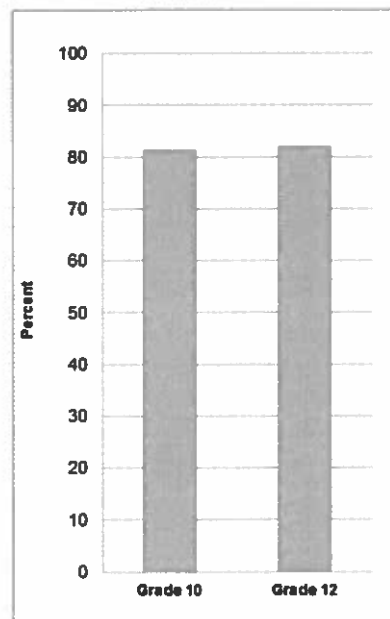
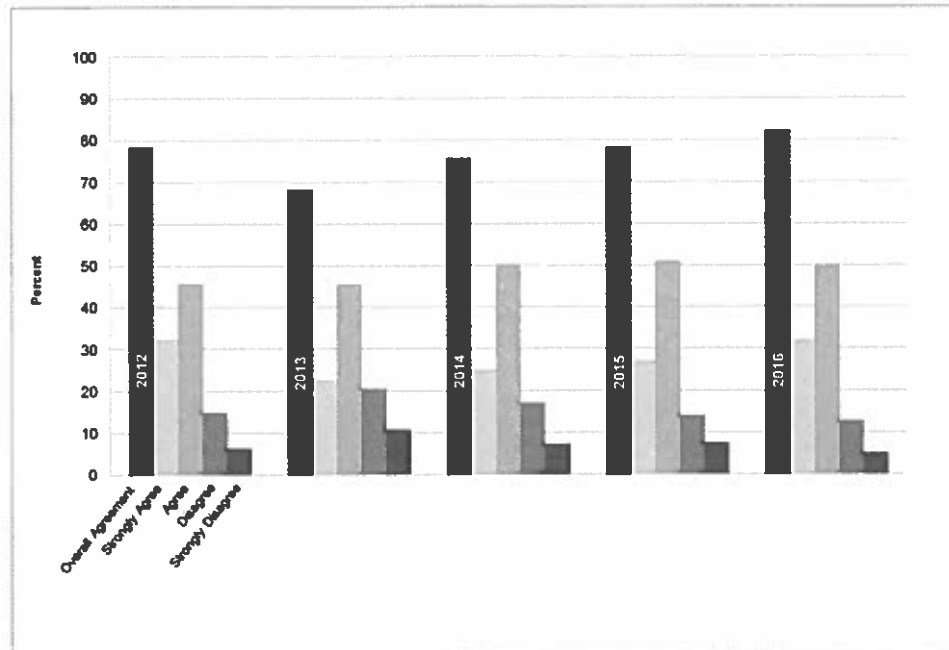


- Target for 2016: Continued results at or above 96%
This target was met.

³ Indicators for this report card measure are: approaches new learning situations with positive expectations; demonstrates interest in and curiosity about ideas, objects, events and resources; demonstrates a range of approaches for developing and representing understanding; and adjusts, adapts and persists with challenges in the learning process – ambiguous ideas, complex tasks and problems requiring multiple attempts to reach success.

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

I am comfortable learning about things that don't have a single right answer.					
	2012	2013	2014	2015	2016
Strongly Agree	32.6	22.7	25.2	27.2	32.2
Agree	45.9	45.7	50.4	51.1	50.0
Disagree	15.0	20.6	17.2	14.1	12.8
Strongly Disagree	6.5	10.9	7.2	7.6	5.0
Overall Agreement	78.5	68.4	75.6	78.3	82.2



- Target for 2016: 79%
This target was met.

2015-16 results for this indicator are at the highest recorded level. Additional growth continues to be sought in this aspect of high school students' learning experiences so targets are being set for the next three years.

- Target for 2017: 83%
- Target for 2018: 84%
- Target for 2019: 85%

4.4 Take risks appropriately.

Board-approved Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will intentionally and thoughtfully strive beyond what is easy and comfortable in their learning.

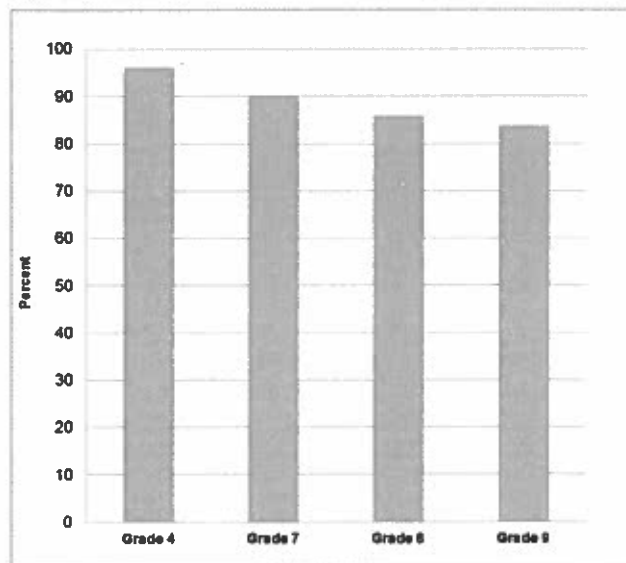
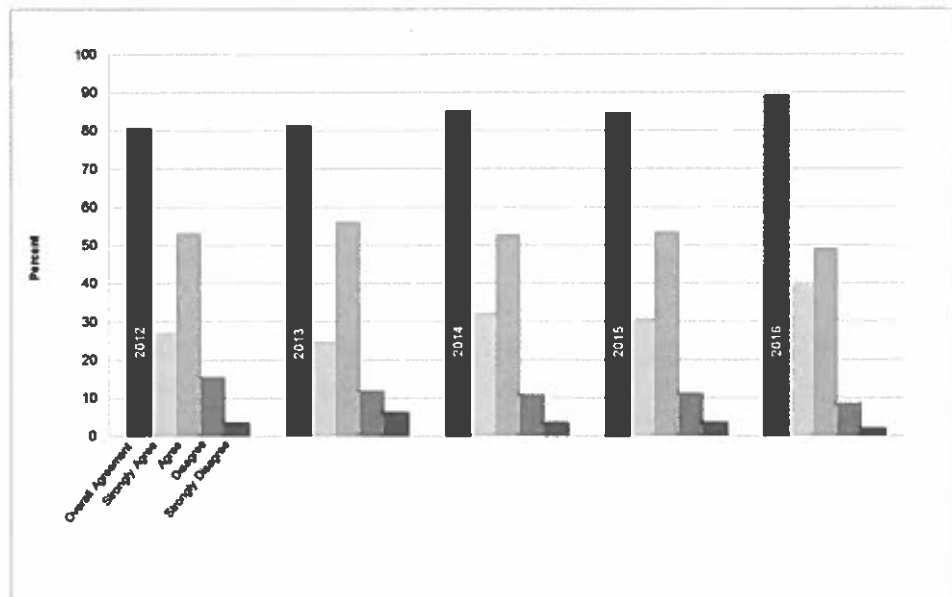
The Chief Superintendent interprets *take risks* to mean that students act without assurance of success in order to fulfill a learning goal.

The Chief Superintendent interprets *appropriately* to mean in alignment with the expectations and indicators of the Board of Trustees' Results policies for Citizenship and Character.

Board-approved Indicators and 2015-16 results |

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

I try new things in my learning even when I am not guaranteed success.					
	2012	2013	2014	2015	2016
Strongly Agree	27.3	25.0	32.4	31.0	39.8
Agree	53.4	56.4	52.9	53.7	49.3
Disagree	15.7	12.1	11.0	11.4	8.7
Strongly Disagree	3.6	6.4	3.7	3.9	2.2
Overall agreement	80.7	81.4	85.3	84.7	89.1



- Target for 2016: 85% or above

This target was met.

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

Board-approved Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will make well-informed decisions on behalf of their physical, social, and emotional health and become increasingly independent in doing so.

The Chief Superintendent interprets *lifestyle choices* to mean decisions that promote overall well-being for the present and future.

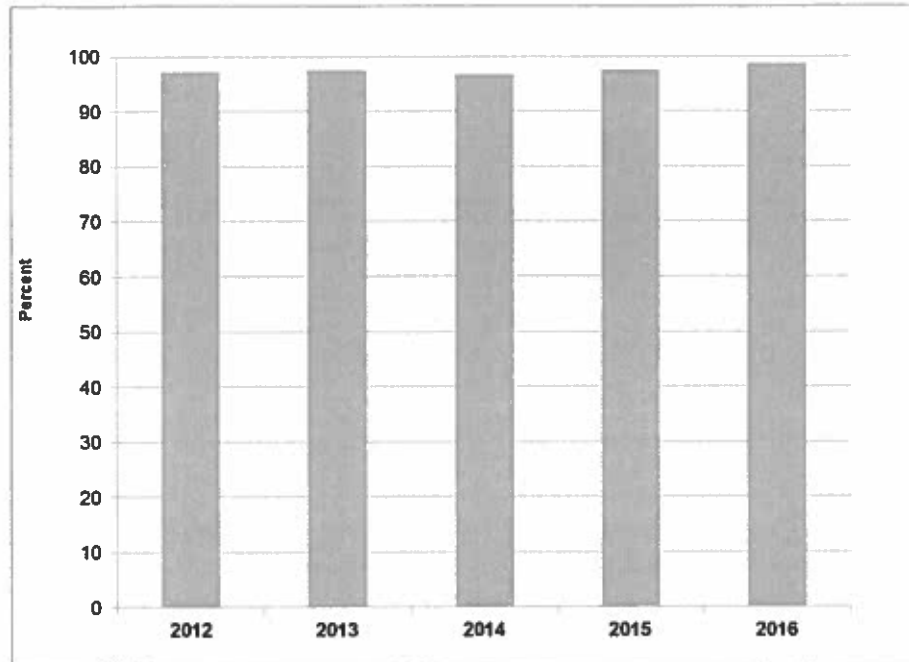
The Chief Superintendent interprets *healthy attitudes and actions* to mean understandings, values, decisions and behaviors that promote physical, social and emotional well-being.

The Chief Superintendent interprets *assume responsibility for personal well-being* to mean that students gather, evaluate and synthesize information to understand health issues and make health-related decisions.

Board-approved Indicators and 2015-16 results |

1. Percentage of students experiencing success with the learning outcomes of the Health/CALM Programs of Study; as measured by student report cards.

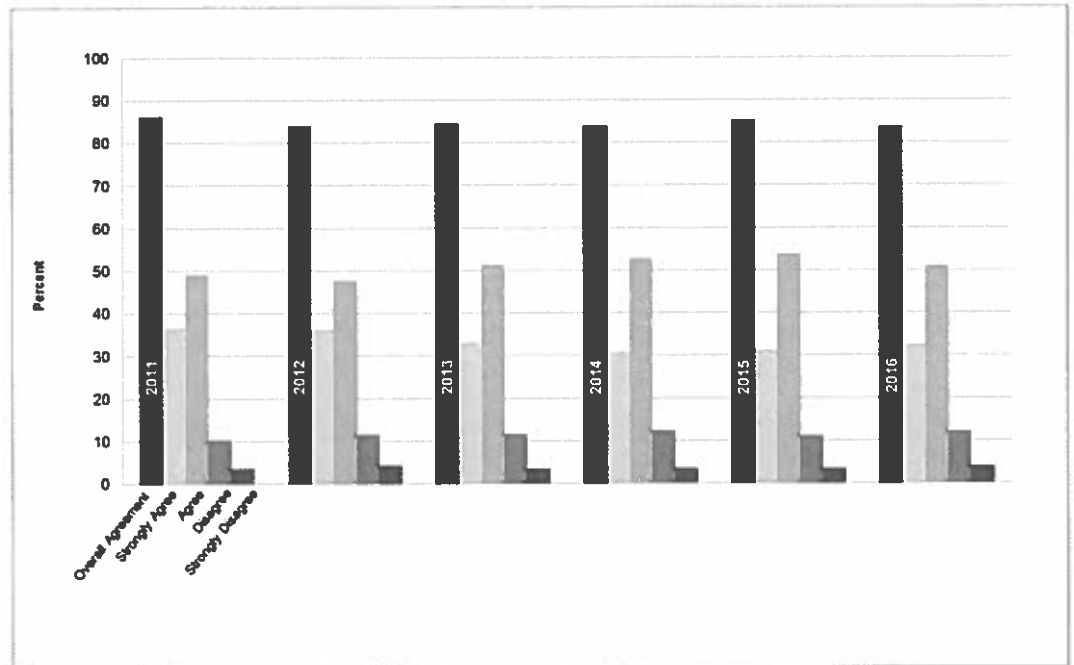
Students experiencing success with Health/CALM learning outcomes				
2012	2013	2014	2015	2016
97.2	97.5	96.7	97.5	98.7



- Target for 2016: Continued results at or above 97%
This target was met.

2. Percentage of high school students who report they make decisions that keep them physically healthy; as measured by student surveys.

I make decisions that help keep me physically healthy.						
	2011	2012	2013	2014	2015	2016
Strongly Agree	36.9	36.3	33.2	31.0	31.3	32.7
Agree	49.3	47.8	51.4	52.9	53.9	51.0
Disagree	10.3	11.5	11.8	12.4	11.3	12.3
Strongly Disagree	3.6	4.4	3.5	3.7	3.5	4.0
Overall agreement	86.2	84.1	84.6	83.9	85.2	83.7



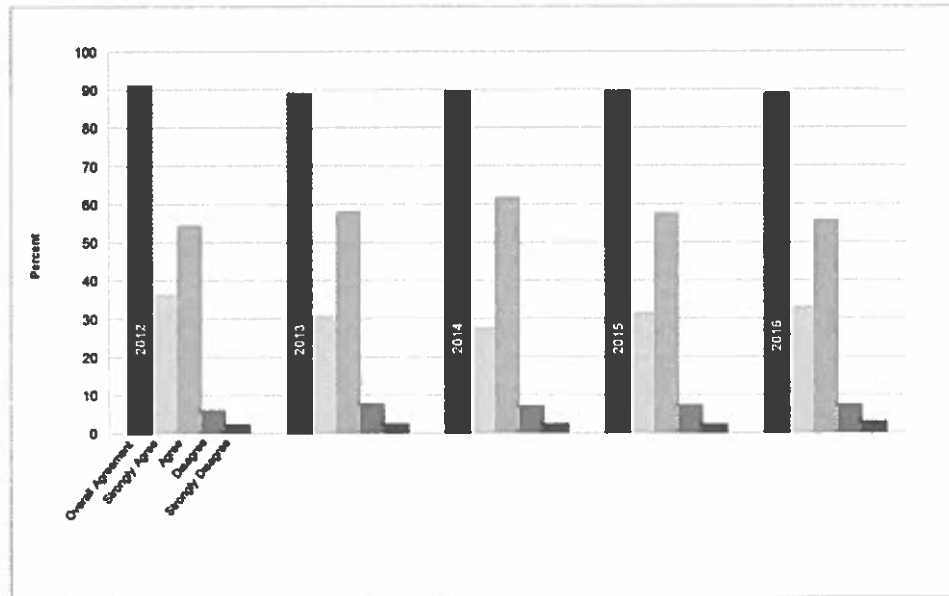
- Target for 2016: 86%
This target was not met.

This aspect of high school students' experiences is identified as an area of capacity building for 2016-17. Targets are being set for the next three years.

- Target for 2017: 85%
- Target for 2018: 86%
- Target for 2019: 87%

3. Percentage of high school students who report they make decisions that contribute to their overall well-being; as measured by student surveys.

I make decisions that contribute to my overall well-being.					
	2012	2013	2014	2015	2016
Strongly Agree	36.7	31.0	27.9	31.9	33.4
Agree	54.7	58.4	62.0	57.9	56.0
Disagree	6.2	7.9	7.4	7.7	7.6
Strongly Disagree	2.4	2.7	2.7	2.5	3.1
Overall agreement	91.4	89.4	89.9	89.8	89.4



- Target for 2016: 91%
This target was not met.

This aspect of high school students' experiences is identified as an area of capacity building for 2016-17. Targets are being set for the next three years.

- Target for 2017: 90%
- Target for 2018: 91%
- Target for 2019: 92%

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

Board-approved Interpretation |

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

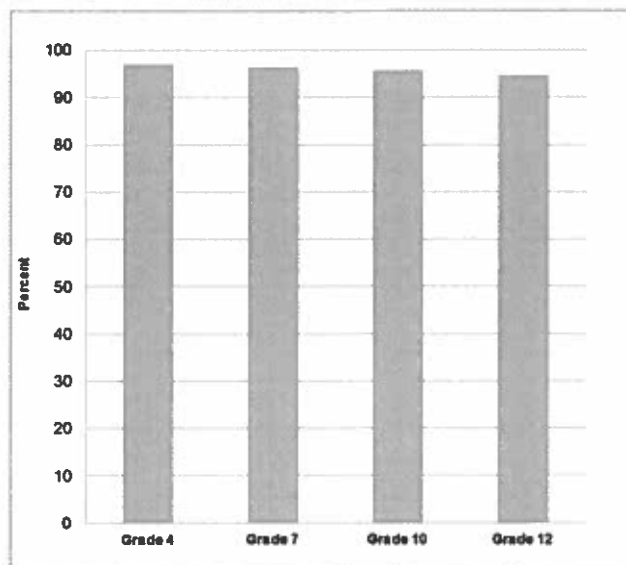
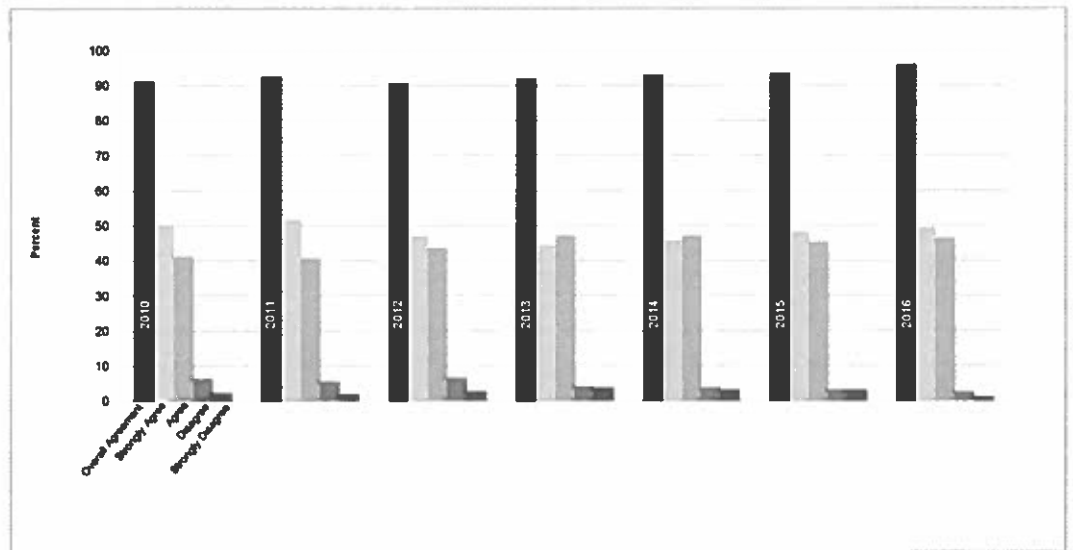
The Chief Superintendent interprets *technologically fluent* to mean that students can use information and communication technologies and media within their learning environments to meet their learning needs and personal goals.

The Chief Superintendent interprets *critically, ethically and safely* to mean students demonstrate inquisitive, reasoned and caring actions as they explore and assess ideas, communicate with others and learn.

Board-approved Indicators and 2015-16 results |

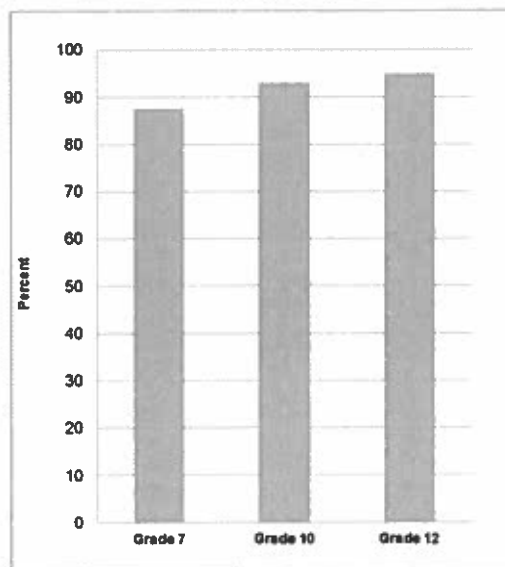
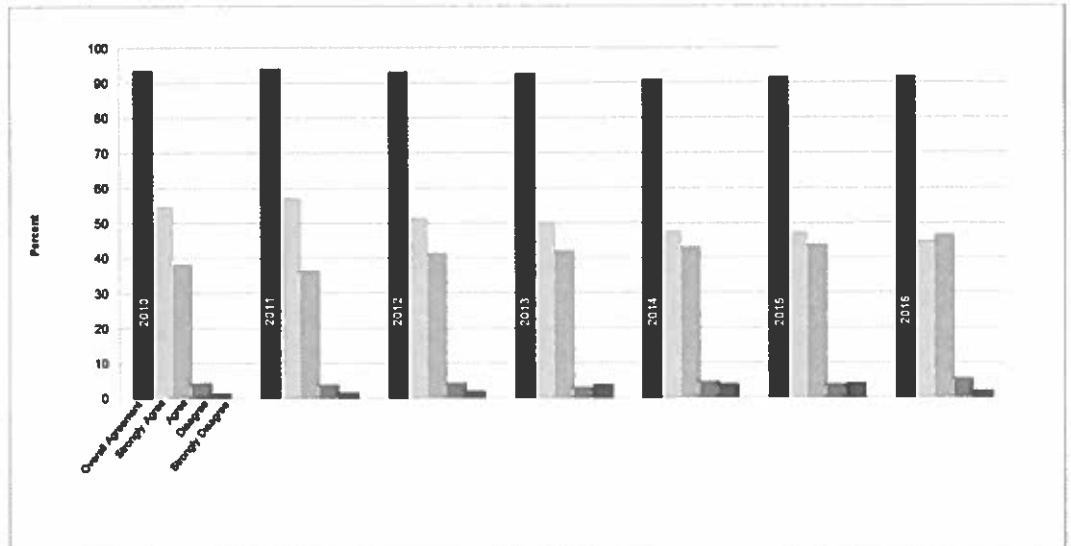
- Percentage of students who report they can use technology to help them learn; as measured by student surveys.

I can use technology in support of my learning.							
	2010	2011	2012	2013	2014	2015	2016
Strongly Agree	49.9	51.8	47.1	44.6	45.8	48.3	49.5
Agree	41.3	40.8	43.7	47.3	47.3	45.4	46.6
Disagree	6.4	5.5	6.6	4.2	3.8	3.2	2.6
Strongly Disagree	2.3	1.9	2.6	3.9	3.1	3.1	1.2
Overall Agreement	91.2	92.6	90.8	91.9	93.1	93.7	96.1



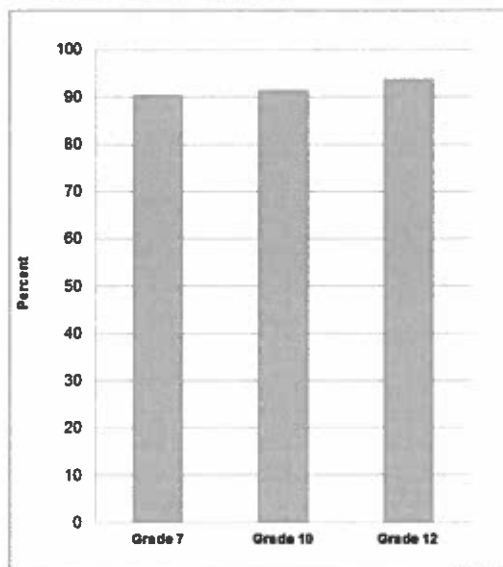
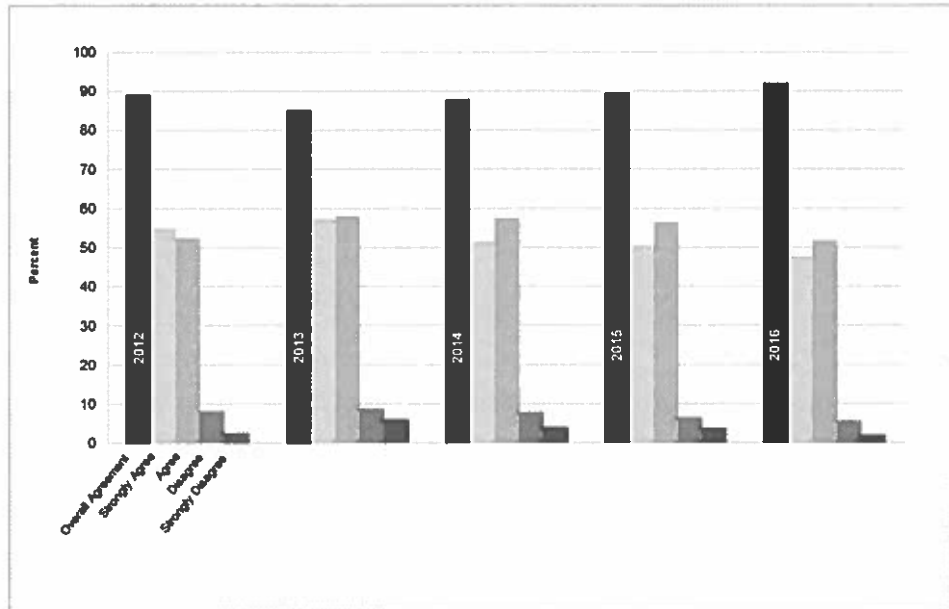
2. Percentage of students who report they can use technology to communicate effectively with others; as measured by student surveys.

I can use technology to communicate effectively with others.							
	2010	2011	2012	2013	2014	2015	2016
Strongly Agree	55.1	57.5	51.6	50.5	47.8	47.6	45.1
Agree	38.5	36.7	41.7	42.3	43.3	44.0	46.8
Disagree	4.6	4.1	4.5	3.1	4.8	4.0	5.8
Strongly Disagree	1.7	1.8	2.2	4.1	4.1	4.4	2.2
Overall Agreement	93.6	94.2	93.3	92.8	91.1	91.6	91.9



3. Percentage of students who report they can assess critically information presented in online environments; as measured by student surveys.

I can assess critically information presented in a variety of online environments.					
	2012	2013	2014	2015	2016
Strongly Agree	36.7	27.1	30.4	33.0	40.3
Agree	52.4	58.1	57.6	56.5	51.8
Disagree	8.3	8.8	7.9	6.6	5.8
Strongly Disagree	2.6	6.0	4.1	3.9	2.1
Overall agreement	89.1	85.2	88.0	89.5	92.1



4. Percentage of students who report they use technology to explore personal interests and ideas; as measured by student surveys.

The first data set for this indicator will be collected during the 2016-17 school year.

ATTACHMENTS

Attachment I: Capacity Building Information

Attachment II: Student-Contributed Examples of Personal Development in Action

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

attachment | Capacity Building Information

This information outlines organizational plans to respond to continuing areas for improvement within Results 4: Personal Development.

Forward Looking Actions |

Students will:

4.3 Have the confidence to embrace ambiguity and complexity.

Indicator 2

Percentage of high school students who report they are comfortable learning about things that don't have a single right answer.

Factors contributing to success in this area:

- Students and teachers engaged in classroom learning experiences that mirror the complex questions of the different disciplines of study.
- Students and teachers engaged in problem-based and design-based learning experiences.

Forward Looking Actions |

Continued focus on providing students with learning tasks and assessment experiences that allow for more than one valid response and on developing teacher capacity to be able to create such learning opportunities remains important in expanding student experiences, comfort and success in this area. The system-wide professional learning series for Learning Leaders and lead teachers is a key action that supports teacher capacity building in this area K-12.

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

Indicator 2

Percentage of high school students who report they make decisions that keep them physically healthy; as measured by student surveys.

Indicator 3

Percentage of high school students who report they make decisions that contribute to their overall well-being; as measured by student surveys.

Current success and continued capacity building actions for these indicators are framed within a Comprehensive School Health approach that will support students in making choices that help keep them physically healthy and contribute to their overall well-being.

Forward Looking Actions |

- Build consistency across high schools in practices that ensure each student feels known, connected and supported, in keeping with the high school success strategy.
- Enhance the profile and delivery model of CALM to ensure ongoing face-to-face dialogue around and support for key topics within the course: financial planning, career pathways, sexual health, relationship choices and positive mental wellness.
- Expand school self-assessment and implementation plans using the four pillars of Comprehensive School Health (healthy school policy, teaching and learning, partnerships and services, social and physical environment) to impact students' physical activity, healthy eating and positive mental wellness.
- Increase staff understanding of the continuum of mental health and the impact of stress on students and their learning.



Student-Contributed Examples of Personal Development in Action

- I am able to set effective, valuable, and realistic goals for myself each and every day. Goal setting is a way of exploring what you are capable of, and trying new things. I believe that it is extremely important to be open to setting goals that extend beyond your boundaries. It allows you to experience opportunities that you never would have come across if you hadn't pushed yourself. Setting goals that go past your limits open you up to new ideas and allow you to travel along new paths.

A major recent goal for me was to effectively manage my time better. This would allow for more time to properly complete my work. I set down a timeline that I planned to follow and brainstormed steps that I would need to follow in order to reach my goal. I planned to take a couple of minutes out of everyday to just stop and think. I would often do this at the end of the day as I stood by my locker where all of my supplies were located. I would create a visual list in my head containing; what I needed to do, what materials I needed, and how long it might take me to complete. I had to plan my work around other activities such as school sports teams, community hockey, and family commitments as well.

After over a year of dedication to reach my goal, my time management skills improved tremendously. I was now able to hand in my work completed, well done, and on time. It is a habit now and is a part of my normal school routine. I set many other goals for myself that will contribute to my success as a student. I set many short term goals as well that assist with projects and assignments that need to be quickly completed. Another major goal in my learning was to improve the neatness of my printing. That too was accomplished by setting a plan, maintaining that plan, and persevering until I reached my goal.

- Though I am quite articulate and creative, my school subject that I need to work hard on is Language Arts. I have been working on writing as my main focus since Grade 5. Through all my years of schooling, I have learned a lot about myself as a learner and as a writer. I've learned that I do better when writing essays than short stories. This is because I like having something to base my writing off of rather than just making something up. I find that with stories I take more time than with essays or answering a question. This is because with stories I have to create a problem and then solve it unlike essays/questions where you are just finding the solution to a problem.

One of the main reasons it takes me so long to write a story is the fact that I strive for perfection. Though perfect is a peculiar term in the fact that - can anything ever really be "perfect?" I have had to learn a lot of lessons related to this. I have had to shift my thinking to flip it from a desire to get it right to a desire to do my best. My teachers throughout my years have helped me along this journey to be the best writer I can be. I have had several Language Arts teachers who are passionate about the language arts. My teachers have helped me practice writing often, and I have been able to see that my writing improved with all that practice. They also taught me strategies, like using "who/which" clauses to strengthen my writing. It still takes me a long time to get my thoughts out by writing. But I know that by working hard, and with the support of my teachers, the quality of my writing has improved.

This year my current goal is to continue improving the speed and quality of my writing for the Grade Nine PAT's as well as High School. I have put in place some strategies to try to help me achieve this goal. My current strategy is to plan out my story or essay in an outline before I even begin to write. I also plan to go back and edit as well as add more detail after I have written a rough draft. I am currently still working towards this goal and hope to keep improving.

- My whole life, I've always connected to the performing arts. Standing up on a stage is an opportunity to be someone completely different for a small moment. I can put my best, most confident self forward and show the world the part I most love about myself. I love to participate in school plays, however my main passion is singing. I never really had that many chances to showcase and develop this talent, so I always figured I was incapable of exploring this side of me. Even in grade seven, I shied away from even auditioning for the school talent show. I suppose most of the people I know around my school assume me to be solely academic. I was always worried people wouldn't take me seriously if I tried to do something outside of the math classroom.

Finally in grade eight, after being cast a fairly decent role in the school play, I decided that I didn't need to wait for others to see what I saw in me, I could show them. So after procrastinating for a while, I finally plucked up the courage to write my name on the school talent show audition list. I hadn't even chosen my song until the weekend before the audition, but I figured, why not take a crazy, insane chance? Singing is such a big part of me, that it felt as if no one quite knew me.

I finally decided on the song "Arms" by Christina Perri. I found an instrumental version of the song to sing with and I practiced tens of times over and over that one weekend. After repeatedly singing for a while, my voice started to get a little crackly and I wasn't quite matching the pitches, which definitely freaked me out a little. However, every time I doubted myself, I pictured the possible spectacular outcome, and I knew I couldn't and didn't want to walk away. It was my dream to perform solo in front of the school for a really long time, and I finally got a chance.

I auditioned the following Monday after school. After a heavy breathing session, I walked confidently into that room with two teachers staring me right in the eye. I started the music and did the best I could. That is, until about halfway through the song, I completely forgot the lyrics to the next verse. I waited for it to just come to me, but that never happened. So, I just stood there, silent, like a complete fool. I quickly blurted out, "I'm sorry, I just totally forgot the lyrics. I'll start over." To my utter surprise, one of the teachers smiled, "That's okay. We were just about to stop you anyway." I wasn't exactly sure what she meant by that. My mind immediately thought I was terrible and she was about to stop me. The only auditions I had experienced were on television, so I assumed the worst.

Unexpectedly, both teachers started giving me some feedback. At the time, I was quite terrified, so the feedback session was a little nerve racking. Their main tip was that I needed to be more confident in myself, which I completely agreed with. Fear is definitely detectable in your voice, so I decided I just needed to let go of my anxiety. I knew performing could be really fun if I was able to convince myself that I had what it takes.

By the end of the audition, my face was beet red, and I was shaking. I figured the teachers had thought I was too unsure and timid to perform solo on a stage, so I mentally prepared myself for a massive let down. I was proud for taking a crazy, insane leap of faith, but I thought that was all it was ever going to be. It only took a few days for the final list to be posted. Completely calm, I walked right up to that piece of paper and it turned out, my streak wasn't quite over. Midway down the list, written in standard font, was my name.

I did end up performing on that stage, in front of a massive, excited crowd. It was perfect. Sure, I could recall every little miniscule mistake I made, but they don't matter. To me, it was absolutely perfect. Zillions of people came up to me afterwards, to tell me I was amazing, and of course, that was great, but to my surprise, that's not what made it worth it in the end. I had finally felt connected to myself. All of a sudden, it became clear who I was. Sure, I will always be interested in the academics, but that's not who I am as a person. I love to perform. I love to sing. Passions are always worth pursuing, no matter how unlikely or impossible.

Overall, this journey has taught me to embrace my unique personality. Of course, it's important to do your best in school subjects, but it is equally as important to do things solely for yourself. This opportunity showed me who I am. I found the thing that makes me perfectly happy. Whether or not I'm good at it doesn't matter. I have the passion, the drive, to get where I want to go.

- For the most part I am pretty good math student. I am consistent with my homework, I am able to help other students with questions and I score well on tests and checkpoints. However recently we have been learning about exponents and how to simplify an equation to make evaluating it easier. This has been immensely hard for me to understand.

I knew we had a checkpoint coming up and with the date approaching quickly, I knew I had to do something to get the support I needed to make sense of this concept. I thought about what I should do. I decided that I needed to talk to the teacher to get some extra help. I went into school early one morning to get some one-on-one support from my teacher. Having that explanation brought a lot of clarity to the concept. Putting in the extra time and figuring out what I needed to do to find the extra support really helped me understand the concept.

I learned a lot about growth mindset through this experience. If you believe your intelligence is static then you will never pursue your own education. If you believe that your effort determines your intelligence then you are far more likely to strive towards and achieve your goals. I had to think that I was the one to establish my own understanding and that it would not simply happen. With this idea I will continue to push boundaries in learning.

- One part of personal development is overcoming obstacles to be successful. An instance in which I had to overcome an obstacle at school occurred in grade 6. In grade 6 I was rather quiet and shy, which led to me missing out on many great opportunities such as school clubs. I wasn't happy about this, so I knew something had to be done. I set a goal to talk to someone different every day in my class and try to meet their friends greatly expanding my social circle of friends. This experience has taught me to get to know everyone as they are all unique and have something good to offer. I met lots of really interesting people by this very simple action. I have now been very active in making relationships with the people in my class who do not like to communicate with others much as I have grown to realize that I have to give back to society and I believe this is one of the best ways to do so. Associating yourself with good people is the advice I would give to anyone with a small social circle as that is what I have come to learn from my experiences.
- At the beginning of grade 7, I was a doe-eyed 11-year-old reluctantly taking Information Processing as my second option. During the class, we completed seemingly arbitrary tasks including touch-typing, coding, and program manipulation. Unbeknownst to me, I was developing skills that provide me with an advantage in all aspects of learning. The following semester, I realized that I was completing assignments much quicker than in previous years. I was researching more efficiently, navigating websites in an easier fashion, and most importantly, I was typing at a faster pace. My least favourite class had become one of my biggest strengths.

In the eighth grade, I realized that my math class was not intellectually stimulating me. After speaking with my teacher, we developed a plan for me to take math at an accelerated pace. I completed the grade 8 curriculum by December, taking the final exam the following month. Once I began the grade 9 curriculum, I was surprised by the rapid increase in difficulty. My mother bought me the accompanying workbook, and I began the tumultuous task ahead, completing the grade 9 math curriculum in five months without any guidance. I completed the course successfully, and I am currently taking Math 10. This process taught me leadership skills, as I constantly had to initiate the timeline for my tests and assignments. It also improved my time management skills, as I didn't have a teacher to set dates for exams.

Both these experiences taught me that perseverance and commitment are incredibly important parts of my learning.

- Personal Development is the process of improving yourself through various activities. I've been through lots of personal development but the one time it affected me the most was during the badminton season in seventh and eighth grade.

I was not a very good badminton player at the beginning of grade seven. I made the team, but relied heavily on my doubles partner to get us through. I wasn't happy about this, and wanted to improve myself so I could contribute to our team. I talked to my parents, and signed up for a private coach. I worked hard on my own time on the weekends to increase my skills and improve my game. In grade eight, when the next badminton season came, I had improved a lot.

During our first practice, one of the coaches exclaimed saying "if you want to get singles this year, please go to that court." As he said that, I thought to myself, "am I good enough to make singles?" Although I had put in a lot of extra effort, I wasn't sure that I would be able to stand on my own without a partner. Still, I knew I needed to take a risk and give it my best. It was a hard battle during tryouts, but I reminded myself of my new skills, and put my head in the game. I beat almost all the other girls, and made the singles team. But more importantly, I set a goal for myself, committed to improving my skills, and put in the extra time needed to achieve it.

- A time when I had to demonstrate resilience and perseverance in order to overcome a great challenge that I was faced with, was the first semester of my grade 11 year. I am a hardworking student that is always at the top of my classes. But at the beginning of grade 11, that wasn't the case. Grade 11 came with a slightly heavier workload that I wasn't prepared for. It was very easy to choose to give up, but I made up my mind that I would work as hard and effectively as I needed to, in order to get to the top of my classes. My parents are strong people who have taken on many challenges and won, and they successfully passed down and continue to pass down the skills that are required to overcome challenges effectively. So, when I was faced with academic challenges, I went back to the values my parents instilled in me and I used those skills; determination, hard work, resilience and believing in yourself, to reach my goal. But in order to reach my goals, along with the skills I had, I had to change some behaviours that did not contribute positively to me reaching my goal such as; shutting down my social media. As hard as this was, it helped me focus on succeeding in my academics.
- In the past, I played very safe when it came to my learning. I believed that it was best to find one way of learning and then become the best at that one way. But I later learned that, you cannot truly be the best, if you are only good at one method. The world is constantly evolving and discovering new ways of life. With that fact in mind, I embrace new learning experiences that broaden my mind and exceed simple methods of understanding. As I approach these new learning experiences, I always have to believe that I have the capacity to understand everything I will be taught. This confidence produces positive outcomes because once you wholeheartedly believe you can, you will do everything you have to, in order to gain that understanding. In my Math 20 class, my teacher always introduces the topics starting with the basic principles, but then branching out and relating and explaining it in multiple ways. He sometimes has an ambiguous method of teaching and these ways can be quite complex sometimes, but with the right attitude, the topic becomes plain as day.

Personal development comes in different aspects of life, but no matter the aspect, one thing is key; believing in yourself. Once you do, any challenge, learning experience, risk or health choice will become do-able, just because you believe you can and will understand and overcome it.



operational
expectations
monitoring report

Monitoring report for the
school year 2015-2016

Report date:
February 7, 2017

OE-12: Facilities

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 12: Facilities, the Chief Superintendent certifies that the proceeding information is accurate and complete, and is:

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

Signed: _____
David Stevenson, Chief Superintendent

Date: _____

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 12: Facilities, the Board of Trustees:

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

Summary statement/motion of the Board of Trustees:

Signed: _____
Chair, Board of Trustees

Date: _____

OE-12: Facilities

Executive Summary

The Chief Superintendent shall ensure that physical facilities support the accomplishment of the Board's Results policies.

Operational Expectation 12: Facilities establishes the values and expectations of the Board of Trustees for the Calgary Board of Education to provide physical learning and working environments which are conducive to student learning in support of the achievement of the Board's Results.

The Chief Superintendent's reasonable interpretations for OE 12: Facilities were approved on April 3, 2012. The Board of Trustees last monitored OE 12: Facilities on February 2, 2016.

12.1 Develop a plan that establishes priorities for construction, renovation and maintenance projects that is based upon the needs of the entire organization	Complaint
---	-----------

- Indicator 1: Compliant
- Indicator 2: Compliant

12.1 Develop a plan that establishes priorities for construction, renovation and maintenance projects that is based upon the needs of the entire organization and that: a. assigns highest priority to the correction of unsafe conditions	Compliant
---	-----------

- Indicator 1: Compliant
- Indicator 2: Compliant

OE-12: Facilities

<p>12.1 Develop a plan that establishes priorities for construction, renovation and maintenance projects that is based upon the needs of the entire organization and that:</p> <p>b. includes preventive maintenance and system replacement cost estimates as necessary to enable facilities to reach their intended life cycles</p>	<p>Compliant</p>
--	------------------

- Indicator 1: Non-compliant
- Indicator 2: Compliant
- Indicator 3: Compliant
- Indicator 4: Compliant

<p>12.1 Develop a plan that establishes priorities for construction, renovation and maintenance projects that is based upon the needs of the entire organization and that:</p> <p>c. discloses assumptions on which the plan is based, including growth patterns and the financial and human impact individual projects will have on other parts of the organization</p>	<p>Compliant</p>
--	------------------

- Indicator 1: Compliant

<p>12.1 Develop a plan that establishes priorities for construction, renovation and maintenance projects that is based upon the needs of the entire organization and that:</p> <p>d. ensures that facility planning and design decisions appropriately consider environmental impacts, including eco-efficiency and sustainability</p>	<p>Compliant</p>
--	------------------

- Indicator 1: Compliant
- Indicator 2: Compliant
- Indicator 3: Compliant
- Indicator 4: Compliant

OE-12: Facilities

<p>12.1 Develop a plan that establishes priorities for construction, renovation and maintenance projects that is based upon the needs of the entire organization and that:</p> <p>e. ensures the effective and efficient use of capital funding that demonstrates responsible stewardship of resources.</p>	Compliant
---	-----------

- Indicator 1: Non-compliant
- Indicator 2: Compliant

<p>12.2 Ensure that facilities are safe, clean and properly maintained.</p>	Compliant
---	-----------

- Indicator 1: Compliant
- Indicator 2: Compliant
- Indicator 3: Compliant
- Indicator 4: Compliant
- Indicator 5: Compliant
- Indicator 6: Compliant

<p>12.3 Build or renovate buildings.</p>	Compliant
--	-----------

- Indicator 1: Compliant
- Indicator 2: Compliant

<p>12.4 Unreasonably deny the public's use of facilities as long as student safety, student functions, and the instructional program are not compromised.</p>	Compliant
---	-----------

- Indicator 1: Compliant
- Indicator 2: Compliant



OE-12: Facilities

The Chief Superintendent shall ensure that physical facilities support the accomplishment of the Board's Results policies.

Board-approved Interpretation |

The Chief Superintendent interprets the intent of OE-12: Facilities to be the assurance that existing and planned school facilities provide physical learning and working environments which are conducive to student learning and ultimately the achievement of the Board's Results.

The facility requirements of the Calgary Board of Education encompass the need to provide new schools, to modernize existing schools, to improve functionality to meet new curriculum and school program requirements, and to renovate existing schools to address essential asset lifecycle maintenance.

The Chief Superintendent interprets *ensure* to mean that facilities and the components within are operationally sound and that the Calgary Board of Education is in compliance with all facility related regulations and legislation.

The Chief Superintendent interprets *support* to mean that learning environments are kept operational and that the physical facilities offer no long term hindrances to student learning.

The Chief Superintendent interprets *physical facilities* to mean all land and buildings owned or occupied by the Calgary Board of Education. This covers schools, administrative centres, operation depots, compounds, playgrounds, parking lots and sport fields.

The Chief Superintendent interprets *accomplishment* to mean that, in general and consistent terms; physical facilities enhance the opportunity for students to learn and to complete high school.

The Chief Superintendent interprets the *Board's Results Policies* to mean in accordance with the Three-Year Education Plan, which is the strategy designed to accomplish the Board's Results and Operational Expectation goals.

The Chief Superintendent will:

<p>12.1 Develop a plan that establishes priorities for construction, renovation and maintenance projects that is based upon the needs of the entire organization and that:</p> <ul style="list-style-type: none"> a. assigns highest priority to the correction of unsafe conditions; b. includes preventive maintenance and system replacement cost estimates as necessary to enable facilities to reach their intended life cycles; c. discloses assumptions on which the plan is based, including growth patterns and the financial and human impact individual projects will have on other parts of the organization; d. ensures that facility planning and design decisions appropriately consider environmental impacts, including eco-efficiency and sustainability; and e. ensures the effective and efficient use of capital funding that demonstrates responsible stewardship of resources. 	
--	--

<p>12.1 Develop a plan that establishes priorities for construction, renovation and maintenance projects that is based upon the needs of the entire organization</p>	<p>Complaint</p>
--	------------------

Board-approved Interpretation |

The Chief Superintendent interprets this provision to mean the development of a series of long-range capital plans which outline the rankings for new school construction, replacement school construction and school preservation/major modernization projects. This is achieved through an annually prepared Ten-Year System Student Accommodation and Facilities Strategy, a Three-Year School Capital Plan, Three-Year Student Accommodation Plan, Three-Year Modular Plan and Three-Year Infrastructure, Maintenance and Renewal (IMR) Plan.

The *needs of the entire organization* are interpreted as the facility requirements to deliver required education programs identified by schools and departments in the Calgary Board of Education.

Board-approved Indicators and Evidence of Compliance |

1. Provision, each year, of a Ten-Year System Student Accommodation and Facilities Strategy and a Three-Year Student Accommodation Plan to the Board of Trustees for information.

The organization is compliant with this indicator.

The Ten Year System Student Accommodation and Facilities Strategy was submitted to the Board of Trustees for information on June 21, 2016.

The Three-Year System Student Accommodation Plan was submitted to the Board of Trustees for information on June 21, 2016.

2. Submission, within the provincial time frames each year, of a Three-Year School Capital Plan and a Three Year Modular Plan to the Board of Trustees for approval and submission to Alberta Education.

The organization is compliant with this indicator.

The Three-Year School Capital Plan was submitted to the Board of Trustees for information and approval on March 8, 2016 and was forwarded to the Provincial Government within the 2016 submissions deadline.

The 2016/2017 Modular Classroom Program was submitted to the Board of Trustees for information and approval on November 1, 2016. The deadline for submission to the province is November 1st each year. CBE administration received permission in advance to submit the official government forms as soon as possible after the November 1st approval.

Evidence demonstrates all indicators in sub-section 12.1 are in compliance.

<p>12.1 Develop a plan that establishes priorities for construction, renovation and maintenance projects that is based upon the needs of the entire organization and that:</p> <ol style="list-style-type: none"> a. assigns highest priority to the correction of unsafe conditions 	Compliant
---	-----------

Board-approved Interpretation |

The Chief Superintendent interprets this provision to mean that the plan will recognize that any remediation project, required to mitigate any identified health and safety issue, will be given a status above all other projects in the plan. *Unsafe conditions* are interpreted to mean any condition of a physical facility that presents a potential of harm to occupants, whether that condition is known, anticipated or of an emergent nature.

Board-approved Indicators and Evidence of Compliance |

1. 100 percent of all appropriation of Infrastructure Maintenance and Renewal funding for emergent and planned safety related maintenance work conforms to the provincial guidelines, which stipulate Priority 1 - Health and Safety.

The organization is compliant with this indicator.

100% of safety related maintenance work supported with Infrastructure, Maintenance and Renewal (IMR) funding conforms to the provincial

guidelines. From a total of 606 projects underway during the reporting period, 234 were safety related, valued at \$12.1 million.

2. 90 percent of all formally advanced safety related concerns (i.e., Indoor Environmental Quality (IEQ) Concern Registration and Unsafe Condition Report) are addressed within the established timelines. (At present 3 days for IEQ and 5 days for Unsafe Condition).

The organization is compliant with this indicator.

94% of all formally advanced safety related concerns were addressed within the established timelines. The CBE Indoor Environmental Quality team and Safety Advisory Services attended to 126 emerging issues during the reporting period.

Evidence demonstrates all indicators in sub-section 12.1 a are in compliance.

<p>12.1 Develop a plan that establishes priorities for construction, renovation and maintenance projects that is based upon the needs of the entire organization and that:</p> <ol style="list-style-type: none"> b. includes preventive maintenance and system replacement cost estimates as necessary to enable facilities to reach their intended life cycles 	Compliant
---	-----------

Board-approved Interpretation |

The Chief Superintendent interprets this provision to mean:

- a. that a facility condition assessment summary, which details cost estimates of required facility component replacements and a total deferred maintenance cost, will be prepared annually,
- b. that the Three Year Infrastructure Maintenance and Renewal (IMR) Plan will outline the projects that are planned to be implemented within the approved provincial funding for this purpose, and
- c. that a preventive maintenance (PM) plan, which details both required and standard facility and equipment preventive maintenance, will be prepared annually.

The Chief Superintendent also interprets this provision to mean that the replacement of physical facility system components (e.g. heating plants, windows, floor coverings, lockers) is integral to the achievement of the facility design life. Component replacement activities must be planned, aligned with system-wide needs and delivered in order of the highest identified needs. Priorities are to be based on cyclical schedules, existing conditions and component lifecycle considerations.

Board-approved Indicators and *Evidence of Compliance* |

1. 95 percent of active CBE school facilities, constructed more than ten years ago, have a condition assessment undertaken within the last five years. These assessments will include reasonably accurate cost estimates of all facility components due for replacement.

The organization is not compliant with this indicator.

Based on our records, 64% of the active schools which are more than 10 years old were audited within the last 5 years. The database is managed and populated by the Province. Alberta Infrastructure cancelled all assessments in 2014-2015. Alberta Infrastructure has resumed assessments and the 2015-2016 data entry has been delayed. This has reduced the number of CBE schools that have an audit on record completed within that past 5 years. Given that the Province only assess 20% of all schools in the province per year, CBE will be non-compliant with this indicator until the 2019-2020 school year

2. 100 percent of all planned facility component renewal projects in the Three-Year IMR Plan incorporate reasonably accurate cost estimates and are compliant with provincial requirements.

The organization is compliant with this indicator.

100% of all planned facility component replacement projects included a reasonable accurate cost estimate and were compliant with provincial requirements. All planned projects in the Three-Year IMR Plan have cost estimates based on historical costs for similar or identical work. All projects comply with the provincial requirements as evidenced by complete acceptance of CBE's final cost submissions.

3. 100 percent of required preventive maintenance routines (e.g. fire alarm testing, boiler inspections, elevator inspections and emergency light testing) are incorporated into the annual plan.

The organization is compliant with this indicator.

100% of all required preventive maintenance routines were included in the schedule for the 2015-16 CBE plan. All of the 1,335 mandated inspections were scheduled to satisfy the authorities having jurisdiction. The inspection of equipment complied with all associated legislation/regulations. Delivery was tracked monthly and records show all inspections were completed as scheduled.

4. 80 percent of standard preventive maintenance routines (e.g. play structure inspections, heat exchanger inspections, boiler water treatment, moving machinery lubrication and air filter changes) are included in the budgeted preventive maintenance plan.

The organization is compliant with this indicator.

81% of 26 standard preventive maintenance routines, as suggested by industry standards, were budgeted and performed. Proactive preventive

maintenance routines, which may not be mandated by legislation, are completed as needed. This includes work by water treatment specialists, certified playground inspectors, and by qualified tradesmen for the inspection and maintenance of facility components such as science fume hoods, dust collectors, supply and exhaust fans and circulating pumps. Central Facility Services maintenance staff undertake over 3,000 site visits per year for this activity.

Evidence demonstrates three of four indicators in sub-section 12.1 b are in compliance. The exception is 12. b.1.

<p>12.1 Develop a plan that establishes priorities for construction, renovation and maintenance projects that is based upon the needs of the entire organization and that:</p> <p>c. discloses assumptions on which the plan is based, including growth patterns and the financial and human impact individual projects will have on other parts of the organization</p>	<p>Compliant</p>
--	------------------

Board-approved Interpretation |

The Chief Superintendent interprets *discloses assumptions* on which the plan is based to mean that a Three-Year System Student Accommodation Plan will be developed that includes the rationale which are used for student accommodation decisions.

The Chief Superintendent interprets *growth patterns* to be data related to enrolment trends in schools, as determined from pre-school census and community development.

The Chief Superintendent interprets *financial and human impact individual projects will have on other parts of the organization* to mean, besides the estimated costs of individual projects, that impacts on students, parents and communities, and the changes to staffing, would also be included in the Plan.

Board-approved Indicator and Evidence of Compliance |

1. Provision, each year, of a Three-Year System Student Accommodation Plan, which includes individual project costs, staffing changes and the impacts on students, parents and communities, to the Board of Trustees for information.

The organization is compliant with this indicator.

The Three-Year System Student Accommodation Plan was submitted to the Board of Trustees for information on June 21, 2016. Attachment III Completed Projects 2015-2018 provided information on project costs, and impacts on students.

Evidence demonstrates the indicator in sub-section 12.1 c is in compliance.

<p>12.1 Develop a plan that establishes priorities for construction, renovation and maintenance projects that is based upon the needs of the entire organization and that:</p> <p>d. ensures that facility planning and design decisions appropriately consider environmental impacts, including eco-efficiency and sustainability</p>	<p>Compliant</p>
--	------------------

Board-approved Interpretation |

The Chief Superintendent interprets *environmental impacts* as those aspects which include siting, water use, energy use, local materials and resources, environmental quality and innovation, which ensure that facilities and infrastructure are constructed, managed and operated in an ecologically responsible and sustainable manner.

Facility and building efficiency and ventilation and lighting systems are to be improved continuously in a way that positively impacts student health. These impacts may be accomplished through better design, construction, operation and maintenance.

Eco-efficiency and sustainability is interpreted as the CBE’s ongoing commitment to an environmentally friendly building design for new schools, as outlined in the Leadership in Energy and Environmental Design (LEED) Silver environmental standard, or equivalent standard.

Board-approved Indicators and Evidence of Compliance |

1. 100 percent of all new schools, constructed by the Calgary Board of Education, are completed to the LEED Silver standard.

The organization is compliant with this indicator.

All new schools are completed to the LEED Silver standard and achieve at least LEED Silver rating.

2. 90 percent of modernization projects incorporate the most affordable, innovative and energy efficient solutions to optimize the life cycle cost and return on investment.

The organization is compliant with this indicator.

All modernization projects balance innovation and energy efficient solutions with project budgets to optimize the life cycle of components and systems to obtain best value for money.

3. 80 percent of maintenance projects replacing fixtures and equipment utilize energy efficient and sustainable products.

The organization is compliant with this indicator.

More than 90% of maintenance projects that included the replacement of fixtures and equipment incorporated energy efficient and/or sustainable products. 220 maintenance projects, valued at \$26.1 million, replaced existing fixtures with the highest energy efficient equipment economically supportable by the project. (E.g. steam-traps, emergency lights) or equipment (e.g. boilers, fire alarms, roof-top heating units, furnaces, hot water tanks).

4. 100 percent of all approved requests for school site naturalizations and school gardens are completed.

The organization is compliant with this indicator.

100% of the school-based naturalization or garden development requests were completed. In the reporting year, nine schools made requests and completed the approval process. Five school sites established their naturalization or garden areas. Four sites received approval for their project and are involved in vendor selection to begin construction in 2017.

Evidence demonstrates all indicators in sub-section 12.1 d are in compliance.

<p>12.1 Develop a plan that establishes priorities for construction, renovation and maintenance projects that is based upon the needs of the entire organization and that:</p> <p>e. ensures the effective and efficient use of capital funding that demonstrates responsible stewardship of resources.</p>	Compliant
---	-----------

Board-approved Interpretation |

The Chief Superintendent interprets *effective and efficient use*, as demonstrated by the priority allocation and use of resources, and the ranking of projects with the minimum wastage and unnecessary effort by consultants and employees.

Capital funding, is interpreted as funding provided by the Provincial Government, subject to the provisions of the Provincial School Capital Manual, and/or funding identified by the Capital Budget Council.

Responsible stewardship is interpreted as to how the funding is prioritized, allocated, administered and monitored, including how the expenditures are regularly reported back to the Provincial Government and to the Board.

Board-approved Indicators and Evidence of Compliance |

1. 100 percent of provincially funded capital projects, undertaken by the CBE, are completed within approved budgets and on schedule.

The organization is not compliant with this indicator.

The unprecedented number of school projects (27) necessitated a staged delivery schedule for the delivery of new and modernized schools, namely 10 in September 2016 and 10 in January 2017. This helped but did not remove the inherent logistical challenges in delivering schools in a market flooded with school projects (230) undertaken simultaneously throughout Alberta.

Ultimately, two new schools were not completed by August 31, 2016. Additionally, installation of the modulars approved as part of the 2016/17 Modular Classroom Program were delayed beyond August 31, 2016. As a result CBE is non-compliant.

2. 100 percent of CBE funded capital projects are completed within approved budgets and on schedule.

The organization is compliant with this indicator.

All CBE funded capital projects were completed within approved budgets and on schedule.

Evidence demonstrates one of two indicators in sub-section 12.1 e are in compliance. The exception is indicator 12.1 e.1.

12.2 Ensure that facilities are safe, clean and properly maintained.	Compliant
--	-----------

Board-approved Interpretation |

The Chief Superintendent interprets *safe* to mean that the physical learning environment is free from potential harm to students, and that the work environment is compliant with all legal requirements.

The Chief Superintendent interprets *clean* to mean that CBE schools and facilities are cleaned to a standard which supports occupant health and wellness.

The Chief Superintendent interprets *properly maintained* to mean that CBE schools and facilities are maintained to support the functionality of the learning and work environment.

Board-approved Indicators and Evidence of Compliance |

1. 100 percent of formally advanced safety related concerns (i.e., Indoor Environmental Quality Concern Registration and Unsafe Condition Report) are addressed, as evidenced by the completed corrective measures taken.

The organization is compliant with this indicator.

100% of the formally advanced safety related concerns were addressed. All 115 Indoor Environment concerns were addressed with completed corrective measures. Two cases required additional action beyond the reporting year to prevent re-occurrence. 11 Unsafe Condition Reports were filed in the reporting year and all were addressed through completed corrective measures. One case involved the completion of the remedial action after the end of the reporting period.

2. Not more than 80 Unsafe Condition Reports are received and investigated each year.

The organization is compliant with this indicator.

11 Unsafe Condition Reports (renamed Hazard Reports) were received and investigated by Safety Advisory Services in the reporting year.

3. 90 percent of maintenance work orders, requiring adherence to a provincial code, are inspected for conformance with the applicable technical provincial codes.

The organization is compliant with this indicator.

100% of 2,624 work requests, requiring permits, were completed in accordance with the applicable provincial code

4. 98 percent of CBE schools and facilities are assessed annually at least at the Level 2 "Ordinary Tidiness" standard of caretaking and cleanliness.

The organization is compliant with this indicator.

100% of schools achieved Level 2 "Ordinary Tidiness" standard of caretaking and cleanliness"

5. 100 percent of emergency maintenance and repair work requests are responded to within 24 hours.

The organization is compliant with this indicator.

Reported monthly from Archibus based on Customer Service Representative work request processing Turn-Around-Time. 100% (or 5,678 of 5,678) work requests responded to within 24 hours.

6. 80 percent of regular maintenance and repair work requests are corrected within two months of registration.

The organization is compliant with this indicator.

87% of regular maintenance and repair work requests were corrected within two months of registration.

Evidence demonstrates all indicators in sub-section 12.2 are in compliance.

The Chief Superintendent shall not:

12.3 Build or renovate buildings.	Compliant
-----------------------------------	-----------

Board-approved Interpretation |

The Chief Superintendent interprets *build or renovate buildings* to mean all new schools and major school building modernization projects, costing more than \$2.5 million, not approved by the Board and authorized by the Government of Alberta, and which are prescribed by the policies, procedures and guidelines of the School Capital Manual.

Board-approved Indicators and Evidence of Compliance |

1. 100 percent of new school construction and major infrastructure projects, greater than \$2.5 million are approved by the Board.

The organization is compliant with this indicator.

All new school construction and major infrastructure projects greater than \$2.5 million are approved by the Board.

2. Nine Construction Status Reports, to inform on progress of approved new school construction and major infrastructure projects, greater than \$2.5 million, are provided to the Board each year.

The organization is compliant with this indicator.

Nine Construction Status Reports were provided to the Board for the 2015-2016 year.

Evidence demonstrates all indicators in sub-section 12.3 are in compliance.

12.4 Unreasonably deny the public's use of facilities as long as student safety, student functions, and the instructional program are not compromised.	Compliant
--	-----------

Board-approved Interpretation |

The Chief Superintendent interprets *unreasonably deny the public's use of facilities* to mean that schools are made available, where possible, for community and other third party use, through either lease agreements or rental contracts.

The Chief Superintendent interprets *as long as student safety, student functions, and the instructional program are not compromised* to mean that appropriate

guidelines and processes are in place, that ensure student safety and learning is not impacted by the public's access to schools.

School principals are consulted 100% of the time, prior to the signing of a lease agreement.

100 percent of school principals shall have the ability to retain school space and time required for the instructional program and for student functions, prior to the release of space to the public.

Board-approved Indicators and *Evidence of Compliance* |

1. Not less than 90 percent of lease requests for the use of vacant spaces within schools are approved.

The organization is compliant with this indicator.

90% of lease requests were approved in school facilities where there was vacant and available space for a lease. It is noted that with the system utilization rate at 87%, vacant spaces continued to be at an all-time low.

2. Not less than 80 percent of schools are made available for public use rental.

The organization is compliant with this indicator.

95% of schools were made available for public use rental.

Evidence demonstrates that all indicators in sub-section 12.4 are in compliance.

ATTACHMENT: OE-12: Capacity Building Information

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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

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

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

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

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

February 7, 2017

Capacity Building Information

12.1 e.1

100 percent of provincially funded capital projects, undertaken by the CBE, are completed within approved budgets and on schedule.

According to the Report of the Auditor General of Alberta entitled *Education and Infrastructure – Systems to Manage the School-Building Program* released in April 2016, “the announced school completion dates [identified by the Alberta Government] were not reasonable because they were not based on evidence from sufficient project planning.” Additionally, “in many cases, Infrastructure did not have project schedules to support completion dates it publicly reported, and it did not confirm school opening dates with school jurisdictions.” This factor coupled with the unprecedented number of capital projects being implemented concurrently subsequently impacted CBE resources available to dedicate to the 2016/17 Modular Classroom Program implementation. These circumstances are unique and not anticipated to reoccur. Moreover, the CBE is exploring the possibility of utilizing Alberta Infrastructure project management services in the future.

report to Board of Trustees

Correspondence

Date	February 14, 2017
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Janice R. Barkway Office of the Corporate Secretary
Purpose	Information
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board

1 | Recommendation

The following correspondence is being provided to the Board for information:

- Letter dated January 27, 2017 from Chair Bowen-Eyre to the Honourable D. Eggen, Minister, Alberta Education, regarding the Calgary Board of Education's commitment to sustainability and climate change initiatives.
- Email dated February 2, 2017 from the Honourable D. Eggen, Minister, Alberta Education, to Board Chairs, encouraging schools to highlight Canadian history and culture in existing curriculum throughout the year, in celebration of Canada's 150th anniversary of confederacy.

Attachments: Relevant Correspondence





Board Chair

Joy Bowen-Eyre Wards 1 & 2

Vice-Chair

Trina Hurdman Wards 6 & 7

Trustees

Lynn Ferguson Wards 3 & 4

Pamela King Wards 5 & 10

Judy Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

Amber Stewart Wards 12 & 14

January 27, 2017

Honourable David Eggen
Minister of Education
Office of the Minister
228 Legislature Building
10800 – 97 Avenue
Edmonton, AB T5K 2B6

Dear Minister Eggen:

Please accept this correspondence as a request for further information as to how the Calgary Board of Education (CBE) can be a participant in climate leadership action opportunities throughout the province.

Our commitment to sustainability is closely aligned with your government’s direction in the Climate Action Plan. The CBE is a recognized leader in sustainability and climate change initiatives in the province of Alberta. The Board has set clear direction for student success, and our commitment to sustainability is specifically noted in our policies that “our students will be responsible stewards of the environment by contributing to its quality and sustainability”.

Embracing the comprehensive definition of sustainability, the CBE’s Sustainability Framework addresses social, economic and environmental targets for sustainable development. Our environmental sustainability targets aim to reduce our carbon footprint, promote renewable energy and preserve the natural environment. The CBE has a small team of employees dedicated to guiding our system on sustainability research, education, and infrastructure initiatives; however, everyone in the CBE community contributes - students, teachers, principals, trustees, administrators and staff. We all play a role in reducing our environmental footprint.

Some of our current initiatives include:

- Retrofit of T-12 and Metal Halide (Gym) fixtures to LED in 35 schools;
- Installation of BAS (Building Automation Systems) in 102 schools, to implement energy management routines;
- Installing 10 kW solar photovoltaic (pv) systems at 10 schools (bringing the total number of schools with pv systems to 23 by the end of 2017; not including the renewable energy systems included in the upcoming major modernizations);
- An ongoing, data driven energy management strategy that includes external benchmarking and occupant engagement;
- CBE waste reduction and diversion, including organics;
- Teacher professional learning that considers recent national and international developments in sustainability;
- Inspirational, school based sustainability projects in all of our schools,

for example:

- Broken Holiday light campaign;
- School and Community Edible Garden;
- Food Forest Ecosystem; and
- Schoolyard outdoor learning pilot program (Yurts and mobile equipment)

As you can see, we take sustainability and climate change very seriously. We understand that you are providing an opportunity for school boards to access funds to encourage and support environmental initiatives in schools across the province. We would like to understand how to access these funds so that we can expand our efforts and continue to be a model of sustainability and climate leadership.

Specifically, our questions related to this opportunity include:

- Specifics around the application for funding - When and how will school boards be able to apply for funding for environmental initiatives in schools? Who can apply for funds? What energy initiatives grants or funds can school boards apply for?
- How will the funding programs be promoted? Will there be any supports available to school boards etc. for professional development so they staff can be totally familiarized with the government's plan for sustainability on a go forward basis?
- Are the funds being provided from the Carbon Levy revenues? If not, where is the money funded from?
- Does the assistance provided include money and rebates or will it be comprised of resources and materials?
- Does the government have any plan to put a Climate Change Charter in place like the one currently in place in BC?

We would also like to follow up with you on our correspondence to you dated October 18th (copy attached). In that letter the CBE invited the provincial government to become a key partner along with Bullfrog power, in the buying and installation of 10 kW of solar pv in four CBE schools (10 kW per school). To date we have not received a response to our request; however we believe that the investment of \$100,000 of capital funds by the provincial government would be a valuable demonstration of how school districts can contribute to moving sustainability forward.

Thank you for your time and we look forward to hearing how the CBE and the province can further partner to reduce our carbon footprint, decrease energy costs, and ensure student success in a sustainable future.

Yours truly,



Joy Bowen-Eyre
Chair, Board of Trustees

Attachment

From: EDC Minister
Sent: Thursday, February 02, 2017 10:14 AM
Subject: Celebrating Canada 150

**To: Board Chairs of Public, Separate, Francophone and Charter School Boards
Private Schools and Early Childhood Operators
Presidents of Stakeholder Associations**

This year, Canada celebrates its 150th anniversary of confederacy, and we want this nationwide celebration to be embraced by all Albertans – including students.

The federal government has kicked-off its "[Canada 150](#)" initiative, with the following goals for celebrations:

- to promote diversity and inclusion to build relationships;
- to support reconciliation efforts of indigenous and non-indigenous Canadians;
- to engage and inspire youth to carry forward Canada's legacy; and
- to connect Canadians with nature and promoting environmental stewardship.

With your participation, we can build upon these themes.

Canada's 150th anniversary of confederacy presents a great opportunity for educators in Alberta to highlight Canadian history and culture in existing curriculum throughout the year. I encourage you to use creative ways within your schools and in your classrooms to mark that milestone. For example, Canada 150-themed art projects and time capsules (to be opened years in the future) would be great ways to get students involved. For more ideas for the classroom, visit <https://education.alberta.ca/canada-150/>.

To help create long-lasting memories and spread awareness of Canada 150, I also encourage you to take photos of your Canada 150 experiences and share them on social media or with the Ministry at EDC.Communications@gov.ab.ca. Photos may be shared through social media and/or posted to the Alberta Education website.

The 150th anniversary of Canadian confederation gives us an opportunity to celebrate Canada, our history, our people, and our future. I urge you to participate and to highlight the importance of Canada 150 - with your students, parents, and staff - throughout the year.

Sincerely,

David Eggen
Minister of Education

cc: Superintendents of Public, Separate, Francophone, and Charter School Boards
Private Schools
First Nations Education Directors
Executive Directors of Stakeholder Associations
Communications Contacts at School Divisions

**report to
Board of Trustees**

Chief Superintendent's Update

Date	February 14, 2017
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

Exploratory Prep 100 Program Jack James High School and SAIT

Exploratory Prep 101 program is a new addition to the partnership with the CBE and SAIT. In the pilot program students from Jack James will be bussed to SAIT to experience learning on the SAIT campus where they will be supported by both a Jack James teacher and SAIT Student Services professionals. Students will receive high school credits in Learning Strategies as well as SAIT's Prep 100 - a pre-enrolment program developed to help students understand themselves as learners, develop time management skills, learn how to advocate for themselves and interact with instructors in a post-secondary environment. Students will also have the option to take a pre-apprentice Math program and take an entrance exam in a supported environment, removing barriers for students to enter programming at SAIT or other post-secondary institutions. The Exploratory Prep 100 and the pre-apprentice Math program will both commence in September, 2017.

Dual Credit – Mount Royal University

In this new partnership developed in cooperation with the Mount Royal University Iniskim Centre, CBE students will have the opportunity to explore what it takes to be successful as a university student while examining contemporary environmental and land-based issues. It combines two post-secondary courses, Effective Learning in the Undergraduate Context and An Introduction to Current Environmental Issues, and aligns with CBE's High School Success Strategy in supporting student transitions. Through this opportunity students will become familiar with the university environment, connect with student services and experience and learn what it takes to be successful within that context. The program is made possible by an anonymous donor through EducationMatters. The intent of the donation is to remove barriers for students to access programs. School staffs, including Graduation Coaches, will work together to identify student participants. The program begins February 27, 2017.

Build Professional Capital

Indigenous Education | Professional Learning community

CBE Indigenous Education team members, together with High School, Junior/Middle and Elementary Learning Leaders, gathered on January 23rd for a day of professional learning and relationship building at Tsuut'ina Nation with Tsuut'ina Elders, school principals, teachers and Board members. The theme involved relationship building, fostering resilience, pride and a sense of community, and highlighted the rich history, culture, language and ways of knowing of the Tsuut'ina. The day included:

- a guided tour of the Tsuut'ina Nation through the lens of the past, present and future;

- a presentation by the Tsuut'ina Gunaha Institute sharing their ongoing work related to culture and language revitalization;
- land based learning presentations;
- teachings about protocols;
- oral stories shared during round table conversations; and
- a shared meal prepared by Tsuut'ina students.

The time spent together was rich and collaborative and will carry forward in many ways. CBE staff is able to build relationships with community members of the Tsuut'ina students who attend CBE schools and engage in learning that will benefit their work with all students.

Library to Learning Commons

The adoption of learning commons is a key strategy to personalizing learning in our schools. In December 2016 four additional Calgary Board of Education schools joined six other schools as current recipients of EducationMatters' Library to Learning Commons funding. Since 2012 the Learning Service Unit, in partnership with EducationMatters, has directly supported 40 schools in their transition from traditional school libraries to learning commons. This partnership supports Alberta Education's province-wide learning commons policy as identified in the Guide to Education which identifies learning commons as "an inclusive, flexible, learner-centered, physical or virtual space for collaboration, inquiry, imagination and play".

Engage Our Public

Employee Engagement

The CBE is committed to ensuring the right conditions exist for all employees to engage in their work. One of the actions in our 3-year education plan is to conduct an anonymous survey that will measure how engaged employees are in their work, and in the mission and goals of the organization.

After a comprehensive RFP process that concluded in December, Aon Hewitt has been selected as the CBE's employee engagement survey provider. Aon will provide support before, during and after the survey. Aon is a leader in measuring employee engagement and identifying the areas for action that will have the greatest impact on engagement. Aon also has the relevant external data to provide context so that the CBE's results include relevant comparisons.

The survey is expected to launch in mid-March. A communications plan has been developed to support communication to all employees. This survey will create a benchmark against which the CBE can measure progress and will then be repeated every two years.

Aon will provide the CBE with survey data approximately two months after the survey closes. Following the survey CBE leaders will review the data and identify and address opportunities for growth and improvement.

Engagement with Schools Impacted by New School Openings

Proposed plans for the use of learning space in Area I, II and V schools were shared publicly in January 2017. After plans were posted on the CBE's website online surveys were made available and open houses were hosted. The comments captured at the open houses and on the online surveys are now posted online.

Decisions will be communicated directly to families at the affected schools by March 2017. After that schools will work closely with their communities on implementation.

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

Area III Science Expression of Interest

The CBE is exploring the possibility of offering a Science Program at Valley View School and Ian Bazalgette School in the future. The new program would be for students who live east of the Deerfoot Trail and north of Peigan Trail.

The level of interest is being determined by participation in an online survey and at two sessions held on Jan. 24 and Jan. 25. The decision will be communicated by Feb. 28, 2017.

Area V Mandarin Expression of Interest

Expansion of the Chinese (Mandarin) Bilingual Program is currently being considered for Grades 5-7 for students living in Area V and students in Area IV who live south of 17 Ave. S.W. This is the same boundary as the K-6 Mandarin Bilingual Program located at Midnapore School.

Students wishing to enter the program at Grade 5, 6 or 7 may be enrolled if they meet the appropriate grade level learning outcomes established through proficiency assessments in Mandarin and English reading, writing and speaking.

Anyone interested in this opportunity can participate in an information meeting on Feb. 8 and complete an online survey by Feb. 24, 2017. If the required numbers of confirmed registrations are received by Mar. 31, the program would begin in September 2017. The decision will be communicated in April 2017.

Math Engagement

The K-12 Mathematics Strategy Engagement with parents and community kicked-off with an engagement session at the Council of School Councils meeting on January 26. More than 90 school council representatives participated in the engagement. Over the next two months parents and community members will have the opportunity to provide input through an online survey and in-person engagement sessions. In fall 2016 we engaged students, teachers, administrators, mathematicians, and corporate partners on what the CBE should consider as we create our K-12 Math Strategy. We also conducted pre-engagement interviews with

external stakeholder groups to gather their input and perspective. A draft strategy will be completed before the end of this school year.

Transportation Engagement

The Transportation Engagement Advisory Committee (TEAC) was established last year to provide guidance during the public engagement on CBE transportation. The committee has been reconvened and merged with the existing Transportation Advisory Committee (TAC). The new committee has representatives from parents, carriers, Calgary Transit, a Trustee and internal CBE staff and its mandate is to provide advice regarding the ongoing transportation services review and changes, as well as engagement and communication with the broader CBE community regarding transportation. One of the first tasks for the committee will be to work to establish criteria, other than program choice, to differentiate transportation service levels.

Approved Instructional Calendars

The Instructional Calendars for the 2017-2018 school year have been approved. A traditional and modified calendar have been posted on the CBE website. Tentative calendars for the school years up to and including 2020-2021 have also been set and posted. These have been shared with schools and with the public via the corporate website.

Steward Our Resources

Alternative Program Proposal

An alternative program proposal was recently received and reviewed by CBE. An alternative program proposal was received on January 9, 2017 titled "Horizon Academy School". The proposal was considered under the guidelines established by Alberta Education within the *School Act* and those further identified by the Calgary Board of Education.

Administration has determined that the proposal does not meet the requirements of an alternative program as identified by CBE Operational Expectation 10: Instructional Program. This decision has been communicated in writing to the applicant.

Student Information System Replacement

A Student Information System (SIS) is one of the most important computer applications in the Calgary Board of Education (the CBE). The SIS is the application into which all information required by Alberta Education related to individual students is entered. The SIS also integrates with a range of other CBE computer applications to support the efficient and effective delivery of kindergarten through grade 12 education services and supports.

Within the CBE the SIS is critical to:

- Support the personalized learning strategy;
- Reduce teacher workload related to non-instructional tasks;
- Support the High School Success initiative by providing operational means to coordinate and organize program offerings across the system;
- Provide equitable parent access to student information; and
- Improve school operational efficiencies without compromising flexibility.

The CBE's current SIS is no longer in compliance with Alberta Education's student information data standards. Accordingly, the CBE needs to replace its current SIS with a Provincial Approach to Student Information (PASI) compliant student information system. It is not possible to make our current SIS PASI compliant.

The CBE has selected PowerSchool as its new SIS. PowerSchool is a proven product that is used globally to manage kindergarten through grade 12 information. PowerSchool is fully compliant with Alberta Education's PASI standard and is used by a number of Alberta school jurisdictions. Until PowerSchool is fully deployed for the September 2018 school year, the CBE's current SIS, known as SIRS, will remain in place and will continue to be fully supported.

An updated and PASI compliant SIS 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.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

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.

report to Board of Trustees

Construction Projects Status Report

Date	February 14, 2017
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson Chief Superintendent of Schools
Purpose	Information
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board OE-12: Facilities
Resource Person(s)	Eugene Heeger, Director, Design & Property Development Leah Hartley, Project Manager, Capital Projects

1 | Recommendation

It is recommended:

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

2 | Issue

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



3 | Background

The Calgary Board of Education (CBE) is currently undertaking **9** new school construction and modernization projects. **Two** new schools will be opened in March. Another four new schools are forecasted to open in the 2017-18 school year. Finally, one new school and two modernizations are anticipated for the 2018-19 school year.

4 | Analysis

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

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

There are **eight** Project Steering Committees setup for the **current** school projects as follows:

- Marshall Springs MS
- McKenzie Highlands MS
- Dr. Martha Cohen MS

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

Modular Classrooms

All 15 modular classrooms approved by the Province in 2016 are installed.

5 | Conclusion

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

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



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

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

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
February 2017**

Building	Opening Date	Notes/Comments
2. Innovation Centre / Academy (Booth Centre) (Chinook Learning Services) Capacity 675 students	TBD	Land Use Amendment 100%
		Expression of Interest Document 100%
		Concept Design 20%
		Design and Specifications 0%
		City Permits 0%
		Note: EOI has been issued.
8. (a) Nelson Mandela High School (Northeast High School) Grades 10 – 12 Capacity 1800 students	Sept-16	The aeronautical CTS space has been fitted out and is operational.
8. (b) Nelson Mandela High School (Northeast High School) Gymnasium	Fall-17	Design and Specifications 100%
		City Permits 100%
		Construction Award 0%
		Foundations 0%
		Steel Fabrication and Erection 0%
		Roofing and Membranes 0%
		Building Envelope 0%
		Interior Finishes 0%
		Note: N/A
13. Marshall Springs School (Evergreen School) Grades 4 - 9 Capacity 900 students	Sep-17	Design and Specifications 100%
		City Permits 100%
		Construction Award 100%
		Foundations 100%
		Steel Fabrication and Erection 100%
		Roofing and Membranes 100%
		Building Envelope 90%
		Interior Finishes 80%
		Note: The contractor is indicating a delay in substantial completion. This will not affect Occupancy.
17. McKenzie Highlands School (McKenzie Towne School) Grades 5 – 9 Capacity 900 students	March 2017	Design and Specifications 100%
		City Permits 100%
		Construction Award 100%
		Foundations 100%
		Steel Fabrication and Erection 100%
		Roofing and Membranes 100%
		Building Envelope 100%
		Interior Finishes 95%

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
February 2017**

Building	Opening Date	Notes/Comments	
18. Dr. Martha Cohen School (New Brighton-Copperfield School) Grades 5 - 9 Capacity 900 students	March 2017	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Foundations	100%
		Steel Fabrication and Erection	100%
		Roofing and Membranes	100%
		Building Envelope	100%
		Interior Finishes	95%
19. Elbow Park School	Feb 2017	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Foundations	100%
		Steel Fabrication and Erection	100%
		Roofing and Membranes	100%
		Building Envelope	100%
		Interior Finishes	100%
		Note: The school opened on February 1, 2017.	
20. Rideau Park School (Flood mitigation)	Sep-17	Design and Specifications	100%
		City Permits	100%
		Construction Award	0%
26. Southeast High School Grades 10 -12 Capacity 1800 students	Fall-18	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Foundations	40%
		Steel Fabrication and Erection	0%
		Roofing and Membranes	0%
		Building Envelope	0%
		Interior Finishes	0%
27. Manmeet Singh Bhullar School (Martindale School) Grades K-5 Capacity 600 students	Fall-17	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Foundations	95%
		Steel Fabrication and Erection	90%
		Roofing and Membranes	80%

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
February 2017**

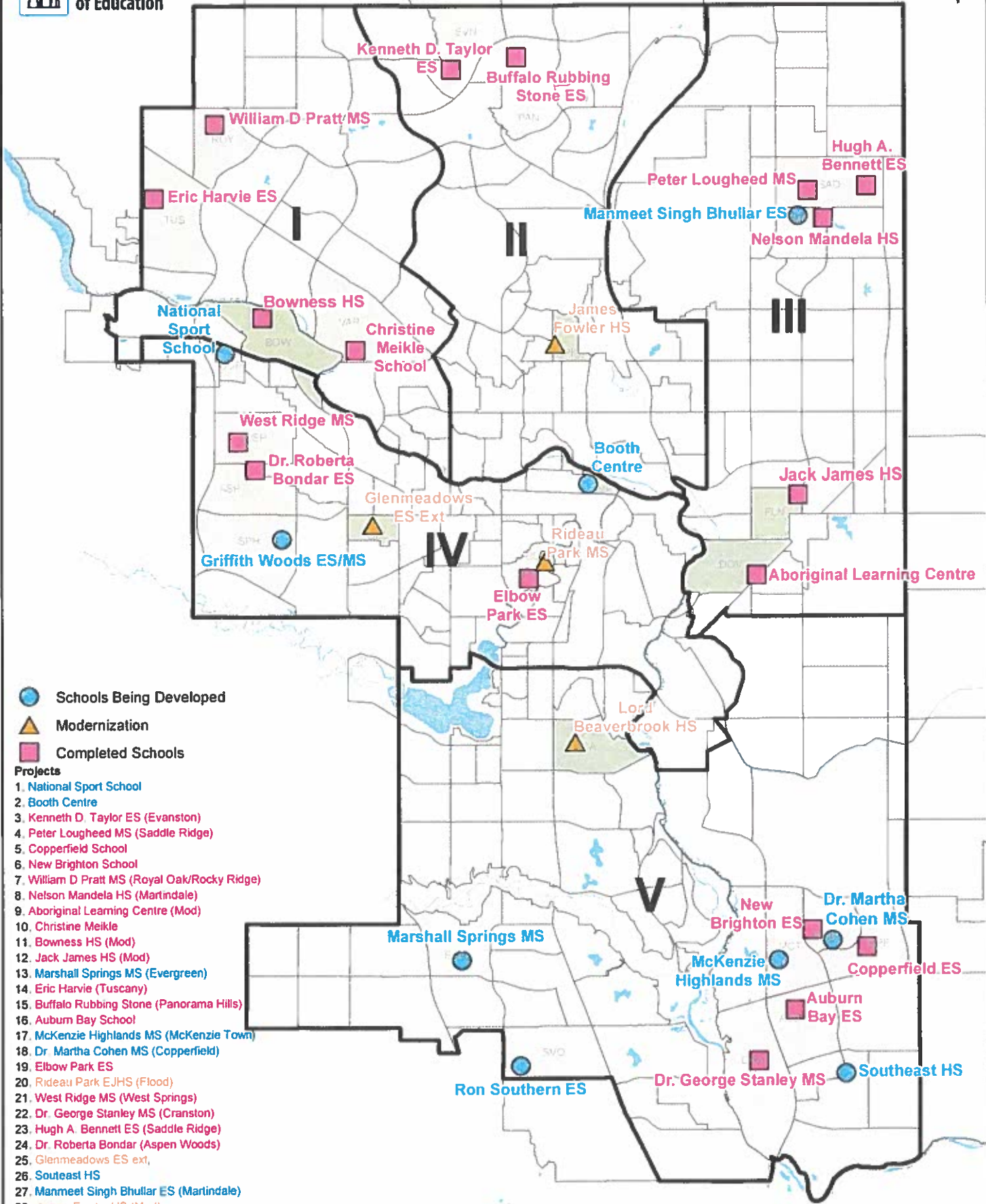
Building	Opening Date	Notes/Comments	
		Building Envelope	50%
		Interior Finishes	0%
28. James Fowler High School Modernization	Fall-18	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Tender to subtrades	100%
		Award to subtrades	0%
		Construction Progress	0%
		Note: Tender closed. Tender review in progress.	
29. Griffith Woods School (Springbank Hill/ Discovery Ridge School) Grades K-9 Capacity 900 students	Fall-17	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Foundations	95%
		Steel Fabrication and Erection	80%
		Roofing and Membranes	60%
		Building Envelope	10%
		Interior Finishes	0%
		Note: Project tracking behind schedule.	
30. Lord Beaverbrook High School Modernization	Fall-18	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Tender to subtrades	100%
		Award to subtrades	0%
		Construction Progress	0%
		Note: Tender closed. AI review in progress.	
31. Ron Southern School (Silverado School) Grades K-4 Capacity 600 students	Fall-17	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Foundations	80%
		Steel Fabrication and Erection	60%
		Roofing and Membranes	20%
		Building Envelope	0%
		Interior Finishes	0%
		Note: Project tracking behind schedule.	

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
February 2017**

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



CBE New, Completed & Modernized Schools



- Schools Being Developed
- Modernization
- Completed Schools

Projects

1. National Sport School
2. Booth Centre
3. Kenneth D. Taylor ES (Evanston)
4. Peter Lougheed MS (Saddle Ridge)
5. Copperfield School
6. New Brighton School
7. William D Pratt MS (Royal Oak/Rocky Ridge)
8. Nelson Mandela HS (Martindale)
9. Aboriginal Learning Centre (Mod)
10. Christine Meikle
11. Bowness HS (Mod)
12. Jack James HS (Mod)
13. Marshall Springs MS (Evergreen)
14. Eric Harvie (Tuscany)
15. Buffalo Rubbing Stone (Panorama Hills)
16. Auburn Bay School
17. McKenzie Highlands MS (McKenzie Town)
18. Dr. Martha Cohen MS (Copperfield)
19. Elbow Park ES
20. Rideau Park E JHS (Flood)
21. West Ridge MS (West Springs)
22. Dr. George Stanley MS (Cranston)
23. Hugh A. Bennett ES (Saddle Ridge)
24. Dr. Roberta Bondar (Aspen Woods)
25. Glenmeadows ES ext,
26. Southeast HS
27. Manmeet Singh Bhullar ES (Martindale)
28. James Fowler HS (Mod)
29. Griffith Woods ES/MS (Springbank Hill/Discovery Ridge)
30. Lord Beaverbrook HS (Mod)
31. Ron Southern ES (Silverado)



Marshall Springs School (Evergreen MS)



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





Elbow Park School (Replacement School)





James Fowler High School



Griffith Woods School (Springbank Hill / Discovery Ridge School)





Lord Beaverbrook High School





Ron Southern School (Silverado K-4)







Manmeet Singh Bhullar (K-4)



