

public agenda

Regular Board Meeting

January 17, 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 – Coventry Hills School	D. Unruh	R-3	
20 mins	4.2 Results 3: Citizenship – Annual Monitoring	Board	R-3, OE-8	(Page 4-1-A, Jan. 10/17)
60 mins	4.3 Board Development Session – Math Information / Work In Progress	D. Stevenson	R-2, OE-8, 10	
40 mins	4.4 Math Information Report	D. Stevenson	R-2, OE-8, 10	Page 4-1
	5 Operational Expectations			
	5.1 <i>OE-6: Financial Administration – Annual Monitoring</i>	Board	OE-6, 8, 12	(Page 5-1-A, Jan. 10/17)
	6 Public Comment [PDF]		GC-3.2	
Max 20 mins	Requirements as outlined in Board Meeting Procedures			



Time	Topic	Who	Policy Ref	Attachment
	7 Matters Reserved for Board Action	Board	GC-3	
5 mins	7.1 Bylaw to Provide for the Nomination and Election of Trustees by Wards and to Determine the Boundaries of the Wards (the Ward System Bylaw) <i>(THAT the Board approves Bylaw Number 1 of 2017 and seeks Ministerial approval for the nomination and election of trustees by wards and the boundaries of the wards, as described in the Bylaw.)</i>	Board	GC-3	Page 7-1
	8 Consent Agenda	Board	GC-2.6	
	8.1 OE-7: Asset Protection – Annual Monitoring <i>(THAT the Board approves the Chief Superintendent is in compliance with the provisions of OE-7.)</i>	Board	OE-7, 8, 12	(Pg. 5-15-A Jan. 10/17)
	8.2 Items Provided for Board Information		OE-8	
	8.2.1 Correspondence			Page 8-24
	8.2.2 Chief Superintendent's Update			Page 8-17
	8.2.3 Construction Projects Status Update			Page 8-1
	9 In-Camera Session			
3:00 p.m.	10 Adjournment			
	Debrief	Trustees	GC-2.3	

Notice |

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

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

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

results monitoring report

Results 3: Citizenship

BOARD OF TRUSTEES ACTION

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

- has reviewed the monitoring report on this Results policy and concludes that reasonable progress is being made toward the ultimate achievement of this Results policy.
- Finds the organization to be making reasonable progress with exception
- Finds the organization not to be making reasonable progress

Monitoring report for the
school year 2015-2016

Report date:
January, 10, 2017
Resubmitted:
January, 17, 2017



results
monitoring
report

Results 3: Citizenship

CHIEF SUPERINTENDENT CERTIFICATION

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

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

Signed: D. Stevenson
David Stevenson, Chief Superintendent

Date: Dec-16/16

BOARD OF TRUSTEES ACTION

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

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

Summary statement/motion of the Board of Trustees:

Signed: _____
Chair, Board of Trustees

Date: _____

Results 3: Each student will be a responsible citizen.

Introduction |

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

The Chief Superintendent's *Reasonable Interpretation Results 3: Citizenship* was most recently approved on October 13, 2015. The Board of Trustees last monitored Results 3: Citizenship on January 12, 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 responsible citizenship. 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 understanding and acting within the rights and obligations of community membership in and through their learning program.

Data from 2015-16 followed the pattern of previous years demonstrating sustained and improving levels of organizational performance in relation to Results 3: Citizenship. Student report cards and surveys for 2015-16 concur with the previous data sets illustrating organizational confidence that students enrolled in the Calgary Board of Education experience success as active, informed and positively contributing young citizens.

Reasonable progress in the area of Citizenship is represented by the accomplishment of each target for 2016 with success noted across the sub-sections of Results 3: Citizenship. All thirteen targets were met.

The following summary of the sub-sections of Results 3: Citizenship provides an overview of the results for each indicator. For each specific target it is noted if the 2015-16 target was met or not met. More specific information for each part of the Results policy and each indicator are included within the “Evidence of Reasonable Progress” section of this report (pages 4-26).

- 3.1 Students will participate in developing and maintaining our Canadian civil, democratic society.
 - Indicator 1: Target met
 - Indicator 2: Target met
 - Indicator 3: Target met
- 3.2 Students will understand the rights and responsibilities of citizenship in local, national and international contexts.
 - Indicator 1: Target met
 - Indicator 2: Target met
 - Indicator 3: Target met
- 3.3 Students will respect and embrace diversity.
 - Indicator 1: Target met
 - Indicator 2: Target met
 - Indicator 3: Target met
- 3.4 Students will be responsible stewards of the environment by contributing to its quality and sustainability.
 - Indicator 1: Target met
 - Indicator 2: Target met
- 3.5 Students will be able to lead and follow as appropriate, and to develop and maintain positive relationships with other individuals and groups in order to manage conflict and to reach consensus in the pursuit of common goals.
 - Indicator 1: Target met
 - Indicator 2: Target met

Evidence of Reasonable Progress |

Students will:

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

Board-approved Interpretation |

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

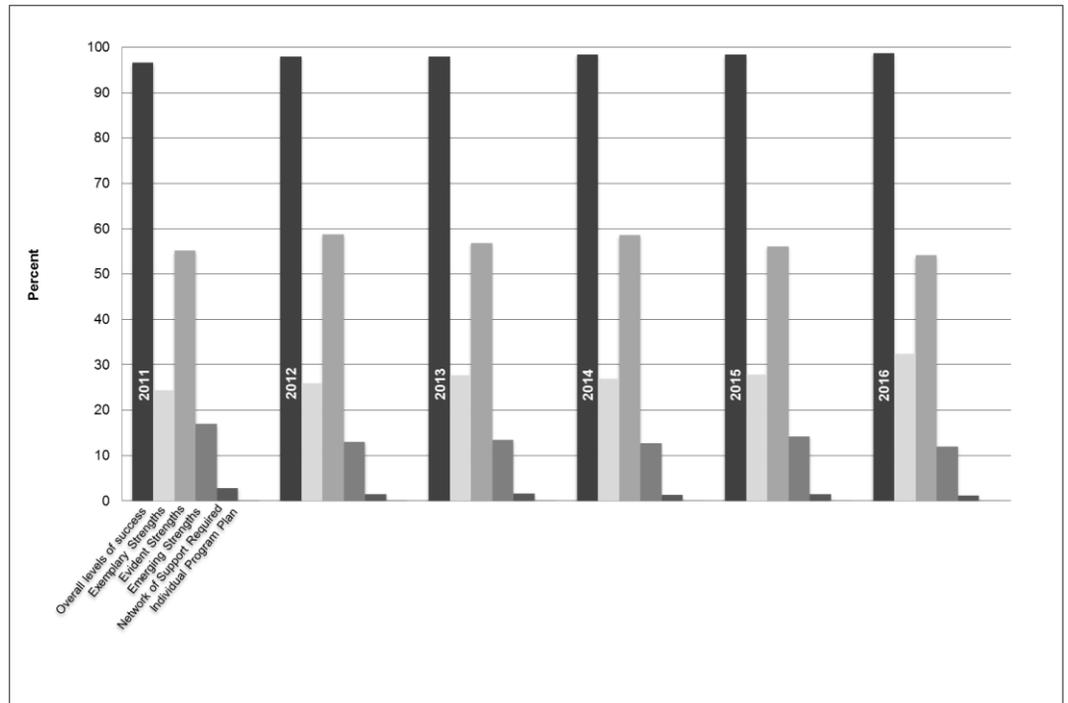
The Chief Superintendent interprets *participate in developing and maintaining our Canadian civil, democratic society* to mean that students will exercise the democratic rights and responsibilities afforded to them by the community, including actions that help to create positive change.

Specifically, this means that students will:

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

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

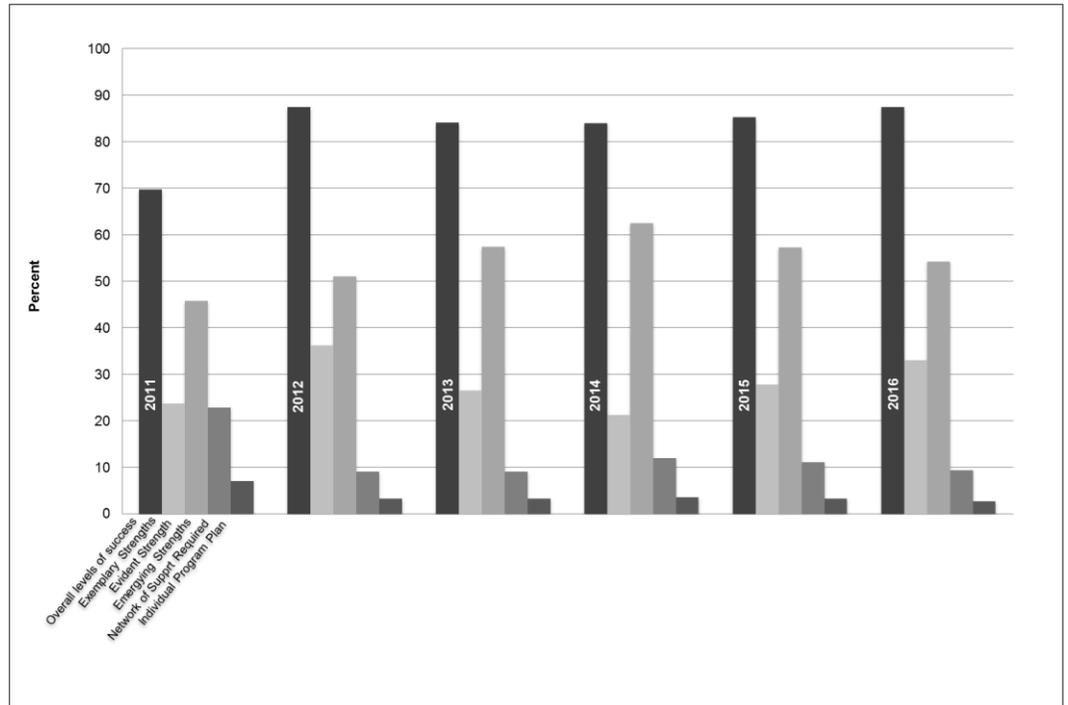
Exercises democratic rights and responsibilities within the learning community.						
	2011	2012	2013	2014	2015	2016
Exemplary Strengths	24.4	26.0	27.7	27.0	27.9	32.5
Evident Strengths	55.2	58.8	56.8	58.6	56.1	54.1
Emerging Strengths	17.0	13.1	13.5	12.8	14.3	12.1
Network of Support Required	2.9	1.6	1.7	1.4	1.5	1.2
Individual Program Plan	0.4	0.4	0.3	0.2	0.2	0.2
Overall levels of success	96.6	97.9	98.0	98.4	98.3	98.7



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

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

I exercise my democratic rights and responsibilities within the learning community.						
	2011	2012	2013	2014	2015	2016
Strongly Agree	23.9	36.3	26.7	21.5	27.9	33.1
Agree	45.9	51.2	57.5	62.6	57.4	54.4
Disagree	23	9.2	9.9	12.2	11.3	9.6
Strongly Disagree	7.2	3.4	5.9	3.7	3.4	2.9
Overall agreement	69.8	87.5	84.2	84.1	85.3	87.5

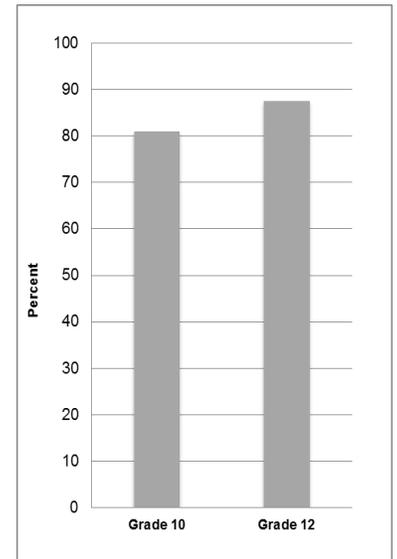
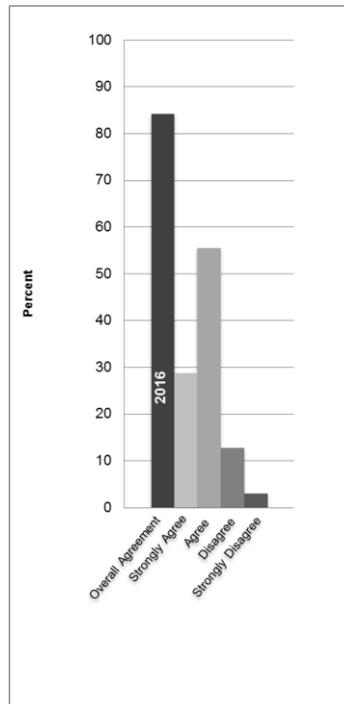


- Target for 2016: 86%
This target was met.

The previous table, graph and target refer to data gathered from grade 12 students. In 2015-16, this data set for this indicator was expanded to include grade 10 as well as grade 12 students, establishing a new baseline result.

I exercise my democratic rights and responsibilities within the learning community.	
	2016
Strongly Agree	28.7
Agree	55.4
Disagree	12.8
Strongly Disagree	3.0
Overall agreement	84.1

Overall Agreement	2016
Grade 10	80.9
Grade 12	87.4

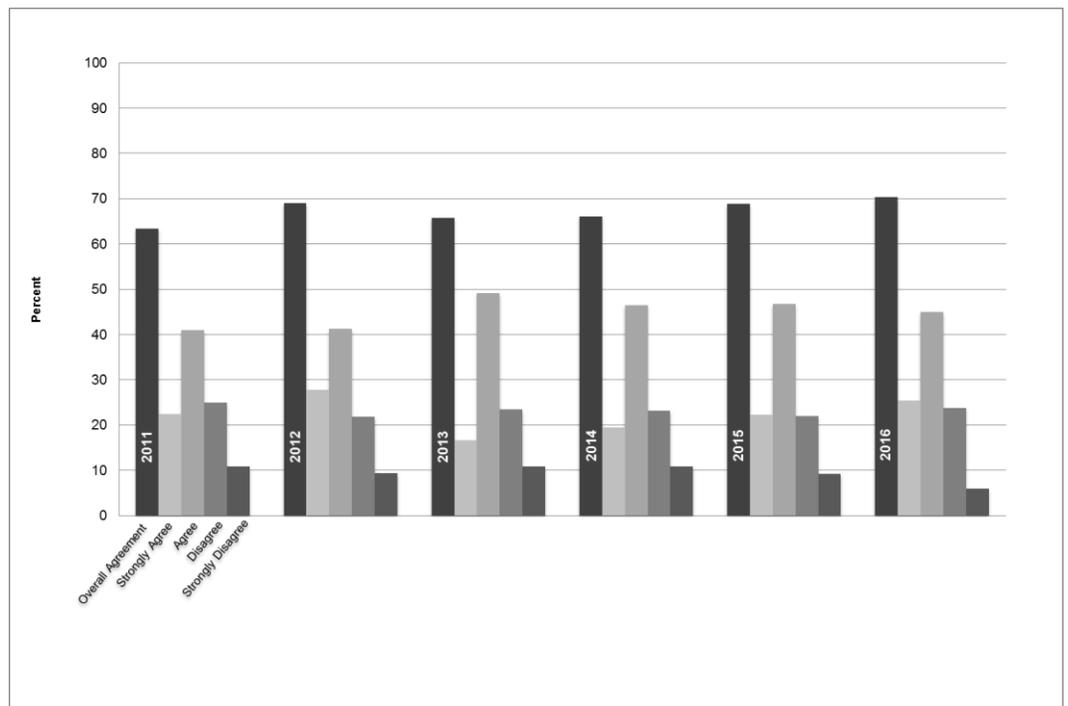


This aspect of high school students' experiences was identified as an area of capacity building for 2014-15 and will continue to be so in 2016-17. The inclusion of data from grade 10 students indicates revised targets are needed for this indicator.

- Previously established target for 2017 (based on grade 12 student data): 87%
Previously established target for 2018 (based on grade 12 student data): 88%
- Revised target for 2017 (combined grade 10 and 12 student data): 85%
Revised target for 2018 (combined grade 10 and 12 student data): 86%
Target for 2019 (combined grade 10 and 12 student data): 87%

3. Percentage of high school students who report they have participated in community service, school service or volunteer work to help others: as measured by student surveys.

I participate in community service, school service or volunteer work to help others.						
	2011	2012	2013	2014	2015	2016
Strongly Agree	22.4	27.8	16.6	19.5	22.2	25.4
Agree	40.9	41.2	49.1	46.5	46.7	44.9
Disagree	25.8	21.8	23.4	23.1	22.0	23.8
Strongly Disagree	10.8	9.3	10.9	10.9	9.2	5.9
Overall agreement	63.3	69.0	65.7	66.0	68.9	70.3



- Target for 2016: Continued results at or above the rate of service/volunteering for Alberta youth as a whole.¹

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

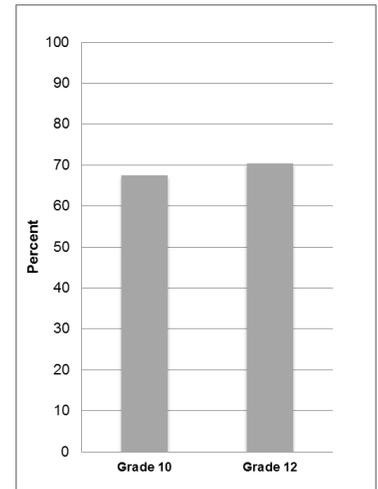
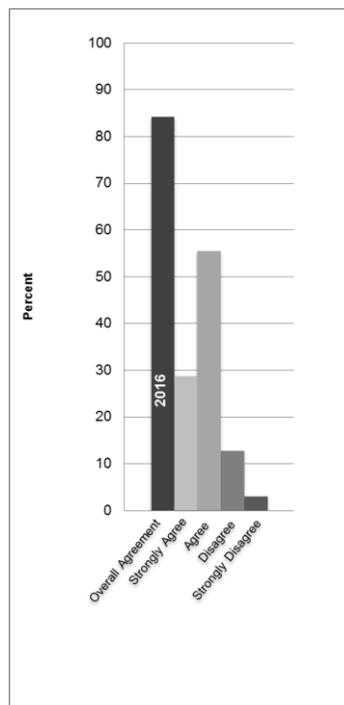
¹ Turcotte, M. (2015). *Spotlight on Canadians: Results from the General Social Survey of Volunteering and Charitable Giving in Canada*. Statistics Canada. Retrieved November 23, 2016 from <http://www.statcan.gc.ca/pub/89-652-x/89-652-x2015001-eng.pdf>

² Statistics Canada (2013). *Volunteer rate and distribution of volunteer hours, by age group, Canada, provinces*. Retrieved November 23, 2016 from <http://www5.statcan.gc.ca/cansim/a26?lang=eng&id=1190009>

The previous table, graph and target refer to data gathered from grade 12 students. In 2015-16, this data set for this indicator was expanded to include grade 10 as well as grade 12 students, establishing a new baseline result.

I participate in community service, school service or volunteer work to help others.	
	2016
Strongly Agree	22.3
Agree	46.6
Disagree	25.6
Strongly Disagree	5.5
Overall agreement	68.9

Overall Agreement	2016
Grade 10	67.4
Grade 12	70.3



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

Board-approved Interpretation |

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

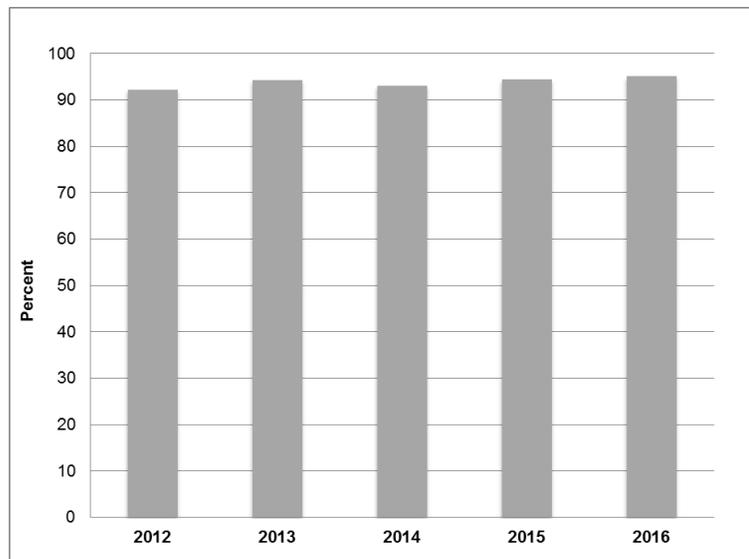
The Chief Superintendent interprets *rights and responsibilities of citizenship* to mean the freedoms and obligations of all Canadian citizens.³

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

Board-approved Indicators and 2015-16 Results |

1. Percentage of students successfully demonstrating understanding of Social Studies issues, information and ideas; as measured by school report cards.

Students demonstrating understanding of Social Studies issues, information and ideas.				
2012	2013	2014	2015	2016
92.2	94.2	93.0	94.4	95.1

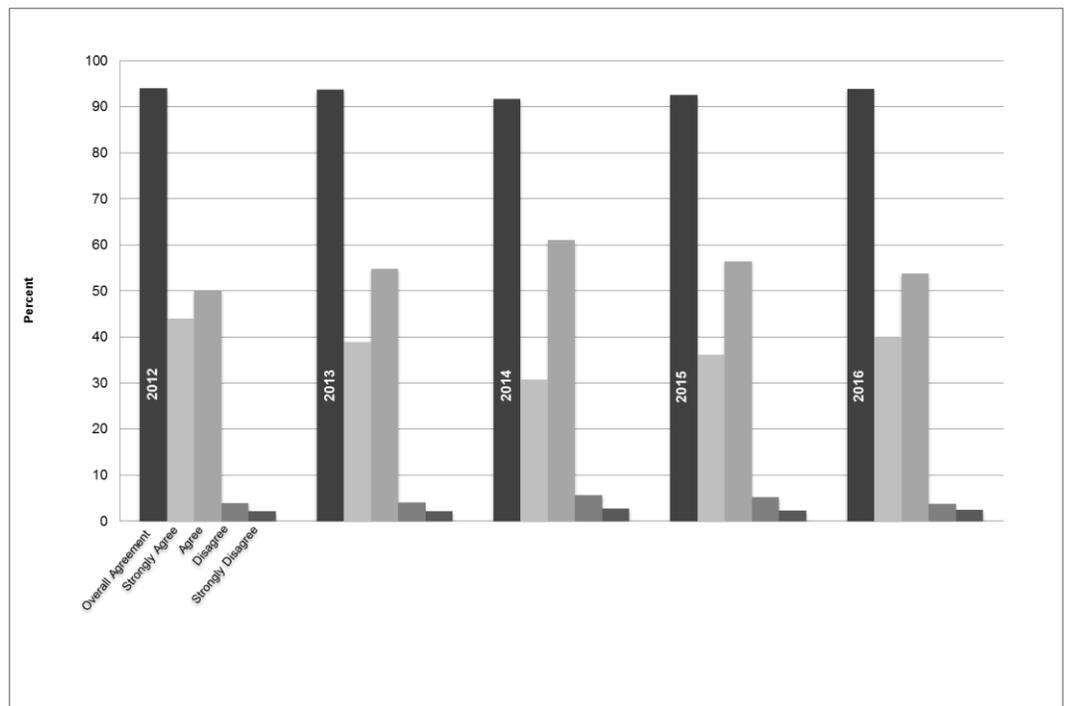


- Target for 2016: Continued results at or above 94%
This target was met.

³ Government of Canada; Immigration, Refugees and Citizenship Department. (2016). *Discover Canada: The rights and responsibilities of citizenship*. Retrieved November 23, 2016 from <http://www.cic.gc.ca/English/resources/publications/discover/section-04.asp>

2. Percentage of students who report understanding what it means to be a responsible citizen in their local and national communities; as measured by student surveys.

I understand what it means to be a responsible citizen in my local and national communities.					
	2012	2013	2014	2015	2016
Strongly Agree	44.0	38.9	30.7	36.1	40.1
Agree	50.0	54.8	61.0	56.4	53.8
Disagree	3.9	4.0	5.7	5.2	3.7
Strongly Disagree	2.1	2.2	2.7	2.3	2.4
Overall agreement	94.0	93.7	91.7	92.5	93.9

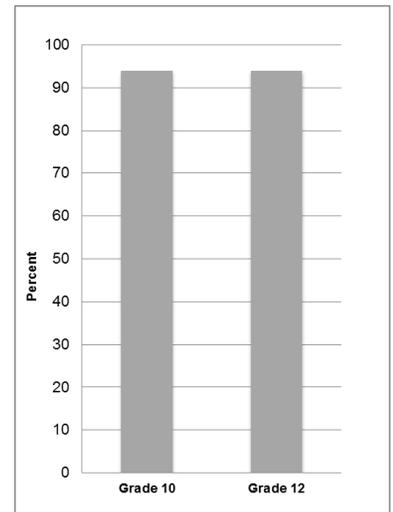
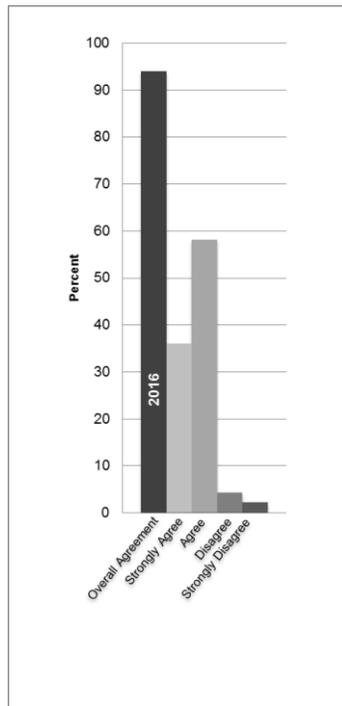


- Target for 2016: 93%
This result was met.

The previous table, graph and target refer to data gathered from grade 12 students. In 2015-16, this data set for this indicator was expanded to include grade 10 as well as grade 12 students, establishing a new baseline result.

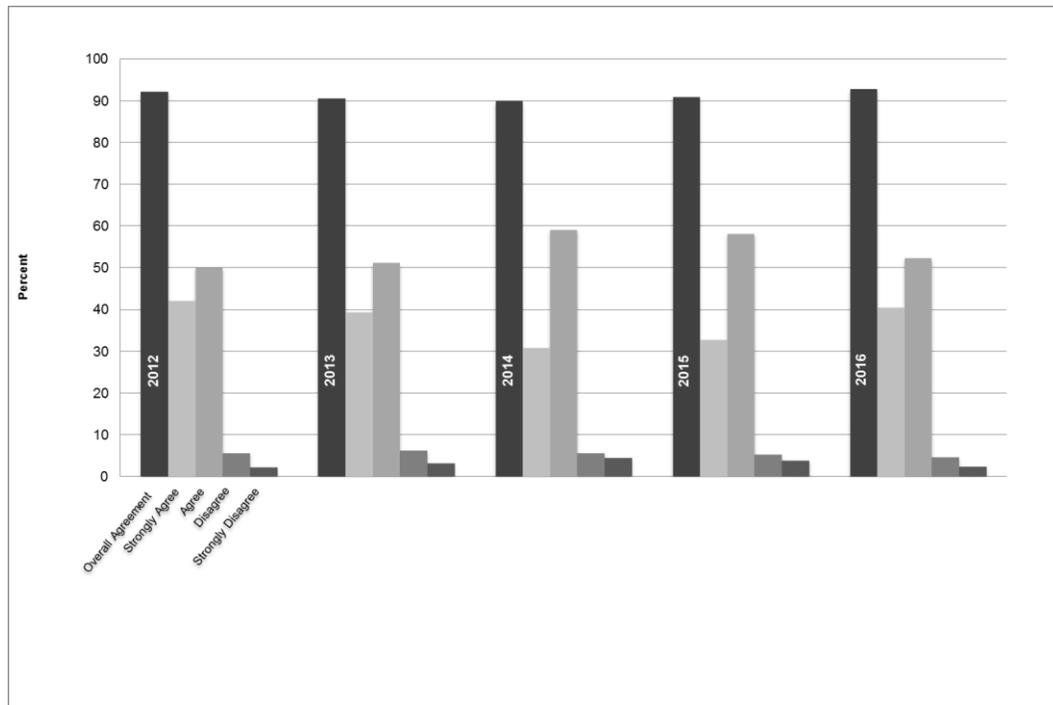
I understand what it means to be a responsible citizen in my local and national communities.	
	2016
Strongly Agree	35.9
Agree	58.0
Disagree	4.1
Strongly Disagree	2.0
Overall agreement	93.9

Overall Agreement	2016
Grade 10	93.9
Grade 12	93.9



3. Percentage of students who report understanding what it means to be a responsible global citizen.

I understand what it means to be a responsible global citizen.					
	2012	2013	2014	2015	2016
Strongly Agree	42.1	39.4	30.8	32.8	40.6
Agree	50.1	51.2	59.2	58.2	52.4
Disagree	5.6	6.2	5.6	5.2	4.6
Strongly Disagree	2.2	3.2	4.4	3.8	2.4
Overall agreement	92.2	90.6	90.0	91.0	93.0

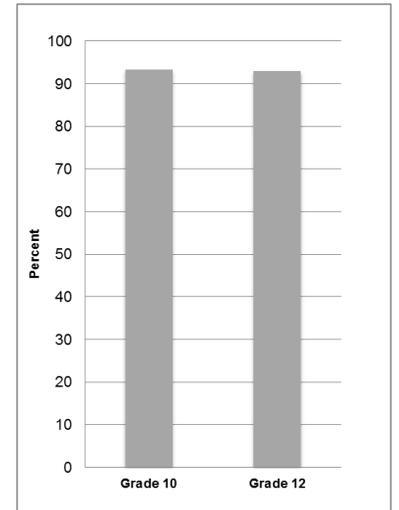
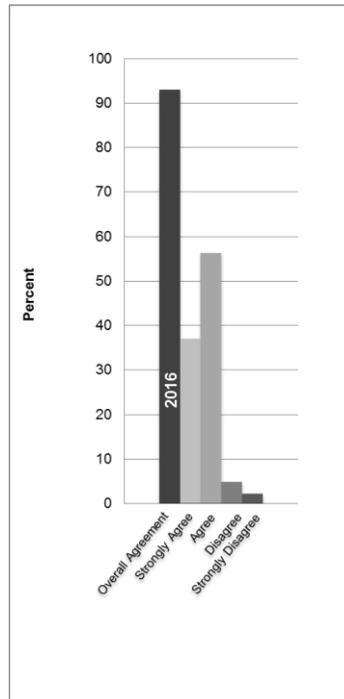


- Target for 2016: 92%
This target was met.

The previous table, graph and target refer to data gathered from grade 12 students. In 2015-16, this data set for this indicator was expanded to include grade 10 as well as grade 12 students, establishing a new baseline result.

I understand what it means to be a responsible global citizen.	
	2016
Strongly Agree	36.9
Agree	56.3
Disagree	4.7
Strongly Disagree	2.1
Overall agreement	93.2

Overall Agreement	2016
Grade 10	93.4
Grade 12	93.0



3.3 Respect and embrace diversity

Board-approved Interpretation |

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

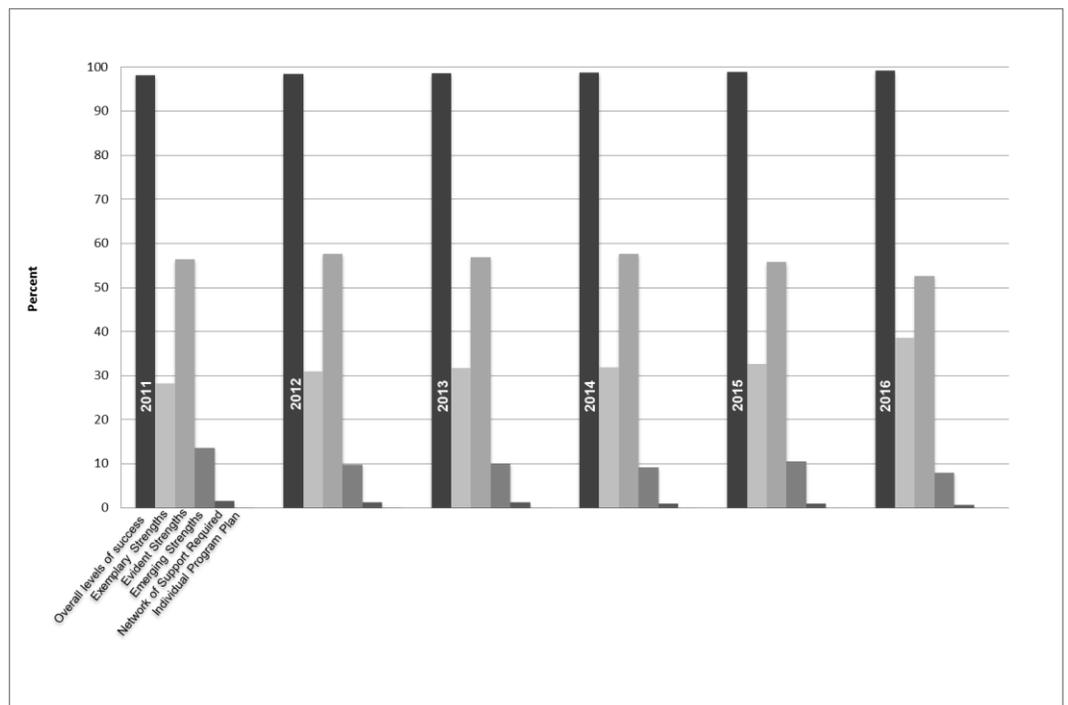
The Chief Superintendent interprets *respect and embrace* to mean to see as equal, learn from and treat with dignity.

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

Board-approved Indicators and 2015-16 Results |

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

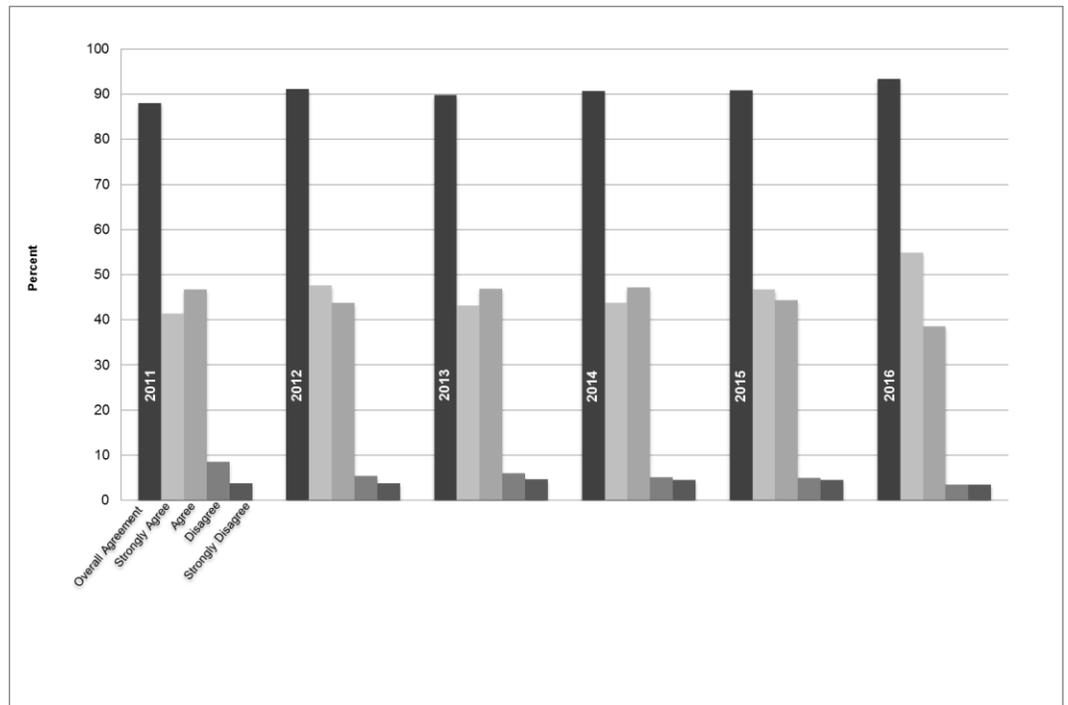
Demonstrates respect and appreciation for diversity.						
	2011	2012	2013	2014	2015	2016
Exemplary Strengths	28.2	30.9	31.7	31.9	32.6	38.6
Evident Strengths	56.4	57.7	56.8	57.7	55.8	52.6
Emerging Strengths	13.6	9.8	10.1	9.2	10.5	8.0
Network of Support Required	1.5	1.2	1.2	1.0	1.0	0.7
Individual Program Plan	0.4	0.4	0.3	0.2	0.1	0.1
Overall levels of success	98.2	98.4	98.6	98.8	98.9	99.2



- Target for 2016: Continued results at or above 98%
This target was met.

2. Percentage of high school students who report they value other cultures; as measured by student surveys.

I value other cultures.						
	2011	2012	2013	2014	2015	2016
Strongly Agree	41.3	47.5	43.0	43.7	46.6	54.8
Agree	46.6	43.6	46.7	47.0	44.2	38.5
Disagree	8.4	5.2	5.8	5.0	4.8	3.4
Strongly Disagree	3.7	3.6	4.5	4.4	4.4	3.3
Overall agreement	87.9	91.1	89.7	90.7	90.8	93.3

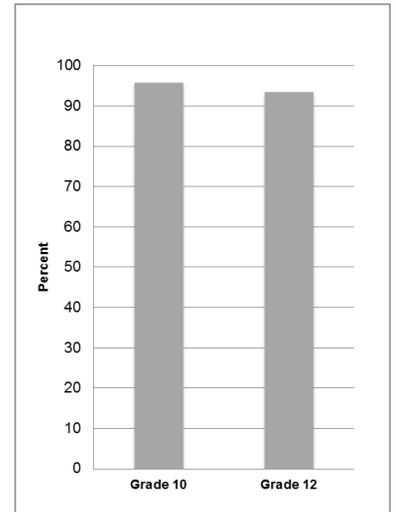
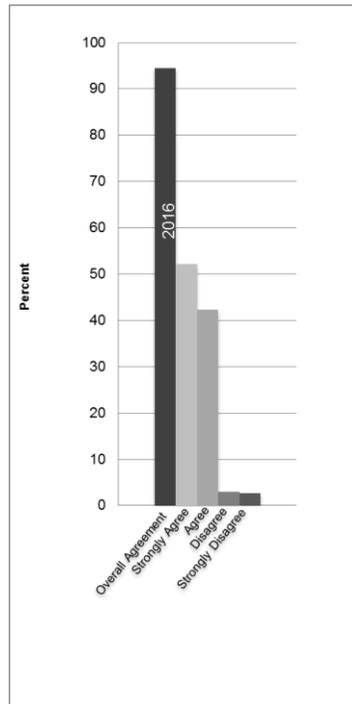


- Target for 2016: Continued results at or above 91%
This target was met.

The previous table, graph and target refer to data gathered from grade 12 students. In 2015-16, this data set for this indicator was expanded to include grade 10 as well as grade 12 students, establishing a new baseline result.

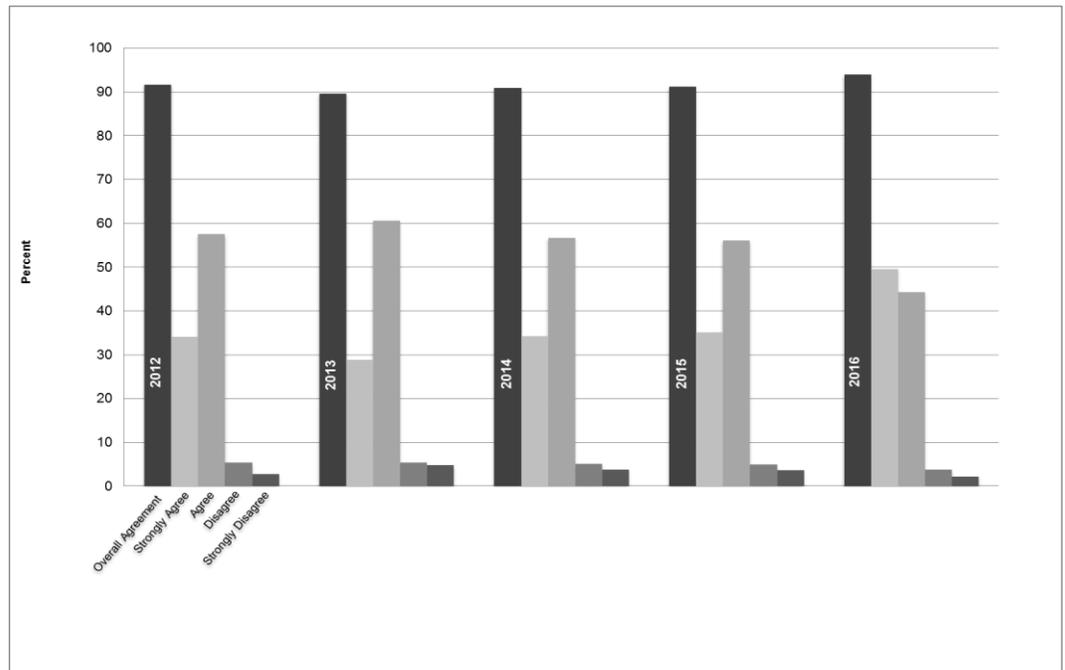
I value other cultures	
	2016
Strongly Agree	52.2
Agree	42.3
Disagree	2.9
Strongly Disagree	2.7
Overall agreement	94.5

Overall Agreement	2016
Grade 10	95.6
Grade 12	93.3



3. Percentage of high school students who report they appreciate and learn from the perspectives of others; as measured by student surveys.

I appreciate and learn from the perspective of others.					
	2012	2013	2014	2015	2016
Strongly Agree	34.1	28.9	34.3	35.2	49.6
Agree	57.6	60.7	56.7	56.1	44.4
Disagree	5.5	5.5	5.2	5.0	3.8
Strongly Disagree	2.8	4.8	3.8	3.7	2.2
Overall agreement	91.7	89.6	91.0	91.3	94.0

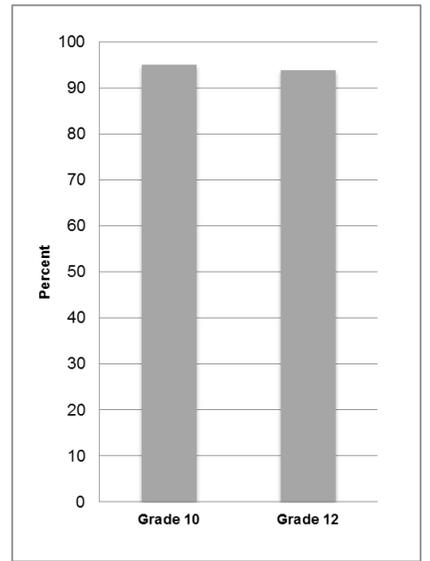
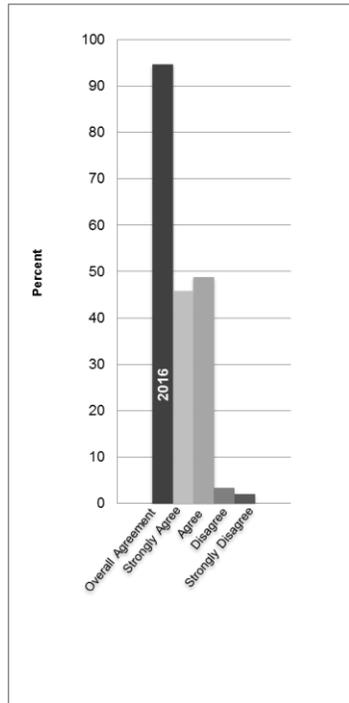


- Target for 2016: Continued results at or above 91%
This target was met.

The previous table, graph and target refer to data gathered from grade 12 students. In 2015-16, this data set for this indicator was expanded to include grade 10 as well as grade 12 students, establishing a new baseline result.

I appreciate and learn from the perspective of others.	
	2016
Strongly Agree	45.8
Agree	48.8
Disagree	3.4
Strongly Disagree	2.0
Overall agreement	94.6

Overall Agreement	2016
Grade 10	95.2
Grade 12	94.0



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

Board-approved Interpretation |

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

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

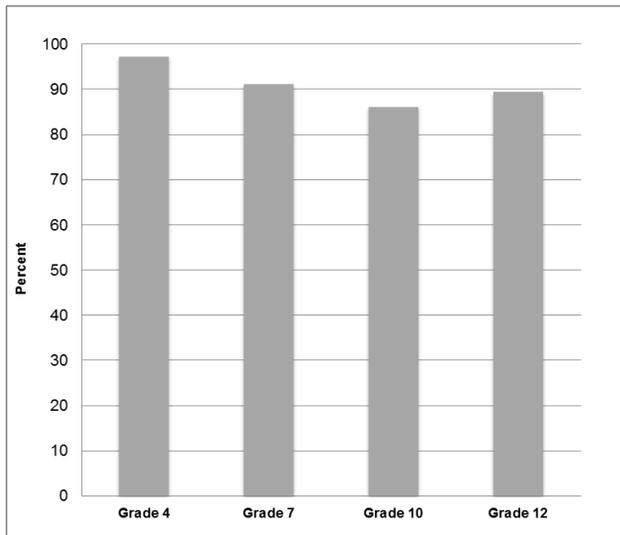
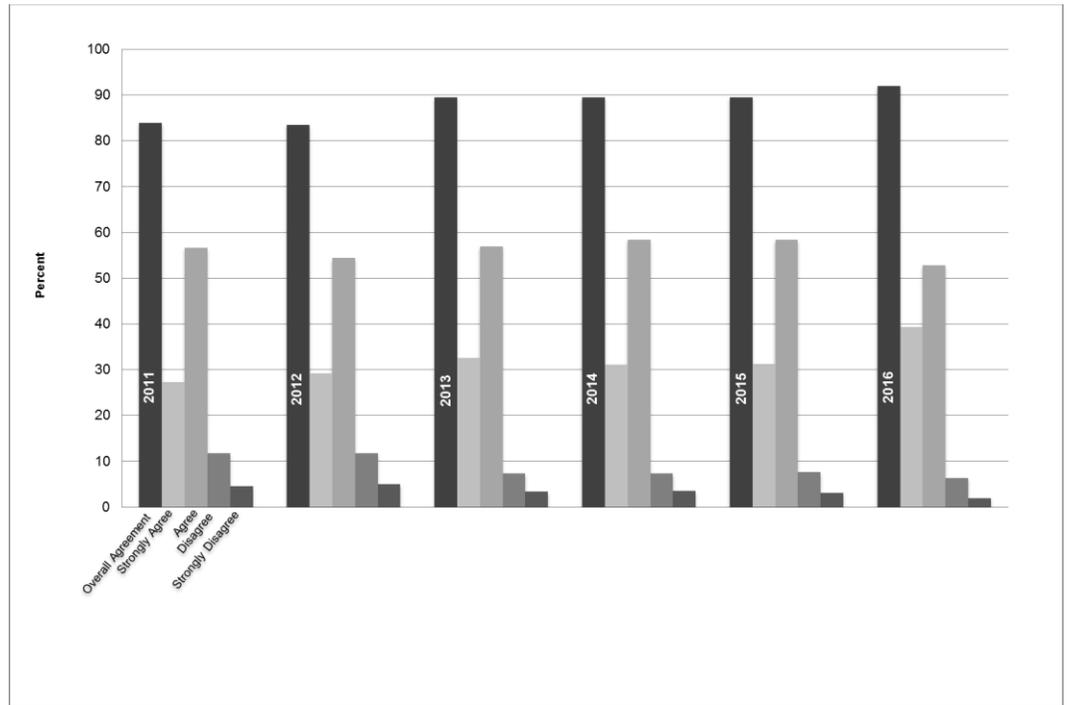
The Chief Superintendent interprets *environment* to mean the surroundings and conditions that affect the development of all living things.

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

Board-approved Indicators and 2015-16 Results |

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

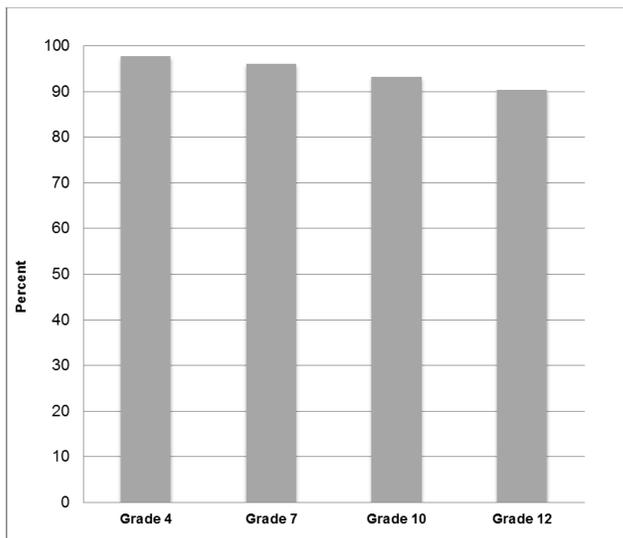
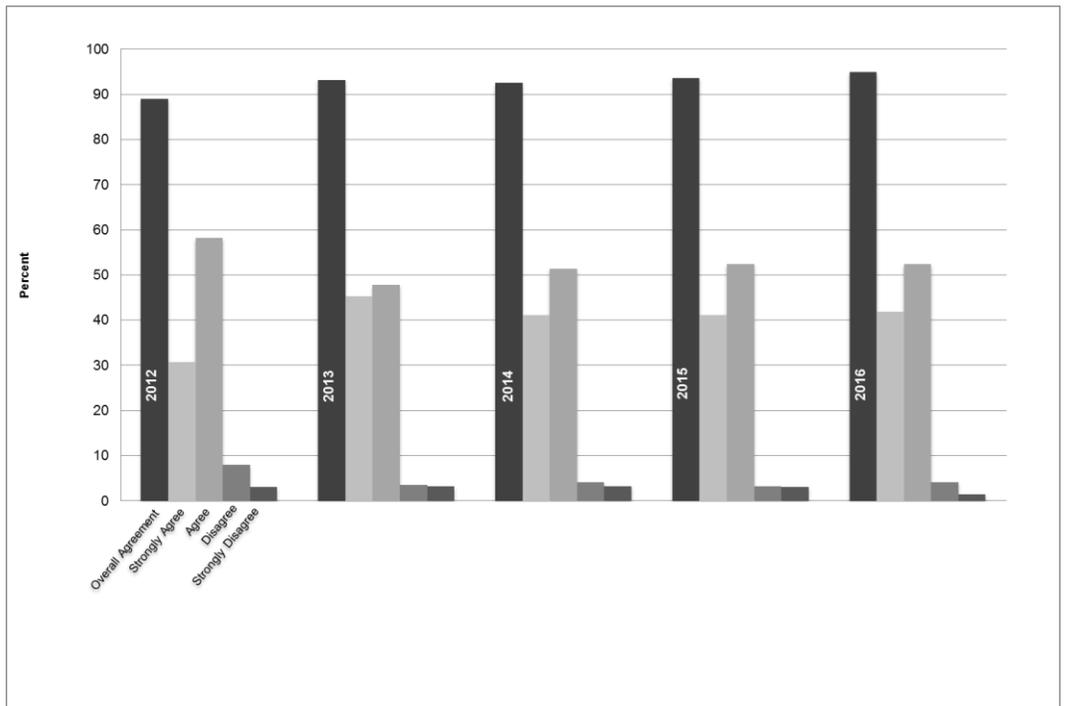
I take action to protect the environment.						
	2011	2012	2013	2014	2015	2016
Strongly Agree	27.2	29.1	32.5	31.0	31.2	37.4
Agree	56.6	54.3	56.9	58.4	58.3	53.7
Disagree	11.7	11.7	7.3	7.2	7.5	6.8
Strongly Disagree	4.5	4.9	3.3	3.4	3.0	2.1
Overall agreement	83.8	83.4	89.4	89.4	89.5	91.1



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

2. Percentage of students who report they use resources responsibly; as measured by student surveys.

I use resources responsibly.					
	2012	2013	2014	2015	2016
Strongly Agree	30.8	45.3	41.1	41.2	41.9
Agree	58.2	47.9	51.4	52.4	52.4
Disagree	8.0	3.6	4.2	3.3	4.2
Strongly Disagree	3.1	3.2	3.3	3.1	1.5
Overall agreement	89.0	93.2	92.5	93.6	94.3



- Target for 2016: Continued results at or above 92%. This target was met.

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

Board-approved Interpretation |

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

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

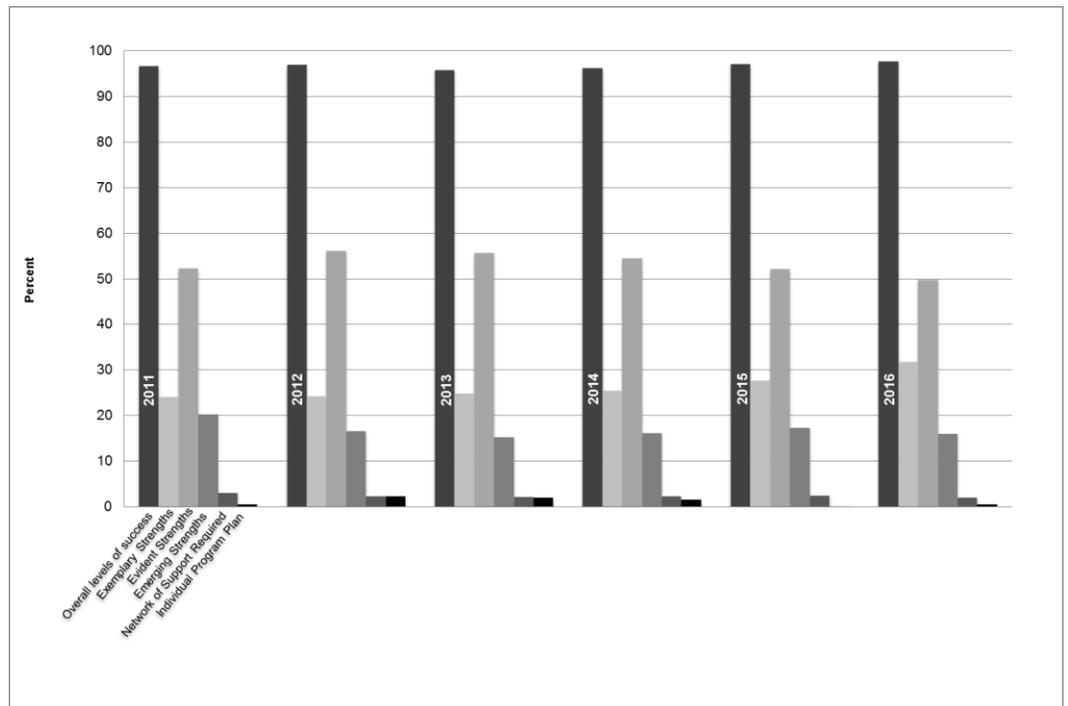
The Chief Superintendent interprets *develop and maintain positive relationships* to mean that students communicate and interact effectively with others.

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

Board-approved Indicators and 2015-16 Results |

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

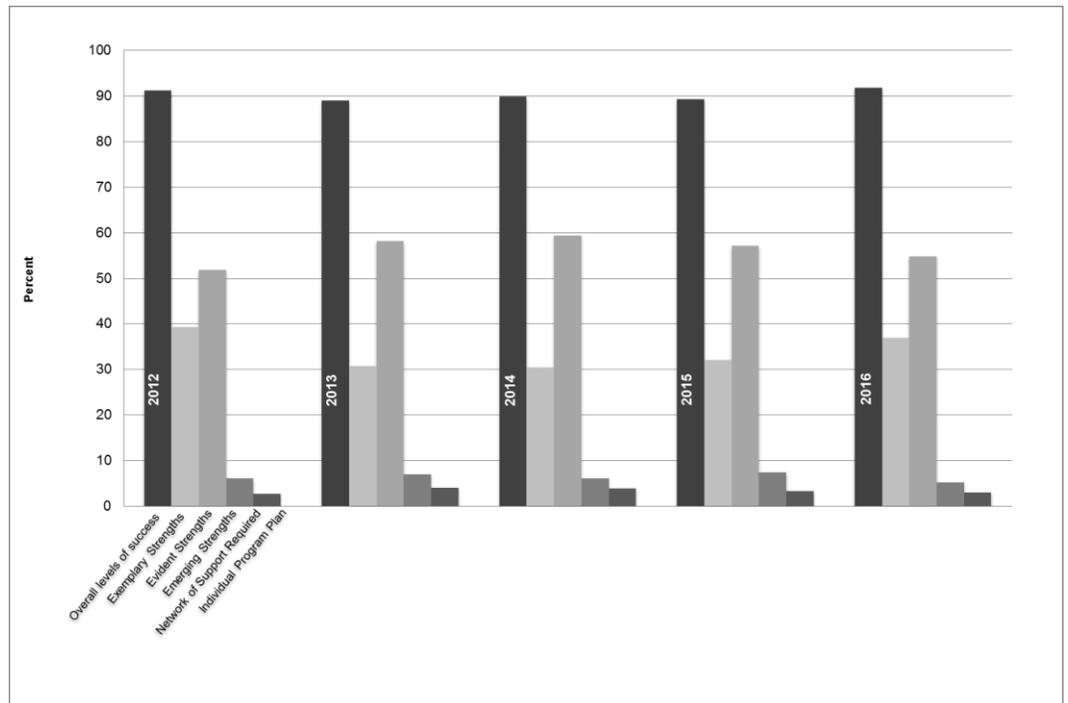
Works and collaborates effectively with others.						
	2011	2012	2013	2014	2015	2016
Exemplary Strengths	24.1	24.2	24.9	25.5	27.7	31.8
Evident Strengths	52.2	56.1	55.6	54.5	52.1	49.8
Emerging Strengths	20.3	16.6	15.3	16.2	17.3	16.0
Network of Support Required	3.0	1.7	2.2	2.3	2.5	2.0
Individual Program Plan	0.5	1.5	2.0	1.5	0.4	0.5
Overall levels of success	96.6	96.9	95.8	96.2	97.1	97.6



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

2. Percentage of high school students who report they work and communicate effectively with others; as measured by student surveys.

I work and communicate effectively with others.					
	2012	2013	2014	2015	2016
Strongly Agree	39.3	30.8	30.4	32.1	37.0
Agree	51.8	58.1	59.4	57.1	54.8
Disagree	6.2	7.0	6.2	7.4	5.2
Strongly Disagree	2.7	4.1	4.0	3.4	3.0
Overall agreement	91.1	88.9	89.8	89.2	91.8



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

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.

Capacity Building Information

Students will:

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

Indicator 2

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

Factors contributing to success in this area:

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

Forward Looking Actions |

- School leaders making democratic principles and processes more explicitly part of their school cultures and students' experiences.
 - Providing student opportunities for participation in democratic processes.
 - Expanding opportunities for grade 10 students.
 - Demonstrating to students the impact and benefit of their participation.
- Emphasis on student voice, engagement and leadership within the High School Success Strategy.



Student-contributed examples of Citizenship in action

- I have had the opportunity to be a responsible citizen by being a responsible steward of the environment. At my school, this has meant supporting its mission to run completely on renewable energy in order to cut its carbon footprint, and to reduce, re-use, recycle where possible. I, along with the rest of my peers, have collected bottles once a month for the past three years to contribute towards the funding of renewable energy, and to promote recycling.

My willingness to participate set an example, as well as helped encourage others to participate. One time one of my friends accidentally tried putting her orange peel in the garbage, even though we had just walked over to the environmental bins (organics, refundable, recyclable, garbage), so I gently reminded her that it belonged in the organics. I believe that any student attending my school has an opportunity to learn about being a responsible citizen through caring for our environment and has many opportunities to practice this. After graduating I plan on always keeping in mind my impact on the environment due to my experiences as a student in the Calgary Board of Education.

- In school and our everyday lives, we are often faced with a difficult choice: to cater to our own personal wants and needs, or the needs and wants of a larger group. I am grateful for my many years as a prominent student leader, and even more so to my teachers, who have taught me that what you want is not always what is best. I am of the belief that this knowledge is more valuable than any other leadership skill you will learn, as it has helped me maintain many friendships, professional relationships, and partnerships. In the end, this skill is all about perspective. As a leader, you have to put yourself in the position of others, in order to know and understand what they want. This is yet another invaluable skill.

There have been many times this year and last year when I have had to use these skills, but most prominently on two occasions. The first is when I was doing a group project to create an infomercial/comedy sketch. Going into the project, I had a very specific vision of how I wanted the end result to look. My partner and I were both convinced our project would be the best. Then a new partner was added to our group. He was not someone I would have normally chosen to work with, on account of his maturity level, but it was that, in fact, that opened my eyes, as well as my partner's. He forced us, in a most educational way, to see another side of our class. My partner and I were mature for our age, but the majority of our other classmates were not. His younger humour not only made me and my partner laugh in the end, but made our class laugh too. We did very well on the project. His insight was extremely valuable to our project definitely opened my eyes to the younger (maturity wise) demographic, and made me realize that what I understood as funny wasn't what everybody else did. In the end, very few of our original ideas made it into the final project. He made it clear to me how easy it can be to step into someone else's shoes, once you take the harder first step.



- In early March of my grade seven year, my school's student council was looking for a new fundraiser to finish off the last semester. Everyone was asked to come back to the next meeting with ideas. A relative of mine had just started working at the Wood's Homes Foundation and she had told me about how the EXIT Program, a program providing homeless youth with resources and assistance, needed donations. I thought that it would be a great idea to have a fundraiser and get students at my school to bring in items that the EXIT program needed.

The student council liked the idea and soon we were setting dates and making posters. We asked for many items including bus tickets, sunscreen, pants and sweaters. The donations came slowly at first, but soon we had started to fill up the staff room. After the four weeks of raising items we started to count and sort. We were all amazed by how much people had donated. Here were these junior high kids making a difference. Our grand total was 1128 items!

I knew Wood's Homes was the right place to help because the teens and young adults in the EXIT Program are just like me, but not as fortunate as I am to have a roof over my head and have 3 warm meals a day. I learned that just because someone may not be as fortunate as you, doesn't mean they're any less deserving than you. This year will be our third year doing the fundraiser and I'm amazed how an idea I had in grade seven has been able to help so many youth in my city.

- Volunteering – and spreading the incentive of volunteering—has grown to be a significant part of my life. Up until grade 10, I focused solely on maintaining a strong academic performance and participating on athletic teams. It may be interpreted as an excuse, but I never exclusively sought volunteer opportunities because I did not think I could fit it into my weekly schedule; hence, my volunteer hours came from the occasional opportunity at school to participate in sales and food drives. Throughout my studies, I analyzed aspects of the citizen and their responsibilities while comparing it to my own qualities—and I felt my community contributions were incredibly lacking. Simply put, I felt guilty and disappointed in myself because I didn't seek these opportunities. Over the summer I applied to several councils and started my volunteering with Youth Central, whose system was appealing because I could sign up to individual events and accommodate time for athletics and homework.

Over the past few months, I have made a dedication to volunteer at least twice a week and throughout these experiences, I have worked with children, elders and the homeless. I have helped in walks for medical conditions, activities for children, sports events and even preparing 4000 grab bags for a show in 3 hours! Each and every experience was rewarding because I felt like my time was put into helping the community and spreading equality and awareness of social issues. I met new people and gained new perspective from the people I work to serve and the people I serve with, some of whom have become my good friends. I'm also about to become a youth blogger, which lets me determine my own hours and express myself to other youth.

Currently I'm working to spread the importance of contributing to the community to students at my school, as well as making students aware of the plethora of opportunities that they can apply to—since our student population largely does not notice these availabilities. There is a club at our school called "Beyond Academics", in which opportunities for volunteering, conferences, workshops and scholarships are communicated to members. Students can also receive help/recommendation for potential academic processes. My goal is to bring students out of the dark—the situation I was stuck in—and help them realize that it is their duty to give back to the community.

- I started off my grade ten year by joining a lot of extracurricular activities. During this year, I actively participated and was dedicated to what I had joined, and engaged in discussions regarding the logistics of the events or projects we had in mind. I remained

very observant of the school body with the responses we got based on the events going on within the school, as well as the opinions that the teachers and the older students had in terms of what will and will not be the best for our school.

In my grade eleven year, I stepped up from a position of being just a contributor of ideas to a lead (or chairperson) for many of the events that went on in the school. I practiced this in Leadership, as well as Environment Club. Throughout the year there were times when I was standing at the front of the classroom sharing my ideas and coordinating discussions, and there were times when I was sitting and listening to others' ideas. An example of when I felt a big role reversal was during our Winter Formal Dance, when I had to follow the instructions of my peers that were in grade twelve. Because that was our first dance after about seven years, they had decided to take charge of it. During this time, I was able to see things from the other side of the spectrum because I had always been the one giving instructions, and not following instructions. Watching my peers lead gave me the ability to learn ways in which I could improve as a leader.

I am now in grade twelve, and run the Leadership Club alongside one of my good friends. My experience of being a follower and a leader has given me the ability to set a good example for my peers and to be a better role model for them. Our collective goal of creating a better school community is what motivates us to come together and collaborate for the benefit of the school body.

- There is one example of citizenship that really stands out to me, which is when I created an event at my school called Hats on for Mental Health. This experience shares my citizenship by how I embrace a diverse society, contribute to a common concern, and acted on behalf of others.

This all started when I was researching about mental health. The numbers were horrifying. For example, only one in four people with mental health problems seek help. Seeing this, I started to find the stigma everywhere, even in my school. People were saying that no one had mental health problems. I realized I needed to help educate my fellow classmates, and reduce the stigma at my school.

First, I needed to find a teacher willing to help me. I had a conversation with my PE teacher and asked her if it was possible for our school to participate in *Hats on For Mental Health*. I told her how this would show our school's support for people with mental illness, and also showing them they're not alone. She agreed if I would organize and spread the word to our school population.

The next week was for preparation. I worked for hours, designing and colouring the mental health posters. That Friday, I put the posters up in all the highly populated areas in our school, like near the water fountains and in the gym. Announcements were also made to allow everyone to know when and why it was happening.

Finally, it was time to see if it was all worth it. Walking into school that day, almost everyone was wearing a hat to show their support. Due to this action, people started to have a serious conversation about the issue, and more people saw the problem. I was happy if even one person felt more comfortable with their illness. It was worth it.

This is just one example of how I showed citizenship in the past year. This event was a great example, because I embraced a diverse society, contributed to a common concern, and acted on behalf of others. With one act, I helped to make a difference in my community.

report to Board of Trustees

Mathematics Information Report

Date	January 17, 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 Person(s)	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 Mathematics during the 2015-16 school year. It is a detailed look at Mathematics learning information from the perspective of Results 2: Academic Success.

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 Mathematics report is one in a series of subject-specific information reports.

4 | Analysis

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

- The percentage of students meeting 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 positive results for Calgary Board of Education students in Mathematics and 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 include a more complete range of learning outcomes than can be assessed through standardized tests. They are evaluations of student learning across time, in multiple learning tasks as well as assessment activities such as tests, performance tasks and problem-solving situations.

From Kindergarten to grade 9, student learning in the CBE is reported on a four-point scale on a number of 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 school, student learning is reported as a single percentage grade.

Overall

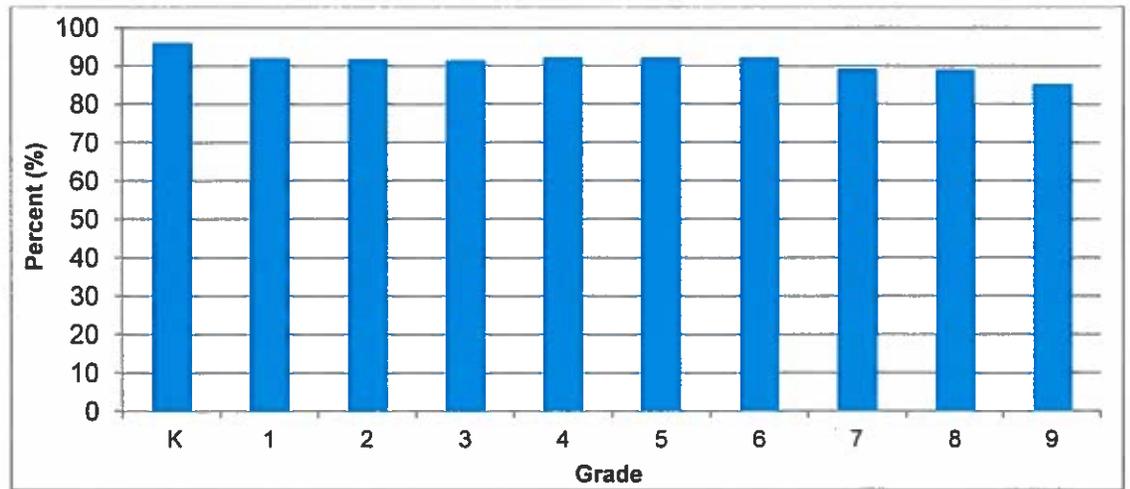
Percentage of students meeting learning expectations within Mathematics as measured by student report cards: K-12

Year	2011-12	2012-13	2013-14	2014-15*	2015-16
Overall	86.6	88.5	90.1	90.6	91.1

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

Year	K	1	2	3	4	5	6	7	8	9
2014-15	95.4	91.2	91.4	90.8	92.5	91.9	92.0	89.9	88.5	85.7
2015-16	96.0	92.1	91.8	91.4	92.3	92.3	92.2	89.2	89.0	85.3

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



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

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

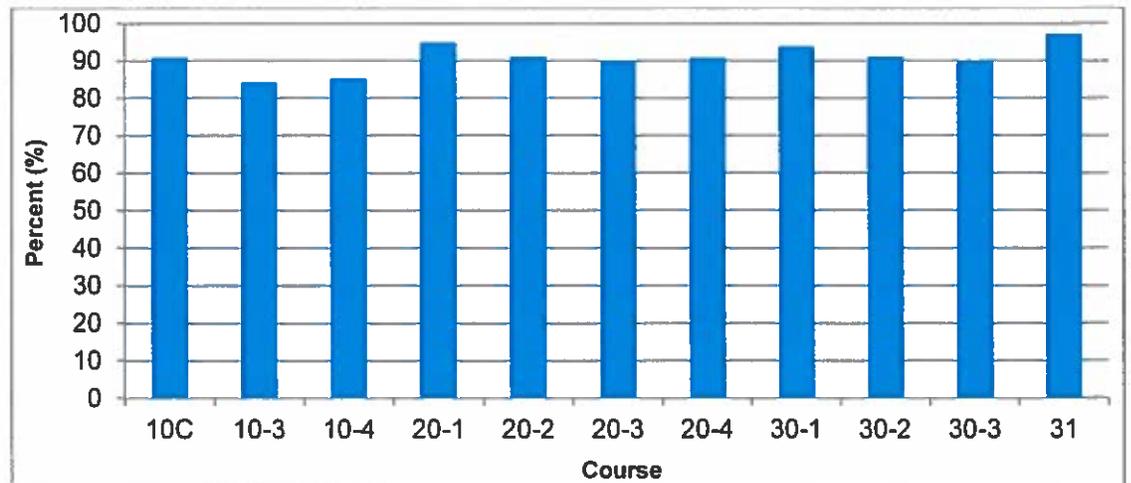
Historical data reflects students receiving:

- 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 Mathematics as measured by student report cards by course: 10-12

Year	10C	10-3	10-4	20-1	20-2	20-3	20-4	30-1	30-2	30-3	31
2014-15	86.9	84.6	76.9	91.8	86.1	87.8	83.4	92.3	87.9	91.0	96.1
2015-16	90.9	84.2	85.2	94.9	91.1	89.6	90.8	93.8	91.1	89.8	97.2

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



The percentage of students meeting learning expectations in:

- Kindergarten to grade 9 is 90.8%.
- high school is 92.0%.

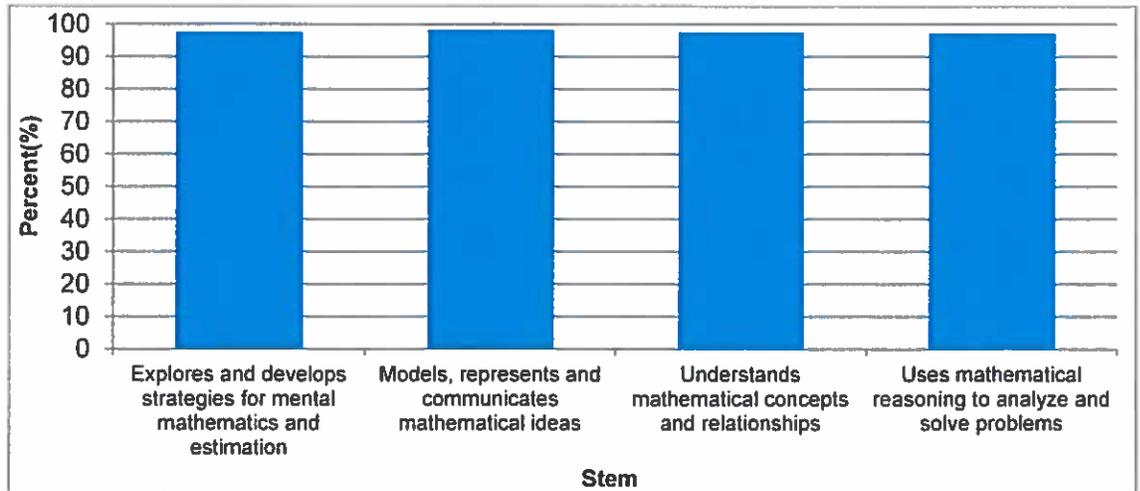
In nine of the eleven high school courses, the percentage of students meeting with success increased over the previous year.

Overall by Stem

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

Stem	2014-15	2015-16
Explores and develops strategies for mental mathematics and estimation	96.4%	97.6%
Models, represents and communicates mathematical ideas	97.2%	98.3%
Understands mathematical concepts and relationships	97.2%	97.6%
Uses mathematical reasoning to analyze and solve problems	96.6%	97.3%

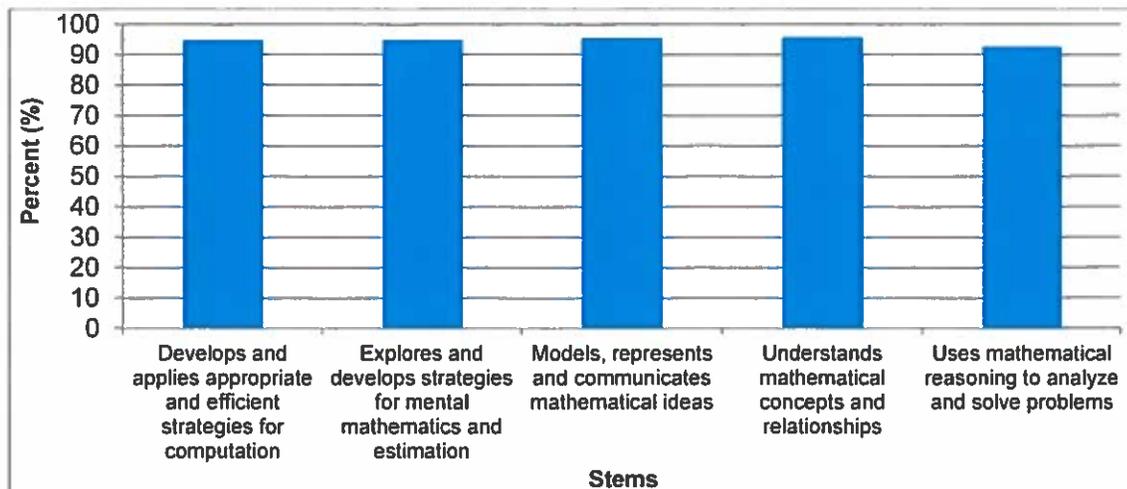
Percentage of students meeting learning expectations within Mathematics as measured by student report cards by stem 2015-16: Kindergarten



Percentage of students meeting learning expectations within Mathematics as measured by student report cards by stem: Grades 1 – 9

Stem	2014-15	2015-16
Develops and applies appropriate and efficient strategies for computation	92.6	94.7
Explores and develops strategies for mental mathematics and estimation	92.7	94.9
Models, represents and communicates mathematical ideas	93.3	95.6
Understands mathematical concepts and relationships	93.7	95.7
Uses mathematical reasoning to analyze and solve problems	90.3	92.6

Percentage of students meeting learning expectations within Mathematics 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 Mathematics 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
Develops and applies appropriate and efficient strategies for computation	95.2	94.9	95.7	95.3	95.6	96.0	94.0	94.1	91.1
Explores and develops strategies for mental mathematics and estimation	94.6	95.3	95.2	95.4	96.0	96.4	94.5	94.0	92.6
Models, represents and communicates mathematical ideas	96.2	96.0	96.3	96.5	96.4	96.1	94.9	94.7	92.8
Understands mathematical concepts and relationships	95.9	95.9	96.1	96.5	96.2	96.1	95.5	95.1	93.5
Uses mathematical reasoning to analyze and solve problems	94.0	93.4	92.9	93.7	93.8	93.8	91.6	91.8	87.0

The results in grades 1 to 6 are consistent across the stems. The results in grades 7 to 9, show a decline in all report card stems.

Provincial Achievement Tests and Diploma Exams

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

There are two provincial Mathematics Diploma Examinations – one for students registered in Mathematics 30-1 and one for students registered in Mathematics 30-2.

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

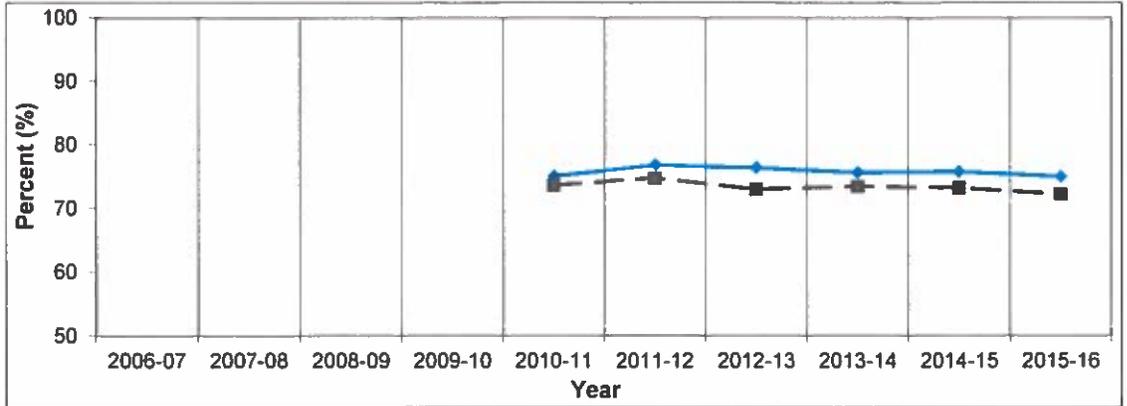
CBE practices for reporting and analyzing results in its jurisdictional Annual Education Results Report, school Annual Reports, and within the monitoring of Results 2: Academic Success are consistent with the practices and requirements of Alberta Education.

Grade 6 Mathematics Results

*All Students Enrolled (Cohort)

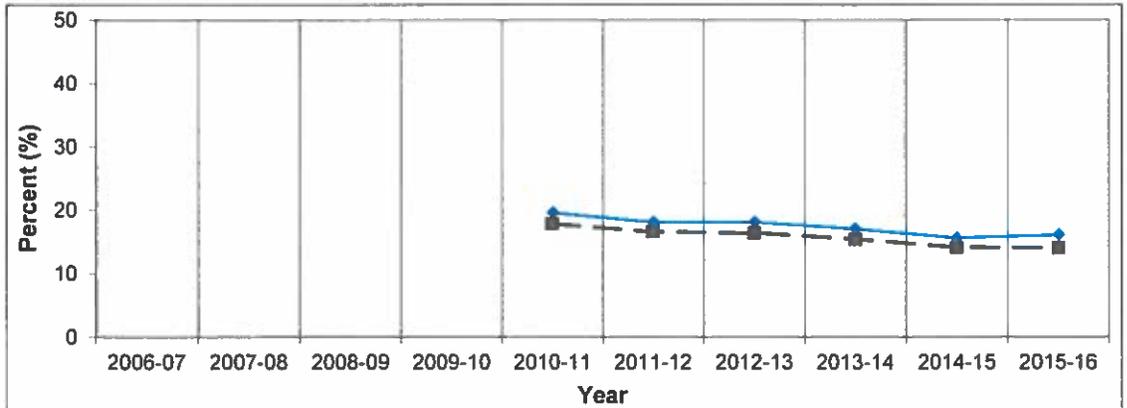
Acceptable Standard

Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
CBE					75.1	76.8	76.4	75.7	75.8	75.0
Province					73.7	74.7	73.0	73.5	73.2	72.2
Difference					1.4	2.1	3.4	2.2	2.6	2.8



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					19.5	18.0	18.0	17.0	15.5	16.0
Province					17.8	16.6	16.4	15.4	14.1	14.0
Difference					1.7	1.4	1.6	1.6	1.4	2.0



Participation

Year	CBE	Prov.	Diff.
2006-07			
2007-08			
2008-09			
2009-10			
2010-11	93.5	90.8	2.7
2011-12	93.8	91.0	2.8
2012-13	93.9	90.9	3.0
2013-14	93.6	90.6	3.0
2014-15	93.7	90.8	2.9
2015-16	93.9	90.9	3.0

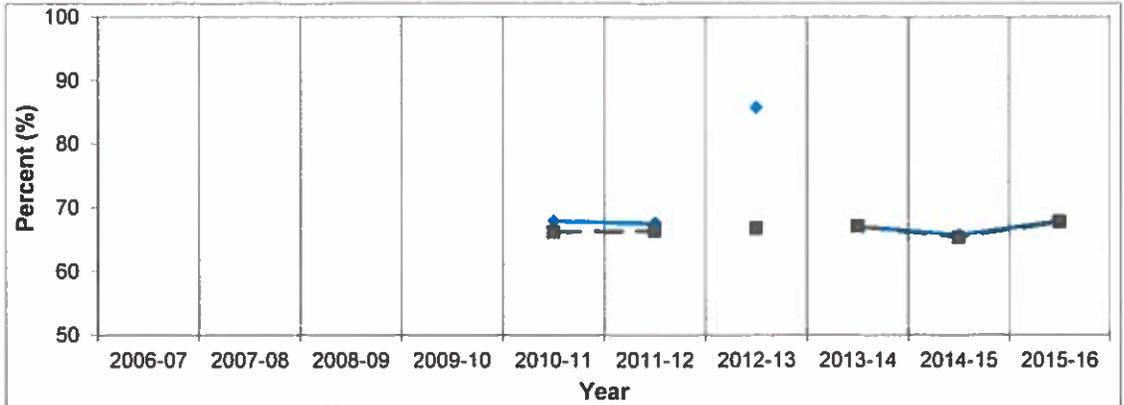
A new Program of Study for Mathematics resulted in a new Grade 6 PAT for this subject.

Grade 9 Mathematics Results

*All Students Enrolled (Cohort)

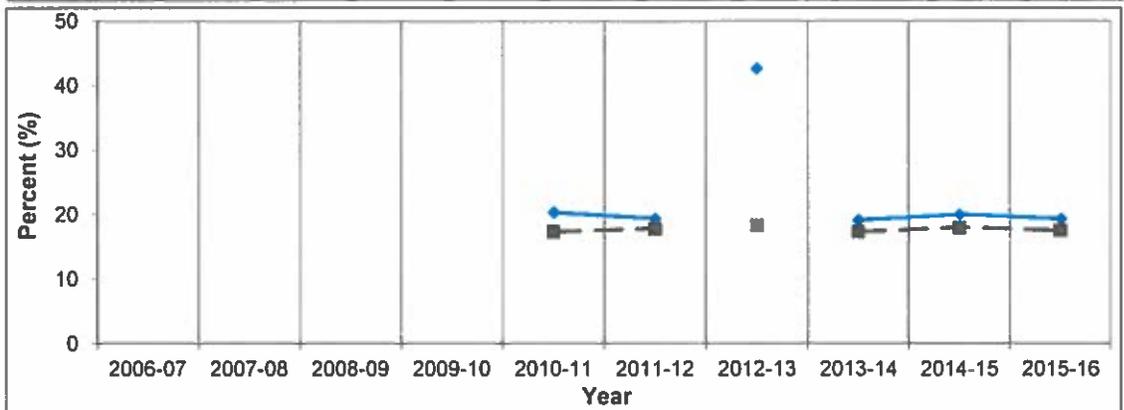
Acceptable Standard

Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
CBE					67.8	67.6	85.8	67.1	65.7	67.9
Province					66.1	66.4	66.8	67.1	65.3	67.8
Difference					1.7	1.2	19.0	0.0	0.4	0.1



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					20.2	19.3	42.6	19.0	19.9	19.2
Province					17.3	17.8	18.3	17.3	17.9	17.5
Difference					2.9	1.5	24.3	19.0	2.0	1.7



Participation

Year	CBE	Prov.	Diff.
2006-07			
2007-08			
2008-09			
2009-10			
2010-11	91.9	89.5	2.4
2011-12	92.6	89.7	2.9
2012-13	96.7	88.8	7.9
2013-14	91.2	89.1	2.1
2014-15	91.3	89.4	1.9
2015-16	92.0	89.5	2.5

A new Program of Study for Mathematics resulted in a new Grade 9 PAT for this subject.

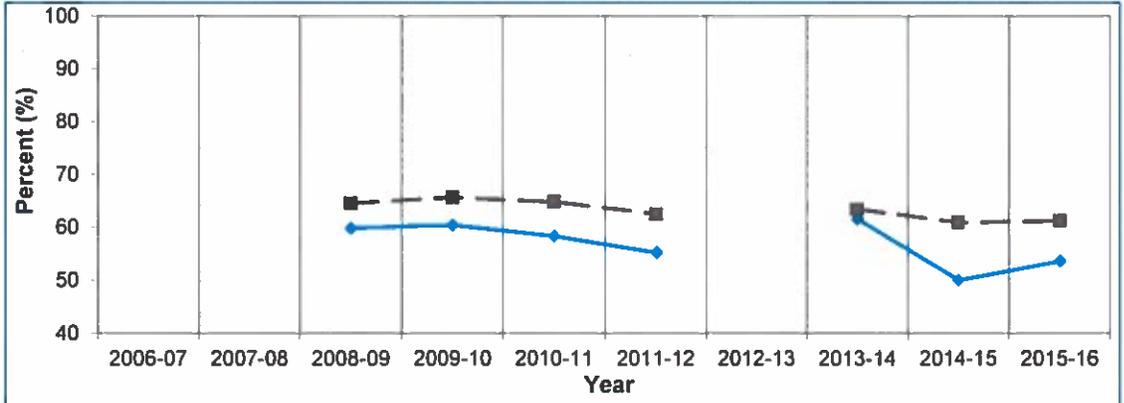
As a result of the flooding that substantially impacted Calgary and areas in southern Alberta in 2013, Alberta Education cancelled the June administration of the Grade 9 PAT for this subject. Results reflect only a small cohort of students who wrote in the January administration. Caution must be used in interpreting these results.

Grade 9 Mathematics Knowledge and Employability Results

*All Students Enrolled (Cohort)

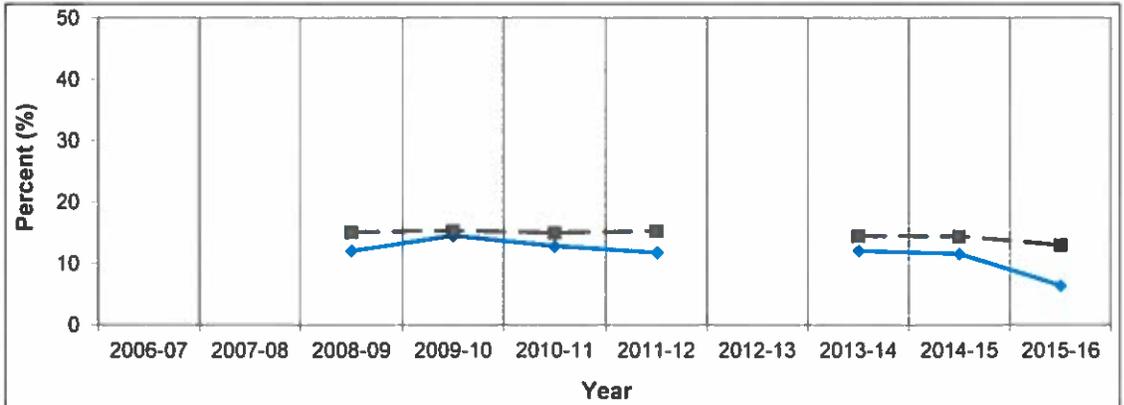
Acceptable Standard

Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
CBE			59.8	60.4	58.3	55.2		61.5	50.0	53.6
Province			64.5	65.6	64.8	62.5		63.4	60.9	61.2
Difference			-4.7	-5.2	-6.5	-7.3		-1.9	-10.9	-7.6



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			12.0	14.4	12.7	11.7		12.0	11.5	6.3
Province			15.1	15.3	14.9	15.3		14.5	14.4	13.0
Difference			-3.1	-0.9	-2.2	-3.6		-2.5	-2.9	-6.7



Participation

Year	CBE	Prov.	Diff.
2006-07			
2007-08			
2008-09	90.8	87.9	2.9
2009-10	84.7	87.3	-2.6
2010-11	85.5	87.2	-1.7
2011-12	84.1	87.1	-3.0
2012-13			
2013-14	84.5	86.2	-1.7
2014-15	85.0	85.9	-0.9
2015-16	85.5	86.8	-1.3

The K&E Mathematics 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 the Grade 9 PAT for this subject.

CBE students have consistently outperformed or equalled the province over the past six years in both the Grade 6 and Grade 9 PATs.

The success rate for CBE student who wrote the Grade 6 Mathematics Provincial Achievement Test was 79.8% at the Acceptable Standard and 17.0% at the Standard of Excellence.

On the Grade 9 Mathematics Provincial Achievement Test, 73.8% of CBE writers achieved the Acceptable Standard and 20.9% achieved the Standard of Excellence.

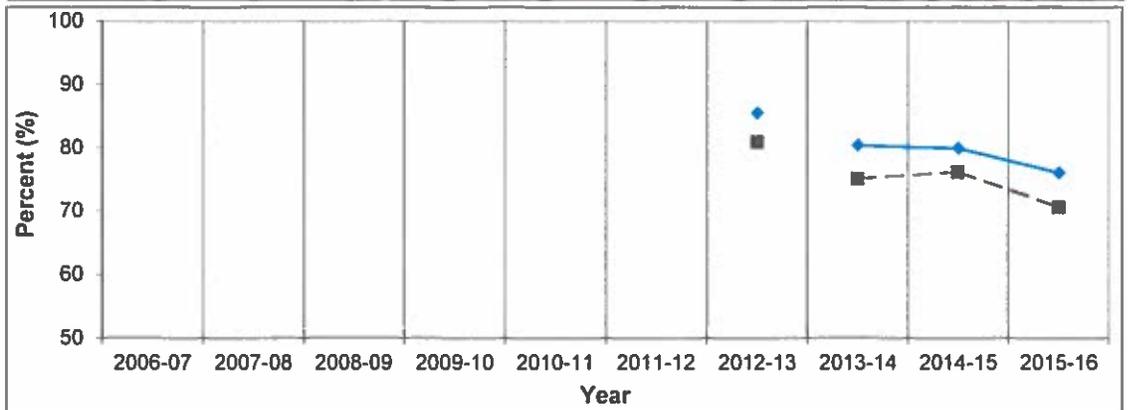
Based on the number of students who wrote the Grade 9 Mathematics K&E PAT, 62.7% achieved at the Acceptable Standard and 7.3% achieved at the Standard of Excellence.

Attached to this report is the *Provincial Achievement Test Blueprint and Student Achievement for Students Who Wrote the Test* for each of Grade 6 Mathematics, Grade 9 Mathematics and Grade 9 Mathematics K&E.

Mathematics 30-1

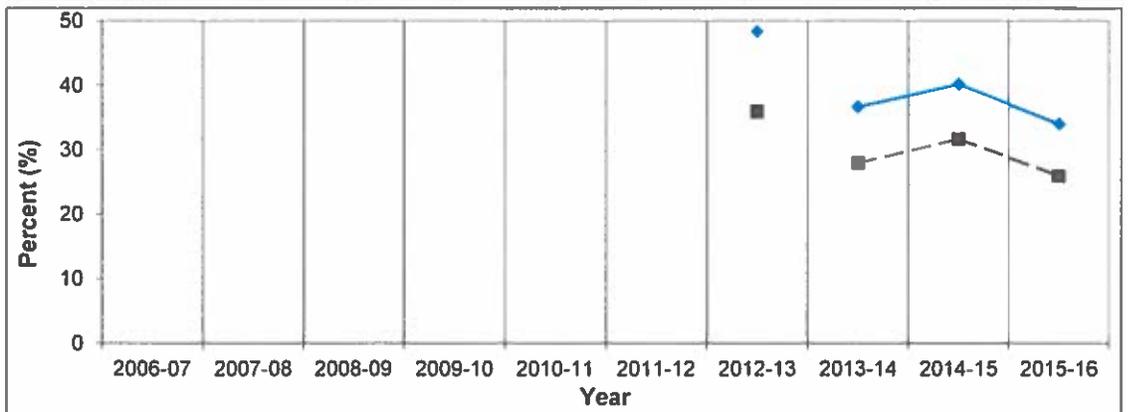
Acceptable Standard

Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
CBE							85.5	80.4	79.9	76.0
Province							80.9	75.1	76.1	70.7
Difference							4.6	5.3	3.8	5.3



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							48.3	36.6	40.1	33.9
Province							35.9	27.9	31.6	25.9
Difference							12.4	8.7	8.5	8.0



Participation

Year	CBE	Prov.	Diff.
2006-07			
2007-08			
2008-09			
2009-10			
2010-11			
2011-12			
2012-13	31.6	29.7	1.9
2013-14	45.5	37.3	8.2
2014-15	47.2	37.1	10.1
2015-16	46.5	36.4	10.1

A new Program of Study for Mathematics 30-1 in 2012-13 resulted in a new diploma exam.

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

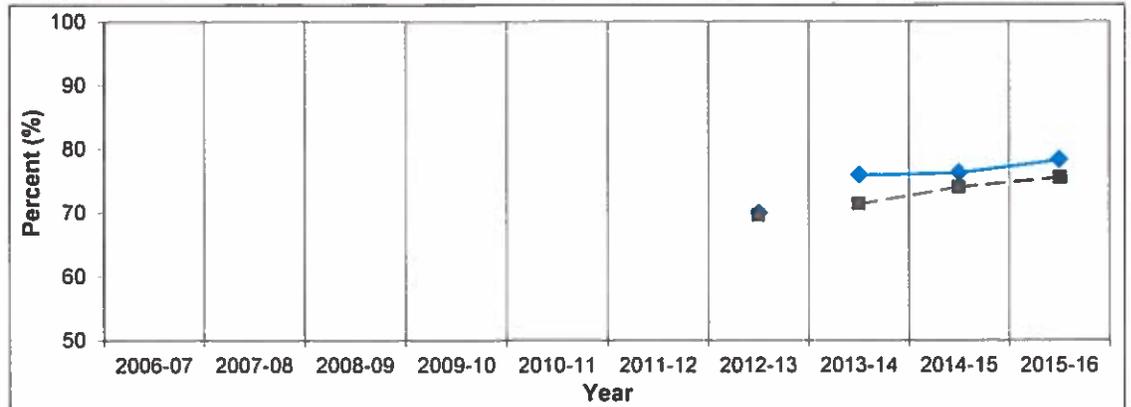
For the 2012-13 school year, Alberta Education revised its method for calculating participation rates. Results are based upon a cohort of grade 10 students who are tracked over time. The results show the percentage of students in this cohort who complete the diploma exams by the end of their third year 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.

Participation in diploma exams was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Mathematics 30-2

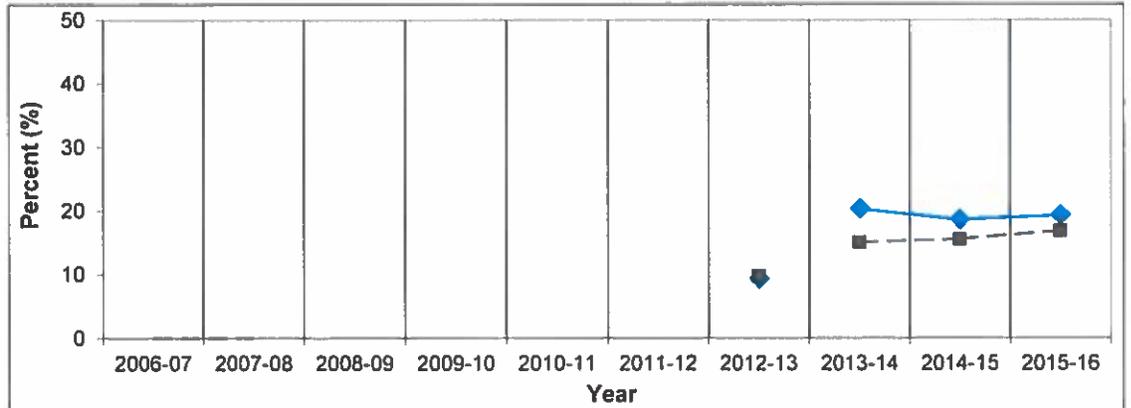
Acceptable Standard

Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
CBE							69.8	75.8	76.1	78.2
Province							69.5	71.3	73.9	75.4
Difference							0.3	4.5	2.2	2.8



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							9.2	20.2	18.5	19.2
Province							9.7	15.0	15.5	16.8
Difference							-0.5	5.2	3.0	2.4



Participation

Year	CBE	Prov.	Diff.
2006-07			
2007-08			
2008-09			
2009-10			
2010-11			
2011-12			
2012-13	11.4	16.7	-5.3
2013-14	18.6	21.4	-2.8
2014-15	18.9	22.4	-3.5
2015-16	20.5	23.6	-3.1

A new Program of Study for Mathematics 30-2 in 2012-13 resulted in a new diploma exam.

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.

Participation in diploma exams was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

The new Programs of Study at the Mathematics 30 level were introduced in 2012-2013. This past year (2015-16) was the fourth year of the administration of the diploma examinations based on these Programs of Study. CBE students have outperformed the province in both Mathematics 30-1 and Mathematics 30-2 for the past three years.

CBE Results versus Non-CBE Results

In the tables below, the Grade 6 Mathematics, Grade 9 Mathematics and Grade 9 K&E Mathematics numbers are based on the *all students enrolled* cohort. For the Diploma Examinations these 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 Mathematics	75.0	72.2	2.8	71.6	3.4
Grade 9 Mathematics	67.9	67.8	0.1	67.8	0.1
Grade 9 K&E Mathematics	53.6	61.2	-7.6	62.0	-8.4
Mathematics 30-1	76.0	70.7	5.3	68.9	7.1
Mathematics 30-2	78.2	75.4	2.8	70.0	8.2

Standard of Excellence

Courses	Alberta Education Results			Estimated Results	
	CBE	Prov.	CBE minus Prov.	Non-CBE	CBE minus Non-CBE
Grade 6 Mathematics	16.0	14.0	2.0	13.6	2.4
Grade 9 Mathematics	19.2	17.5	1.7	17.2	2.0
Grade 9 K&E Mathematics	6.3	13.0	-6.7	13.7	-7.4
Mathematics 30-1	33.9	25.9	8.0	23.2	10.7
Mathematics 30-2	19.2	16.8	2.4	12.1	7.1

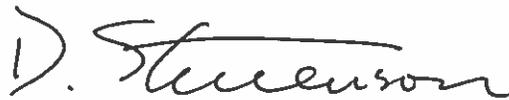
5 | Conclusion

The levels of success in Mathematics evaluated by their teachers are high across a range of courses, grades and learning outcomes. The levels of achievement attained by CBE students on provincial tests generally surpass those reported by the province, with the exception of Grade 9 Mathematics K&E.

Grade 9 Mathematics K&E is a re-emerging area of concern. CBE student success on the Grade 9 Mathematics K&E PAT showed a decrease from the previous year. All Grade 9 K&E courses will be a focus of a cross-curricular action plan for this year to improve student success. As a part of this action plan, regular meetings with a community of practice for teachers of K&E Mathematics courses to examine achievement data will continue. A community of practice provides teachers a collaborative opportunity to develop the resources to personalize students' needs to positively impact achievement in K&E Mathematics.

Mathematics 30 level results have declined in both the Acceptable Standard and Standard of Excellence from 2014-15 results; however remain well above the provincial results at both standards. CBE strengths in Mathematics 30-1 and Mathematics 30-2 continue to be notable.

Overall academic success for CBE students continues to be well supported through mathematics instruction and assessment. A system strategy is being developed to improve clarity and coherence in mathematics teaching and learning practices. School development plans, 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 Mathematics

Strands	Level of Complexity						Student Achievement Average (Raw Score and Percentage)	
	Low ¹		Moderate ²		High ³		CBE ⁴	Prov.
	CBE ⁴	Prov.	CBE ⁴	Prov.	CBE ⁴	Prov.		
Number							10.2/16 (63.8%)	10.0/16 (62.5%)
Patterns & Relations							8.7/13 (67.0%)	8.5/13 (65.4%)
Shape & Space							8.0/12 (66.6%)	7.9/12 (65.8%)
Statistics & Probability							5.7/9 (63.3%)	5.6/9 (62.2%)
Student Achievement Average (Raw Score and Percentage)	10.9/16 (68.0%)	10.9/16 (68.1%)	16.6/25 (66.5%)	16.2/25 (64.8%)	5.1/9 (56.8%)	4.9/9 (54.4%)	Total Test 32.6/50 (65.2%)	Total Test 32.0/50 (64.0%)

Grade 9 Mathematics

Strands	Level of Complexity						Student Achievement Average (Raw Score and Percentage)	
	Low ¹		Moderate ²		High ³		CBE ⁴	Prov.
	CBE ⁴	Prov.	CBE ⁴	Prov.	CBE ⁴	Prov.		
Number							9.3/15 (62.3%)	9.3/15 (62.0%)
Patterns & Relations							11.9/19 (62.5%)	11.8/19 (62.1%)
Shape & Space							6.7/12 (55.5%)	6.8/12 (56.7%)
Statistics & Probability							2.9/4 (72.0%)	2.9/4 (72.5%)
Student Achievement Average (Raw Score and Percentage)	13.3/20 (66.3%)	13.4/20 (66.8%)	14.0/24 (58.3%)	14.1/24 (58.8%)	3.4/6 (57.1%)	3.4/6 (57.1%)	Total Test 30.7/50 (61.4%)	Total Test 30.8/50 (61.5%)

¹ Recalling and recognizing previously learned concepts and principles.

² More flexibility of thinking and choice among alternatives than Low Level of Complexity questions.

³ Abstract reasoning, planning, analysis, judgement and creative thought.

⁴ The CBE results are estimates on the combined results between the English and French writers.

Grade 9 Mathematics Knowledge and Employability

Topics	Reporting Category				Student Achievement (Average Raw Score and Percentage)	
	Knowledge ¹		Skills ²		CBE	Prov.
	CBE	Prov.	CBE	Prov.		
Number					11.1/19 (58.4%)	11.6/19 (61.1%)
Patterns and Relations					3.4/6 (56.7%)	3.7/6 (61.7%)
Shape and Space					10.0/18 (55.6%)	10.9/18 (60.6%)
Statistics and Probability					4.7/7 (67.1%)	4.9/7 (70.0%)
Student Achievement Average (Raw Score and Percentage)	10.1/17 (59.4%)	10.7/17 (62.9%)	19.2/33 (58.2%)	20.5/33 (62.1%)	Total Test 29.6/50 (59.2%)	Total Test 31.2/50 (62.4%)

¹ Fundamental understanding of both the concepts and the processes of mathematics

² Application of mathematical processes and the use of higher-level thinking to solve problems

operational
expectations
monitoring report

OE-6: Financial Administration

BOARD OF TRUSTEES ACTION

With respect to OE-6: Financial Administration, the Board of Trustees:

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

Monitoring report for the
school year 2015-2016

Report date:
January, 10, 2017
Resubmitted:
January 17, 2017



operational expectations monitoring report

Monitoring report for the school year 2015-2016

January 10, 2017.

OE-6: FINANCIAL ADMINISTRATION

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 6: Financial Administration, the Chief Superintendent certifies that the proceeding information is accurate and complete.

- Compliance options: In Compliance, In Compliance with exceptions as noted in the evidence, Not in Compliance

Signed: [Signature] Date: Dec 29/16
David Stevenson, Chief Superintendent

BOARD OF TRUSTEES ACTION

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

- Trustee action options: Finds the evidence to be fully compliant, Finds the evidence to be compliant with noted exceptions, Finds the evidence to be noncompliant

Summary statement/motion of the Board of Trustees:

Signed: _____ Date: _____
Chair, Board of Trustees

OE-6: Financial Administration

Executive Summary

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

The Chief Superintendent's reasonable interpretations for OE 6: Financial Administration were initially approved on June 12, 2012 and revised on December 2, 2014. The Board of Trustees last monitored OE 6: Financial Administration on January 12, 2016.

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

- Indicator 1: Not compliant
- Indicator 2: Not compliant
- Indicator 3: Compliant

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

- Indicator 1: Compliant
- Indicator 2: Compliant

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

- Indicator 1: Compliant

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

- Indicator 1: Compliant

OE-6: Financial Administration

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

- Indicator 1: Compliant

6.6 The Chief Superintendent shall not expend more funds than have been received in the fiscal year unless revenues are made available through other legal means, including the use of fund balances or the authorized transfer of funds from reserve funds.

- Indicator 1: Compliant

6.7 The Chief Superintendent shall not indebt the organization.

- Indicator 1: Compliant

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

- Indicator 1: Compliant

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

- Indicator 1: Compliant

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

- Indicator 1: Compliant
- Indicator 2: Compliant

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

- Indicator 1: Compliant



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

Board-Approved Interpretation |

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

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

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

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

Board-Approved Indicator and *Evidence* of Compliance |

Quarterly variance report showing:

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

The organization is compliant with this indicator.

For the 2015-16 fiscal year, quarterly variance reports were presented to the Board of Trustees on the following dates:

- First Quarter 2015-16 Operating – December 1, 2015
- Second Quarter 2015-16 Operating – April 5, 2016
- Third Quarter 2015-16 Operating – June 14, 2016
- Fourth Quarter 2015-16 Operating – November 29, 2016

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

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

The Chief Superintendent will:

6.1 Ensure that payroll and debts of the organization are promptly paid when due.	Non Compliant
---	---------------

Board-Approved Interpretation |

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

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

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

Board-Approved Indicators and Evidence of Compliance |

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

The organization is not compliant with this indicator.

For the period of September 2015 –August 2016 payroll accuracy was 98.9%.

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

The organization is not compliant with this indicator.

For the period of September 2015 –August 2016 99.85% of payments to employees were made in accordance with Employment Standards Code.

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

The organization is compliant with this indicator.

For the period September 1, 2015 through August 31, 2016 100% of all non-salary debts were paid without being charged late payment fees.

Evidence demonstrates one of three indicators in sub-section 6.1 is in compliance. The exceptions are 6.1.1 and 6.1.2.

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

Board-Approved Interpretation |

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

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

The expectations for purchasing practices within the Calgary Board of Education are contained within Administrative Regulation 7001: Purchase of Goods and Services.

Board-Approved Indicators and Evidence of Compliance |

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

The organization is compliant with this indicator.

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

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

The organization is compliant with this indicator.

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

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

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

Board-Approved Interpretation |

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

Board-Approved Indicator and Evidence of Compliance |

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

The organization is compliant with this indicator.

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

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

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

Board-Approved Interpretation |

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

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

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

Board-Approved Indicator and Evidence of Compliance |

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

The organization is compliant with this indicator.

Bad debt expense for student fees in 2015-16 was \$1,534,100 representing 5.0% of centrally collected student fee revenue (fees for Instructional Supplies and Materials, Noon Supervision, and Transportation) total \$30,730,441.

Evidence demonstrates the indicator in sub-section 6.4 is in compliance.

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

Board-Approved Interpretation |

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

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

Board-Approved Indicator and Evidence of Compliance |

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

The organization is compliant with this indicator.

The audited financial statements were presented to the Board of Trustees November 29, 2016 with an unqualified opinion.

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

The Chief Superintendent shall not:

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

Board-Approved Interpretation |

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

Board-Approved Indicator and Evidence of Compliance |

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

The organization is compliant with this indicator.

The 2015-16 audited financial statements showed a net operating surplus of \$14.6 million.

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

6.7 Indebt the organization.	Compliant
------------------------------	-----------

Board-Approved Interpretation |

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

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

Board-Approved Indicator and Evidence of Compliance |

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

The organization is compliant with this indicator.

There were two new debt arrangements created in 2015-16. Both arrangements had the prior knowledge and approval of the Board (April 23, 2013 and June 18, 2013) as well as required ministerial approval (May 8, 2015 and July 21, 2016). The first is a retrofit heating, ventilation, air conditioning and building automation project for an estimated \$18 million. The second is a lighting retrofit project for an estimated \$4 million.

Evidence demonstrates the indicator in sub-section 6.7 is in compliance.

6.8 Expend monies from reserve funds.	Compliant
---------------------------------------	-----------

Board-Approved Interpretation |

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

Board-Approved Indicator and *Evidence of Compliance* |

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

The organization is compliant with this indicator.

The 2015-16 fall update budget was approved by the board with planned use of reserves on December 1, 2015. Reserve transfers (reflecting the actual expenditure of reserve funds) were approved by the Board of Trustees on November 1, 2016 and November 8, 2016.

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

6.9 Transfer monies between operating reserves, capital reserves or committed operating surplus.	Compliant
--	-----------

Board-Approved Interpretation |

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

Board-Approved Indicator and *Evidence of Compliance* |

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

The organization is compliant with this indicator.

Actual reserve transfers (reflecting the actual expenditure of reserve funds) were approved by the Board of Trustees on November 1 and 8, 2016.

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

6.10 Allow any required reports to be overdue or inaccurately filed.	Compliant
--	-----------

Board-Approved Interpretation |

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

Board-Approved Indicators and *Evidence of Compliance* |

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

The organization is compliant with this indicator.

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

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

The organization is compliant with this indicator.

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

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

6.11 Receive, process or disburse funds under controls that are insufficient.	Compliant
---	-----------

Board-Approved Interpretation |

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

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

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

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

Board-Approved Indicator and *Evidence of Compliance* |

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

The organization is compliant with this indicator.

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

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

ATTACHMENT I: Capacity Building

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

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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

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

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

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

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

| attachment |

OE-6: Financial Administration**Capacity Building/Process Information**

January 10, 2017

6.1.1 99.5% accurate and complete pays for the pay runs completed in each month compared to the total number of pays required for such pay runs.

For the period of September 2015 to August 2016 payroll accuracy was 98.9%.

Non-compliance to the payroll accuracy target was largely due to December and January pay being calculated incorrectly due to a combination of regular pay, an override of the ATRF pension deduction, new tax tables, and a code error in the Oracle software. The service provider, Telus Sourcing Solutions (TSSi), failed to identify the error through validation steps. This resulted in TSSi breaching the pay accuracy service level agreement with CBE. The impact to CBE was 998 staff being undertaxed an average of \$226. Updates to the Oracle code have been implemented as well as changes to TSSi's pay validation steps. As per the agreement, TSSi was held accountable and penalized \$287,500 for the service level breach.

Other errors through the year were largely due to late approval of time by managers, late submission of employment related paperwork, and errors within submitted paperwork. HR continues to communicate timelines to CBE leaders and provide ongoing education in support of payroll timeliness and accuracy.

6.1.2 100% adherence with respect to payment of earnings requirements in the Employment Standards Code

For the period of September 2015 to August 2016, 99.85% of payments to employees were made in accordance with Employment Standards Code.

Non-compliance to the Employment Standards Code was largely due to late submission of employment related paperwork, both on hires and on terminations. HR will continue to communicate timelines to CBE leaders and provide ongoing education to improve adherence to HR processes



Board of Trustees

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

www.cbe.ab.ca

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

November 14, 2016

**Board of Trustees
Calgary Board of Education**

Dear Board Members,

The Audit Committee has met with the Calgary Board of Education's external auditors, KPMG LLP, regarding their audit of CBE's financial statements for the 2015-16 fiscal year. As Chair of the Audit Committee, I am pleased to confirm:

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

Sincerely,

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

c.c. David Stevenson, Chief Superintendent of Schools

report to Board of Trustees

By-Law To Provide For The Nomination And Election Of Trustees By Wards and to Determine the Boundaries of the Wards (the Ward System Bylaw)

Date	January 17, 2017
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	J. Barkway, Corporate Secretary
Purpose	Decision
Governance Policy Reference	Governance Culture GC-1: Board Purpose GC-3: Board Job Description

1 | Recommendation

THAT the Board of Trustees approves Bylaw Number 1 of 2017, Being a Bylaw of the Calgary Board of Education to Provide for the Nomination and Election of Trustees by Wards and to Determine the Boundaries of the Wards, as amended, and as read for the third time.

THAT the Board of Trustees seeks Ministerial approval for the nomination and election of trustees by wards and the boundaries of the wards, as described in Bylaw 1 of 2017.

2 | Background

On January 10, 2017, the Board of Trustees approved first reading of the bylaw, and amended the bylaw at second reading. The bylaw as amended by the Board at second reading is attached to this report and is presented for the Board's consideration of third reading.

The School Act requires that every bylaw shall have 3 distinct separate readings before it is finally passed. Not more than 2 readings of a bylaw shall be given at



any one board meeting unless the trustees present at the meeting unanimously agree to give the bylaw a third reading.

The Board approved on January 10, 2017, that Bylaw Number 1 of 2017 be given third reading. The approval for third reading was carried by a majority of board members; however, because it was not unanimously approved the bylaw could not proceed to third reading at the January 10, 2017 board meeting.

The Board can now proceed with third reading and final approval of the bylaw.

Section 262(1) of the School Act provides that a board of trustees, with the approval of the Minister of Education, may by bylaw provide for the nomination and election of trustees by wards and determine the boundaries of the wards.

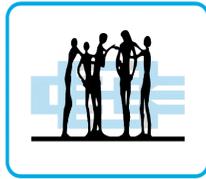
Section 262(2) of the School Act provides that if a board of trustees intends to pass a bylaw to provide for the nomination and election of trustees by wards, they may do so prior to March 1 in a year in which a general election is to be held. Board approval of this bylaw at this time will meet this requirement.

Subsequent to the Board of Trustees approving this Bylaw, the Board must request Ministerial approval.

ATTACHMENT

Attachment I: Bylaw Number 1 of 2017, Being a Bylaw of the Calgary Board of Education To Provide for the Nomination and Election of Trustees by Wards and to Determine the Boundaries of the Wards





Calgary Board of Education
Bylaw No. 1 of 2017

A Bylaw of The Calgary Board of Education to provide for the Nomination and Election of Trustees by Wards and to Determine the Boundaries of the Wards
(the Ward System Bylaw)

Whereas it is deemed expedient by the Board of Trustees of The Calgary Board of Education (Calgary School District No. 19), that the election of trustees shall be by ward system in accordance with Section 262 of the School Act;

And Whereas The Board of Trustees of The Calgary Board of Education (Calgary School District No. 19) desires to replace Bylaw 1 of 2013 approved by Ministerial Order 019/2013 providing for the nomination and election of trustees by wards;

Now Therefore, it is hereby resolved that The Board of Trustees of The Calgary Board of Education (Calgary School District No. 19) enacts as follows:

1. Pursuant to Section 262(1)(a) of the School Act, The Calgary Board of Education provides for the nomination and election of Trustees by ward in the following manner:
 - (i) One (1) trustee to be elected in Wards 1 and 2
 - (ii) One (1) trustee to be elected in Wards 3 and 4
 - (iii) One (1) trustee to be elected in Wards 5 and 10
 - (iv) One (1) trustee to be elected in Wards 6 and 7
 - (v) One (1) trustee to be elected in Wards 8 and 9
 - (vi) One (1) trustee to be elected in Wards 11 and 13
 - (vii) One (1) trustee to be elected in Wards 12 and 14.
2. The boundaries of the wards for school purposes shall be as shown in the shaded areas of the map attached as Schedule "A" hereto and hereby incorporated as part of this Bylaw and as set out in Schedule B attached hereto and hereby incorporated as part of this Bylaw. In case of any discrepancy between Schedule "A" and Schedule "B", the boundaries for Wards for school board election purpose set out in Schedule "B" shall prevail.

3. This Bylaw shall be effective October 16, 2017.

READ A FIRST TIME THIS _____ DAY OF _____, 2017

READ A SECOND TIME THIS _____ DAY OF _____, 2017

READ A THIRD TIME THIS _____ DAY OF _____, 2017

Chair, Board of Trustees

Joy M. Bowen-Eyre

Corporate Secretary

Janice R. Barkway

APPROVED this _____ day of _____, 2017

Minister of Education

SCHEDULE B

Ward Boundary Descriptions for the Calgary Board of Education

Effective October 16, 2017

Ward 1

North Boundary	City Limits, 85 Street, 112 Avenue NW
East Boundary	69 Street, 69 Street alignment, Stoney Trail, Crowchild Trail NW
South Boundary	32 Avenue, 32 Avenue alignment NW, Bow River, East parcel boundary of 1830 Sarcee Trail, Sarcee Trail, 16 Avenue W, future Stoney Trail alignment, 2 Avenue SW, 2 Ave alignment
West Boundary	Crestridge Terrace SW alignment, south parcel boundary of 239 and 235 Valley Pointe Place NW, west parcel boundary of 231-219 Valley Pointe Place, west parcel boundary of 186R Valley Pointe Way, west parcel boundary of 190-242 Valley Pointe Way, north parcel boundary of 23-3 Valley Pointe View, north parcel boundary of 246-279 Valley Pointe Way, west parcel boundary of 240R Valley Crest Court and 319 Valley Woods Place, Bow River, Twelve Mile Coulee Road Alignment, Twelve Mile Coulee Rd NW.

Ward 2

North Boundary	144 Avenue NW
East Boundary	14 Street, Stoney Trail, Shaganappi Trail, Country Hills Boulevard, Sarcee Trail NW
South Boundary	Crowchild Trail NW
West Boundary	Stoney Trail, 69 Street alignment, 69 Street, 112 Avenue, 85 Street NW

Ward 3

North Boundary	144 Avenue NW, 144 Avenue NE
East Boundary	Deerfoot Trail NE
South Boundary	Beddington Trail N, Country Hills Boulevard NW
West Boundary	Shaganappi Trail, Stoney Trail, 14 Street NW

Ward 4

North Boundary	Country Hills Boulevard NW, Beddington Trail N
East Boundary	Deerfoot Trail NE
South Boundary	32 Avenue, 32 Avenue alignment NE, 32 Avenue N, 32 Avenue alignment NW, North parcel boundary of Confederation Park, 14 Street, South parcel boundary of Confederation Park, Morley Trail, Charleswood Drive NW
West Boundary	Crowchild Trail, Sarcee Trail NW

Ward 5

North Boundary	City Limits
East Boundary	City Limits
South Boundary	64 Avenue alignment, 64 Avenue, 68 Street, McKnight Boulevard NE
West Boundary	Deerfoot Trail NE

Ward 6

North Boundary	2 Avenue, future Stoney Trail alignment SW, 16 Avenue W
East Boundary	Sarcee Trail W, Bow Trail, 45 Street, 17 Avenue, 37 Street, 37 Street alignment SW
South Boundary	City Limits
West Boundary	City Limits

Ward 7

North Boundary	32 Avenue alignment, 32 Avenue, Charleswood Drive, Morley Trail NW, South parcel boundary of Confederation Park, 14 Street, North parcel boundary of Confederation Park, 32 Avenue alignment NW, 32 Avenue N, 32 Avenue alignment, 32 Avenue NE
East Boundary	Deerfoot Trail, 16 Avenue, Edmonton Trail, 4 Street NE, Bow River, Elbow River
South Boundary	CPR Tracks, 4 Street, 3 Avenue, 8 Street, North parcel boundaries of 902*2/2, 916*2/2 and 931 4 Avenue SW, LRT Tracks, Bow River
West Boundary	Bow River

Ward 8

North Boundary	Bow River, LRT Tracks, North parcel boundaries of 931, 916*2/2 and 902*2/2 4 Avenue, 8 Street, 3 Avenue SW
East Boundary	4 Street, 26 Avenue, 5 Street, 25 Avenue, Hillcrest Avenue, South parcel boundaries of 615 Hillcrest Avenue, 2700 and 2700R 8 Street, East parcel boundaries of 2702 – 3012 8 Street, South parcel boundary of 3012 8 Street, 8 Street, Premier Way, 10 Street, Council Way, 14 ST, 38 Avenue SW, East parcel boundary of River Park, Elbow River
South Boundary	50 Avenue alignment, 50 Avenue, 50 Avenue alignment, 50 Avenue, Crowchild Trail, Glenmore Trail SW
West Boundary	37 Street, 17 Avenue, 45 Street, Bow Trail, Sarcee Trail SW, East parcel boundary of 1830 Sarcee Trail W

Ward 9

North Boundary	16 Avenue, Deerfoot Trail NE, Memorial Drive E, 68 Street SE, CNR Tracks, Stoney Trail E, 16 Avenue NE
East Boundary	City Limits to 8 Avenue NE, 84 St NE, 84 St SE, 84 St SE Alignment, 84 St SE, City Limits
South Boundary	Glenmore Trail, Heritage Drive SE
West Boundary	Macleod Trail S, Elbow River, Bow River, 4 Street, Edmonton Trail NE

Ward 10

North Boundary	McKnight Boulevard, 68 Street, 64 Avenue, 64 Avenue alignment NE
East Boundary	City Limits
South Boundary	16 Avenue NE, Stoney Trail E, CNR Tracks, 68 Street SE, Memorial Drive E
West Boundary	Deerfoot Trail NE

Ward 11

North Boundary	Glenmore Trail, Crowchild Trail, 50 Avenue, 50 Avenue alignment, 50 Avenue, 50 Avenue alignment, Elbow River, East parcel boundary of River Park, 38 Avenue, 14 Street, Council Way, 10 Street, Premier Way, 8 Street, South parcel boundary of 3012 8 Street, East parcel boundaries of 3012 – 2702 8 Street, South parcel boundaries of 2700R and 2700 8 Street and 615 Hillcrest Avenue, Hillcrest Avenue, 25 Avenue, 5 Street, 26 Avenue, 4 Street SW, CPR Tracks
East Boundary	Elbow River, Macleod Trail S, Heritage Drive SE, Bow River
South Boundary	Deerfoot Trail SE, off-ramp to Southbound Deerfoot Trail from Northbound Bow Bottom Trail, on-ramp to Bow Bottom Trail from Anderson Road SE, Anderson Road S
West Boundary	City Limits, 37 Street alignment SW, City Limits

Ward 12

North Boundary	Glenmore Trail SE, City Limits
East Boundary	84 Street SE, 84 Street SE Alignment, 146 Avenue, 88 Street, 88 Street alignment SE
South Boundary	City Limits
West Boundary	Bow River, Stoney Trail, Deerfoot Trail SE, Bow River

Ward 13

North Boundary	Anderson Road alignment, Anderson Road SW
East Boundary	Macleod Trail S
South Boundary	194 Ave SE, 194 Ave SW Alignment, 194 Ave SW
West Boundary	City Limits

Ward 14

North Boundary	Anderson Road S, off-ramp from Anderson Road to Bow Bottom Trail, off-ramp from Northbound Bow Bottom Trail to Southbound Deerfoot Trail, Deerfoot Trail SE
East Boundary	Deerfoot Trail, Stoney Trail SE, Bow River, City Limits
South Boundary	226 Avenue SW
West Boundary	Macleod Trail S

operational
expectations
monitoring report

OE-7: Asset Protection

BOARD OF TRUSTEES ACTION

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

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

Monitoring report for the
school year 2015-2016

Report date:
January, 10, 2017
Resubmitted:
January 17, 2017



operational expectations monitoring report

OE-7: Asset Protection

Monitoring report for the school year 2015-2016 January 10, 2017

CHIEF SUPERINTENDENT CERTIFICATION

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

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

Signed: [Signature] David Stevenson, Chief Superintendent

Date: Dec. 29/16

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 7: Asset Protection, the Board of Trustees:

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

Summary statement/motion of the Board of Trustees:

Signed: _____ Chair, Board of Trustees

Date: _____

OE-7: Asset Protection

Executive Summary

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

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

The Chief Superintendent's reasonable interpretations for OE 7: Asset Protection were approved on October 2, 2012. The Board of Trustees last monitored OE 7: Asset Protection on January 12, 2016.

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

- Indicator 1: Compliant

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

- Indicator 1: Compliant

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

- Indicator 1a: Not Compliant
- Indicator 1b: Compliant
- Indicator 2: Compliant
- Indicator 3: Compliant
- Indicator 4: Compliant

- Indicator 5: Compliant

7.4 Allow facilities and equipment to be subject to improper use or insufficient maintenance.

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

7.5 Recklessly expose the organization, the Board or employees to legal liability.

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

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

- Indicator 1: Compliant

7.7 Acquire, encumber or dispose of real property.

- Indicator 1: Compliant

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

- Indicator 1: Compliant

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

Board-approved Interpretation |

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

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

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

The Chief Superintendent will

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

Board-approved Interpretation |

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

Board-approved Indicator and Evidence of Compliance |

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

The organization is compliant with this indicator.

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

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

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

Board-approved Interpretation |

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

Board-approved Indicator and Evidence of Compliance |

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

The organization is compliant with this indicator.

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

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

<p>7.3 Protect intellectual property, information, files, records and fixed assets from loss or significant damage.</p>	<p>Compliant</p>
---	------------------

Board-approved Interpretation |

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

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

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

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

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

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

Board-approved Indicators and *Evidence* of Compliance |

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

The organization is not compliant with this indicator.

An internal audit of record management practices indicated that 85% of the schools audited (11 of 13 schools) achieved the CBE's target maturity standard (Essential) or better, based on Generally Accepted Recordkeeping Principles. The practices of the two (2) schools that were below the target standard were assessed as being at the lower maturity levels of "In development" and "Sub-Standard" respectively.

While year over year improvements have been very encouraging, administration has continued to prioritize the work required to ensure that the CBE's practices align with Generally Accepted Recordkeeping Principles while also building the organizational capacity and coherence required for ensuring that maturity targets as described in the Records Management timeline are met.

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

The organization is compliant with this indicator.

2015-2016 is the sixth year of concentrated work towards advancing the organization's Generally Accepted Recordkeeping Principles maturity level as detailed in the approved Records Management timeline.

The timeline was established as a means of representing the strategy and work plan that would be pursued to enhance the organization's Records Management maturity over the short to medium term. In addition, the ongoing quarterly reporting together with the annual update of the timeline serves to reflect work undertaken, progress made and next steps.

Consistent with the quarterly updates that were shared with the Board of Trustees in Chief Superintendent written update reports on September 8th 2015, December 1st 2016, March 1st 2016 and June 14th 2016, all targets defined in the timeline for the 2015-2016 School Year were met.

The updated Corporate Records Management Program timeline is available at:

<http://www.cbe.ab.ca/about-us/board-of-trustees/trusteepublicdocuments/corporate-records-management-program-high-level-timeline.pdf>

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

The organization is compliant with this indicator.

Internal tracking determined that of the millions of intrusion attempts during the reporting period, eighteen (18) 'phishing' related intrusions were successful. These related to staff members being deceived through different methods into disclosing their passwords to individuals who were neither entitled nor authorized to have access to CBE Systems.

Once identified, all incidents were thoroughly investigated and quickly rectified to prevent further compromise. Furthermore, while phishing has become a more prevalent form of attack, administration has continued to strengthening authentication and authorization mechanisms and has actively pursued user education and performance management measures to reduce occurrences as well as potential impacts.

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

The organization is compliant with this indicator.

Internal controls and tracking confirm that 100 per cent of critical/sensitive/confidential electronic information and data within CBE-

managed systems is access controlled with passwords. In addition, an internal audit of the Financial System included an examination of password controls and no password issues were identified.

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

The organization is compliant with this indicator.

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

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

The organization is compliant with this indicator.

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

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

The Chief Superintendent shall not:

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

Board-approved Interpretation |

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

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

Board-approved Indicators and Evidence of Compliance |

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

The organization is compliant with this indicator.

In 2015-16, \$88.1 million was spent on custodial services, maintenance and repair of school buildings and grounds, utilities and facility support services. The plant operations and maintenance (PO&M) funding received was \$83.4 million, therefore 106% of PO&M funding was spent on these services.

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

The organization is compliant with this indicator.

Over the three-year period from 2013-14 to 2015-16, \$78.1 million was spent on qualified IMR projects, while \$73.6 million in IMR funding was received. The three year rolling average related to funding is \$24.5 million. The annual expenditure on IMR projects in 2015-16 was \$37.5 million, which is 153% of the three year rolling funding average.

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

The organization is compliant with this indicator.

In 2015-16, only 1 of 187 (0.5%) audited schools had a facility condition index of marginal.

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

The organization is compliant with this indicator.

In 2015-16, there was one instance of remedial work exceeding \$10,000. The restoration work in this one case cost \$11,993.

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



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

Board-approved Interpretation |

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

Board-approved Indicators and Evidence of Compliance |

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

The organization is compliant with this indicator.

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

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

The organization is compliant with this indicator.

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

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

The organization is compliant with this indicator.

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

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

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

Board-approved Interpretation |

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

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

Board-approved Indicators of Compliance |

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

The organization is compliant with this indicator.

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

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

7.7 Acquire, encumber or dispose of real property.	Compliant
--	-----------

Board-approved Interpretation |

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

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

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

Board-approved Indicator and Evidence of Compliance |

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

The organization is compliant with this indicator.

On January 12, 2016 the CBE transferred its interest in a 1.5 acre portion of joint lands in the community of Tuscany to the City of Calgary (the joint owner of the property) for future development of a community fire hall. This disposal was approved by a Board motion on October 7, 2014. No other disposals of real property occurred in 2015-16.

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

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

Board-approved Interpretation |

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

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

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

Board-approved Indicator and Evidence of Compliance |

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

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

The organization is compliant with this indicator.

All employees newly hired or re-hired to the CBE in the 2015-2016 school year completed a form indicating their acknowledgement and awareness of the employee code of conduct. 100% of principals, service unit managers and area directors confirmed that their employees were informed of the expectations for their conduct within the context of their employment as outlined in Administrative Regulation 4027.

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

ATTACHMENT I: 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.

| attachment |

OE-7: Asset Protection

January 10, 2017

Capacity Building Information

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

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

The results of our internal audits at schools have indicted a significant improvement in the practices consistent with GARP. This audit process will continue as will regular learning opportunities for school staff through area or cohort meetings as well as direct onsite consultations. Schools will continue to be encouraged to contact Records Management to access training, resources and support. Administration intends to continue to support training, resources and direct RM onsite assistance to schools and to redouble efforts to encourage participation so that organizationally the CBE's practices will be consistent with Generally Accepted Recordkeeping Principles.

report to Board of Trustees

Correspondence

Date	January 17, 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 December 22, 2016 from the Minister of Education to Chair of the Board of Trustees receiving approval to register various encumbrances on Municipal School Reserve (MSR) land related to various school sites
- Letter dated January 13, 2017 from Chair of the Board of Trustees to the Minister of Education regarding a request for project management funding

Attachments: Relevant Correspondence





ALBERTA
EDUCATION

Office of the Minister



AR96687

DEC 22 2016

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

Dear Ms. Bowen-Eyre:

I am pleased to respond to your November 28 and 29, 2016 letters requesting approval to register various encumbrances on Municipal School Reserve (MSR) land related to various school sites, as follows:

Plan 1513388; Block 21; Lot 18 MSR – Utility Right of Way (0.024 hectares)
(Survey Plan #160420)

Plan 1513388; Block 21; Lot 18 MSR – Roadway widening (0.060 hectares)
(Survey Plan #160420)

Plan 1411113; Block 13; Lot 1 MSR and Lot 2 – Drainage Right of Way (0.057 hectares)
(Survey Plan #3296)

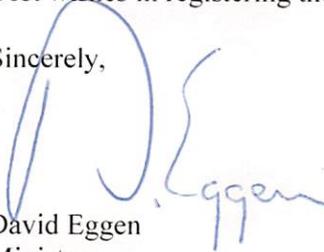
Based on the information received, and in accordance with Section 200 of the *School Act*, I hereby approve the aforementioned encumbrances on MSR land. In entering into this agreement, your school board must comply with the *Disposition of Property Regulation AR 181/2010*.

Your board is responsible for ensuring that the final agreement indemnifies both the province and the school board from future liability arising from environmental responsibilities and other liabilities that may arise from this transfer.

Should you have any questions, please contact Avi Habinski at avi.habinski@gov.ab.ca or at 780-427-2272 (toll-free by first dialing 310-0000).

Best wishes in registering the encumbrances on the land titles.

Sincerely,


David Eggen
Minister



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 13, 2017

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

Dear Minister Eggen,

Re: Project Management Financing

The Calgary Board of Education’s (CBE) successful and prudent project management of 31 major capital projects has benefited not only Calgary students but Alberta Education. The construction of new schools and modernizations has added much-needed student learning spaces to our system. We have appreciated these new spaces, but the sheer volume of construction projects has been an extraordinary undertaking for the CBE in terms of human and financial resources.

A school is more than just a building; it is a place of learning for the next generation of Albertans. A school requires staff, furniture, technology, programming, learning supports, transportation and much more. Opening multiple schools across the city is a complex logistical exercise that demands robust project management. Our successful project management enabled these buildings to become shining examples of the Education ministry’s success.

During construction we followed best practices and implemented a robust project management framework to address the risks associated with this unprecedented construction program. We took these prudent steps to ensure new schools and major modernizations are delivered on time, on budget and on scope.

We are very disappointed to learn we may not receive funding for \$7.8 million in external project management costs. The construction grants were limited to the value of the winning tender; no dollars were provided for project management. We note that previous governments did include funding for project management costs as part of construction grants.

It should be also noted that \$8.2 million is 1.5 per cent of the total portfolio value of \$544 million and below the construction industry threshold of 2.0+ per cent. This amount is also equivalent to the 1.5 per cent we understand Alberta Infrastructure commits to project management costs for projects it leads.

The lack of project management funding is highly concerning for us as we have had to divert dollars from our classrooms, students and teachers to cover this expense. For the CBE, \$8.2 million is equivalent to approximately 70 - 80 classroom based educators. Alternatively, \$8.2 million is the annual school budget for a senior high school with more than 1,000 students. The CBE, consistent with your expectations and directions, would prefer to keep education dollars in the classroom.

The CBE has fully committed to making the government's capital plan a functioning reality. We have invested over \$25 million in new school commissioning and \$4.7 million in internal project management costs. In addition, we are absorbing over \$11 million in incremental operating costs for these new schools, costs not funded through the provincial funding framework.

Over the past year the CBE has deployed its limited financial resources to support Alberta Education in a vast range of other provincial priorities including: welcoming Syrian refugees and Fort McMurray evacuees; investing more than \$2.2 million to build a gymnasium at Nelson Mandela High School; and leading the creation of safe and caring environments in support of Alberta Education's guidelines for best practices. These are just a few initiatives we have supported at the request of your Ministry with no additional funding for incremental staff workload. The appendix to this letter further highlights how the CBE has supported Alberta Education and its priorities.

The CBE is also on the forefront of other priorities including the increased use of handheld devices with our WiFi enhancement project, support for the new provincial approach to collective bargaining, and support for the planned curriculum review. Each of these projects also requires significant human and financial resources from our system.

We further note that the CBE continually operates with one of, if not the lowest, levels of administrative costs in the province. For several years our administrative costs have been well below three per cent.

The Board of Trustees believes it has been a true and reliable partner in advancing the education agenda. The CBE has committed all of its available operating reserves for use in support of our students and their learning. In fact, the CBE has some of the lowest levels of reserves as a per cent of revenue of any jurisdiction in the province.

We seek your support for \$8.2 million to offset the prudent project management costs we have incurred. We simply do not have the room to absorb this amount without directly impacting learning in our system.

We look forward to your positive and speedy resolution to this matter.

Sincerely,



Joy Bowen-Eyre
Chair, Board of Trustees

cc David Stevenson, Chief Superintendent of Schools



Appendix

As mentioned in our letter, the CBE has deployed its limited financial resources to support Alberta Education in a vast range of provincial priorities over the past year. This is in addition to the \$8.2 million we are incurring for project management costs, the \$4.7 million for internal project management costs and the \$25+ million we are investing in school commissioning. These costs were necessary to ensure our schools were completed on time and on budget and to meet the learning needs of students.

Highlighted below are some examples of commitments and initiatives the CBE has undertaken in the past year with no incremental funding, using existing CBE resources and staff.

Recent CBE commitments and initiatives

- We have absorbed \$11 million in incremental operating impact related to the opening of our new schools. Alberta Education's funding framework is per student not per facility. When new schools open, our costs increase but our funding to run those facilities does not.
- We are investing more than \$2.2 million to build a gymnasium at Nelson Mandela High School. We are not aware of any other jurisdiction that has been required to self-fund a gym at a brand new high school.
- We have successfully integrated more than 500 Syrian refugee students without any incremental financial support. The costs through our third quarter totaled \$2.6 million. By way of perspective, 500 students is equivalent to a large elementary school. We are also anticipating an additional 200 to 300 refugee students in 2016-17 with no promise of additional funding.
- In May, 2016 we welcomed 437 Fort McMurray students into our classrooms and provided yellow school bus transportation, when required, to their families at no cost. Long after the students have returned home, we continue to support the Fort McMurray school jurisdiction. Our critical incident response team leader has assisted both school divisions in Fort McMurray and the city in its recovery efforts.
- We are successfully managing ongoing transportation pressures required to transport students from all areas of the city without additional transportation funding. The CBE has been asking for changes to the funding framework for metro school jurisdictions for more than 10 years.
- The CBE has led the province in creating safe and caring environments in support of Alberta Education's guidelines for best practices for all LGBTQ students.

- The CBE is leading the way and providing Alberta Education with an exemplary sustainability strategy. We have proactively, without additional supports, been heavily engaged in a range of energy efficiency retrofits for everything from windows and doors to LED lighting to more efficient mechanical system controls. As well, we are the second largest solar power generator in Calgary with 19 sites. Four additional sites are currently under development.
- We have absorbed a 33 per cent increase in the premium tax (from three to four per cent) on insurance policies while at the same time working to drive premiums down through our membership in the Urban Schools Insurance Consortium.
- We have committed over \$14 million dollars to enhancing and modernizing our wireless infrastructure to ensure our students have the best possible learning environments. This work is also consistent with Alberta Education's desire to see more mobile devices in our classrooms.
- We continue to manage rapidly aging infrastructure. We currently have 134 schools that are more than 50 years of age. That represents more than 57 per cent of our schools and means that our operating and maintenance costs continue to grow rapidly.



**report to
Board of Trustees**

Chief Superintendent's Update

Date	January 17, 2016
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board

1 | Recommendation

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

2 | Issue

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

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

Personalize Learning

Serious Play Symposium

Approximately 200 K-12 educators from across the CBE joined community partners and the Curriculum and Pathways team at Telus Spark on November 29, 2016 to explore the question “How might play be essential to learning?”

The focus of the Serious Play Symposium was to conduct research through play in the Creative Kids Museum. The event was structured to embed literacy, Indigenous education, High School success, numeracy, and physical literacy into the challenges for each activity. Personalization came to life as the groups approached each challenge at their own skill and interest levels.

Dr. David Jardine, retired professor of Curriculum Studies from the University of Calgary was in attendance. He set the tone of the seriousness and necessity of play within disciplines and how that might look in a high school math class and a kindergarten class.

Build Professional Capital

Calgary Public Library partnership Teacher breakfast

The CBE and Calgary Public Library (CPL) continue to work in partnership to promote student success. Educators from across the CBE were invited by CPL to drop in to the newly renovated Nose Hill branch on their way to school on December 2, 2016. CPL staff conducted tours highlighting the various elements of the bright, flexible space, which includes interactive book and magazine displays, functional seating areas, bookable meeting rooms, access to the internet, computers, printing and Accessible Library Experience (ALEX). The Teacher breakfast also provided an opportunity for educators to meet CPL staff and learn about library programs for school-age audiences, as well as how the library and CBE are working together to promote student learning and student success.

Knowledge and Employability Community of practice

Recent analysis of system results from report cards and provincial achievement tests revealed a decline in several Knowledge and Employability (“K&E”) subject areas. The CBE recognizes the need to refocus support for K&E courses. To respond to this need, a K&E Community of practice (Cop) open to all educators teaching K&E courses from grades 8-12 was created. At the first Cop meeting attended by 33 educators held on Friday, Nov 18th:

- learning specialists shared information and background about K&E courses
- educators shared their experiences and best practices; and
- data was gathered through a short survey about:
 - teacher interest in a Cop,
 - challenges in teaching K&E courses; and
 - ideas for future Cop meetings.

Upcoming opportunities will include conversations and collaboration about task design and assessment with educators teaching K&E courses across divisions. Sessions will include more discipline focused and/or cross-curricular discussions. Participants indicated they valued the opportunities to share resources and best practices.

Engage Our Public

Mental Health

Members of the Inclusive Learning team did a presentation focused on mental health at the CBE Council of School Councils meeting on November 16th. The main focus of the presentation was around the core story of brain development. The concepts of brain architecture serve and return, toxic stress, executive functioning and self-regulation were discussed as well as resiliency. Statistics around mental health were shared and a brief overview of the Response to Intervention model was highlighted. Resources, including the Alberta Family Wellness Initiative (www.albertafamilywellness.org), were provided to parents.

Building Collaboration and Capacity in Education Grant Program

The Building Collaboration and Capacity in Education Grant Program (BCCE) is a K-12 initiative that focuses on personalizing learning and engaging stakeholders by providing on-reserve Tsuut'ina students the opportunity to attend neighboring provincial schools including the Calgary Board of Education, the Calgary Catholic School District, and Rocky View Schools. Meetings amongst all the parties occur on a monthly basis to discuss ongoing work and plan strategic next steps.

With approximately 30 per cent of the total on-reserve student population attending the Calgary Board of Education or Calgary Catholic School District, the Education Services Agreement is currently being renewed. The relationship between Tsuut'ina and the CBE is positive and significant relationship building and collaboration over the years has contributed to a positive, proactive, and collaborative environment. Funding through the BCCE facilitates and strengthens our collective ability to support the success of Tsuut'ina Nation students.

Schools Impacted by New School Openings

Over the past year we have been gathering feedback from parents, staff, students and community members affected by possible changes to the future use of learning space in some schools in Areas I, II and V. The engagement opportunities have included numerous in-person sessions, open houses, meetings and online surveys. Thank you to everyone who shared their thoughts and perspectives on the recent Impacted Schools Survey, which closed Dec. 5. Almost 4,000 people completed the survey. Results will be published in the new year.

January 2017 will be a busy month. During this time, there will be meetings with principals and community advisory groups to discuss the planned use for learning space. After those meetings information about the plans will be posted on our public website.

The CBE will also host two community open houses on January 17 (Areas I & II) and 18 (Area V). Everyone is welcome to attend and learn more about the plans that have been developed for the 27 impacted schools in Areas I, II and V. People can register on our public website.

The goal is to make decisions in the best interests of students and student learning across our system. Decisions will consider all the feedback and perspectives we have gathered from stakeholders and our planning principles. The CBE expects to communicate decisions for the sustainable use of learning space across Areas I, II and V by March 2017.

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

School Websites

New websites for schools will begin to roll out in January 2017. The sites include features that parents and schools asked for, including a mobile-friendly design, automatic translation, and a consistent navigation and structure for all schools. The websites are also easier for staff at schools to edit. The new platform makes it easier to share information across some or all websites at once, whether for standard announcements or emergency purposes.

Since there are more than 240 school websites this process will take a number of months. The plan is to build and launch the new sites one by one to replace the existing sites. Resources and supports are in place to migrate content from the existing sites to the new sites. Starting in the spring of 2017 training will be provided to staff and reference materials developed for the designated school web editors. Communications and Community Engagement will continue to provide schools with ongoing support.

Steward Our Resources

Use of Reserve Funds

The Calgary Board of Education ended the 2015-16 school year with total operating and capital reserves of \$79.0 million. Consistent with the CBE's philosophy of maximizing dollars available to support students and their learning the available reserves are being used as follows:

- Up to \$19.8 million has been allocated to fund the operating deficit for 2016-17. This deficit is due in large part to the incremental fixed operating costs associated with opening new schools.
- Up to \$23.7 million to complete in-progress capital projects that were started in 2015-16 and will complete in 2016-17.
- Up to \$6.9 million to complete in-progress operating projects that were started in 2015-16 and will complete in 2016-17.
- Up to \$6.3 million to fund new capital projects in 2016-17 including a gym at Nelson Mandela High School and upgrades to a range of Career and Technology Studies/Foundations equipment. These dollars will also fund the cost of suitably equipping our new and modernized schools beyond the modest level funded by Alberta Education.
- Up to \$8.6 million to fund years two and three of the upgrade to the wireless infrastructure across 240 schools and the retirement and replacement of our "end-of-life" analogue phone system. This allocation is pending board of trustee consideration.
- Up to \$9.3 million to support the equipping of the new Seton High School as well as fully equipping the newly modernized Lord Beaverbrook and James Fowler High Schools. This funding is in addition to that provided by Alberta Education. This allocation is pending board of trustee consideration.
- Up to \$3.0 million to fund the implementation of a PASI compliant student information system. This system is currently being implemented and will be fully functional for September of 2018. PASI compliance is an Alberta Education mandated standard which the CBE must meet. This allocation is pending board of trustee consideration.

Assuming all of the above projects are approved by the Board, the CBE will have available for use operating and capital reserves of approximately \$1.4 million. The Board of Trustees has mandated that the CBE's reserves should be approximately one per cent of total expenditures or approximately \$13.0 million. The Alberta School Business Officials Association recommends reserves of between three and 5 per cent of expenditures. For the CBE that would equate to between \$39.0 million and \$65 million in reserves. Consistent with our values of students come first, learning is our central purpose, and public education serves the common good, the CBE is investing its reserves to the benefit of students now and into the future.

Attendance Management Pilot Expansion

On Jan. 3, 2017 the Attendance Management Program pilot(AMP) was extended to 15 schools and three service units.

The CBE depends on the contributions of its employees to create a high quality learning environment. We are continually striving to improve conditions for student learning and AMP supports this strategy.

AMP provides leaders and principals with the necessary tools to address attendance concerns in a constructive and consistent manner while considering an employee's unique set of circumstances. The goals of AMP are to support and encourage regular attendance at work and facilitate reasonable inquiry into potential accommodation needs.

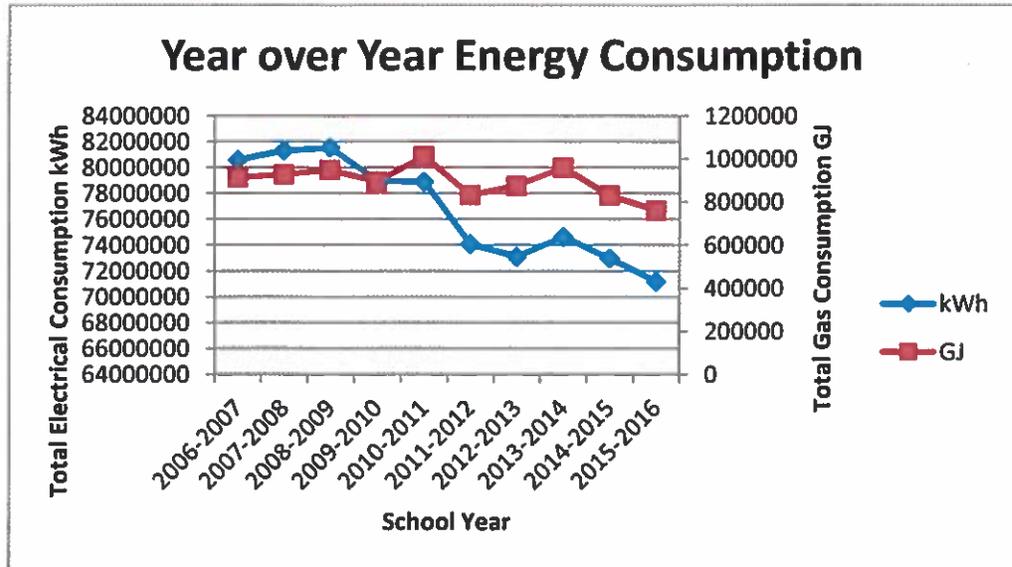
Facilities and Environmental Services (FES) has participated in a successful AMP pilot for approximately two years. Service units new to the pilot include Human Resources, Information Technology and Finance. Three schools from each Area were also chosen to participate. Our union/association partners have been informed of AMP. Continued feedback will be solicited from all stakeholders as we move through this pilot. The pilot will be reviewed for potential next steps prior to June 30, 2017 by Superintendents.

Sustainable Development in Action

The Calgary Board of Education (CBE) is committed to advancing student achievement by offering students the opportunity to acquire the attitudes, skills and knowledge that will allow them to contribute to a socially, environmentally and economically sustainable society.

Such a commitment requires the CBE to be a leader in sustainable practices and behaviours. In living up to this obligation, the CBE has systemically invested in energy efficiency initiatives within its schools. The result: facility operating costs are down as the CBE consumes less energy than it did a decade ago. During this timeframe CBE natural gas consumption has reduced by approximately 13% while electrical consumption has dropped by some 20%. The significance of this accomplishment is underscored by the fact that both CBE enrolment and the number of schools increased during this same timeframe. Student enrolment was 101,685 students in the 2006-2007 school year but grew to 116,985 students by the 2015-2016 school year. Additionally, the total number of CBE schools rose from 213 in 2006-2007 to 224 by 2015-2016.

During the 2016-2017 school year, the CBE will open a total of 20 new and modernized schools. These schools incorporate energy efficient elements to ensure that students can thrive in quality learning environments, the CBE can continue to model sustainable practices and behaviours and ensure that facility operating costs remain low. Concurrently the CBE manages costs with its utility commodity purchasing strategy. Future electricity cost reductions are achieved through forward contracting and lowest natural gas costs are realized through wholesale, spot-market procurement.



D. Stevenson

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	January 17, 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 27 new school construction and modernization projects. Of these, eight new schools and two modernized facilities were opened in September 2016. An additional 10 new schools will be opened in early 2017. 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 fourteen Project Steering Committees setup for the seventeen school projects as follows:

- Aboriginal Learning Centre
- Christine Meikle School

- Elbow Park ES
- Marshall Springs MS
- Eric Harvie ES
- McKenzie Highlands MS
- Dr. Martha Cohen MS

- West Ridge and Dr. George Stanley MS (Bundle 7)
- Hugh A. Bennett ES and Dr. Roberta Bondar ES (Bundle 8)

- 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

On January 18, 2016, the Province approved the following 15 modular classroom requests. Due to delays in the permitting process, the installation of these modular units will be completed in late 2016 to early 2017.

Queen Elizabeth Elementary School	2
Samuel W. Shaw School	4
Lake Bonavista School	2
Midsun School	1
Chris Akkerman Elementary School	6

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
January 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	20%
		Concept Design	20%
		Design and Specifications	0%
		City Permits	0%
		Note: N/A	
8. (a) Nelson Mandela High School (Northeast High School) Grades 10 – 12 Capacity 1800 students	Sept-16	The aeronautical CTS space is being fit out.	
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			
9. Harold W. Riley School Aboriginal Learning Centre Pre-K – 3 Capacity 150 students	Jan-17	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: Construction is substantially complete and Occupancy has been granted.			
10. Christine Meikle School (Replacement school) Grades 7 – 12 Capacity 125 students	Jan-17	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 construction is complete and Occupancy has been granted.	

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

Building	Opening Date	Notes/Comments	
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	75%
		Note: The contractor is indicating a delay in substantial completion. This will not affect Occupancy.	
14. Eric Harvie School (Tuscany School) Grades K-5 Capacity 600 students	Jan-17	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: Landscaping is complete. Construction is substantially complete and Occupancy is being sought.	
17. McKenzie Highlands School (McKenzie Towne School) Grades 5 – 9 Capacity 900 students	TBC	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Foundations	100%
		Steel Fabrication and Erection	100%
		Roofing and Membranes	100%
		Building Envelope	98%
		Interior Finishes	95%
18. Dr. Martha Cohen School (New Brighton-Copperfield School) Grades 5 - 9 Capacity 900 students	TBC	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Foundations	100%
		Steel Fabrication and Erection	100%
		Roofing and Membranes	100%
		Building Envelope	98%
		Interior Finishes	90%

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

Building	Opening Date	Notes/Comments	
19. Elbow Park School (Replacement school) Grades K – 6 Capacity 250 students	TBC	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Foundations	100%
		Block and Steel	100%
		Roofing and Membranes	98%
		Building Envelope	95%
		Interior Finishes	90%
20. Rideau Park School (Flood mitigation)	Sep-17	Design and Specifications	100%
		City Permits	100%
		Construction Award	0%
21. West Ridge School (West Springs/ Cougar Ridge School) Grades 5 – 9 Capacity 900 students	Jan-17	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%
22. Dr. George Stanley School (Cranston School) Grades 4 - 9 Capacity 900 students	Jan-17	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%
23. Hugh A. Bennett School (Saddle Ridge School) Grades K-4 Capacity 600 students	Dec-16	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%

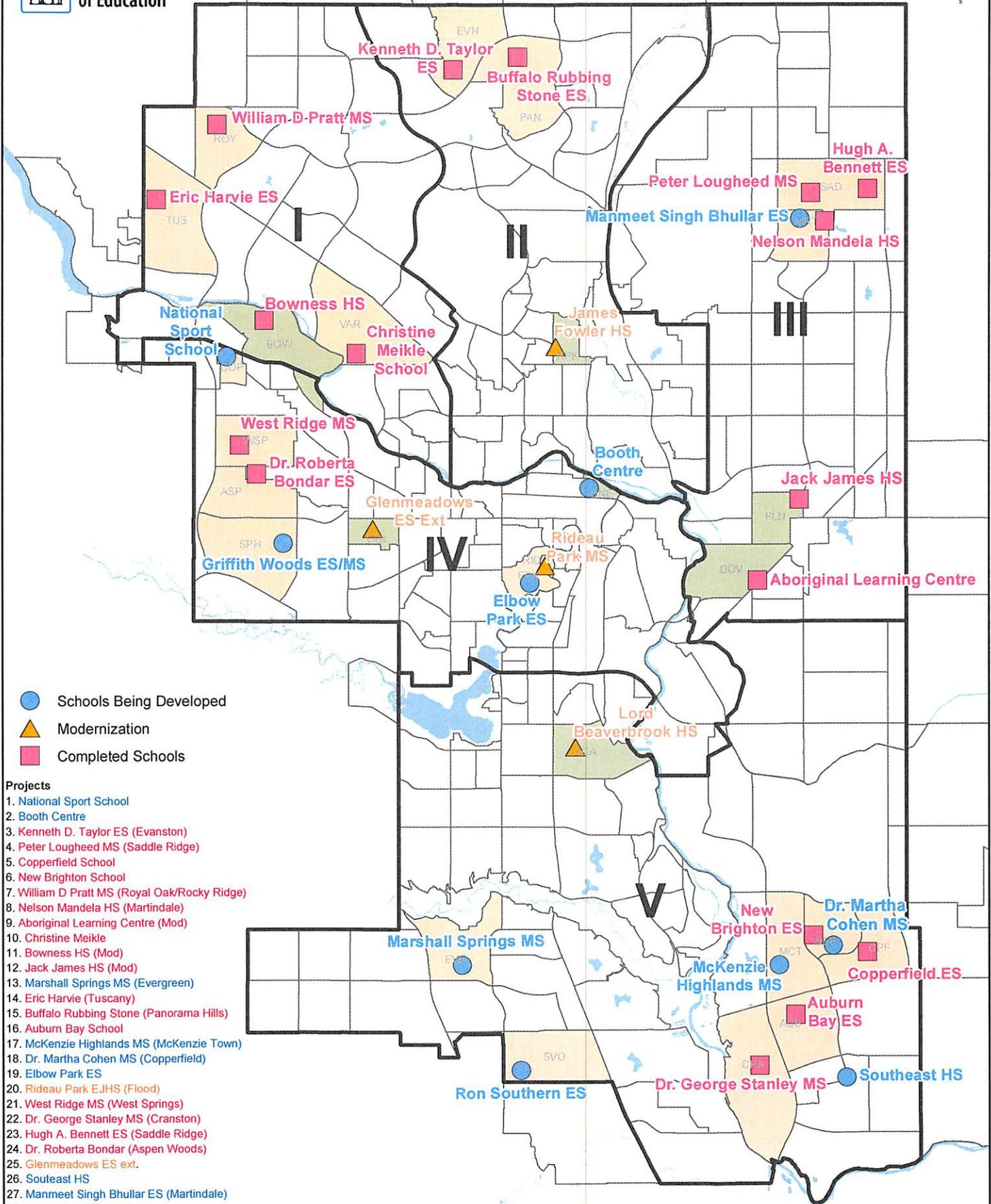
**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
January 2017**

Building	Opening Date	Notes/Comments	
24. Dr. Roberta Bondar School (Aspen Woods School) Grades K-6 Capacity 600 students	Jan-17	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%
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	90%
		Steel Fabrication and Erection	80%
		Roofing and Membranes	60%
		Building Envelope	30%
		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.	

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

Building	Opening Date	Notes/Comments	
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	90%
		Steel Fabrication and Erection	60%
		Roofing and Membranes	30%
		Building Envelope	0%
		Interior Finishes	0%
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. Tender 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	30%
		Roofing and Membranes	0%
		Building Envelope	0%
		Interior Finishes	0%
Note: N/A			

CBE New, Completed & Modernized Schools



- Schools Being Developed
- ▲ Modernization
- Completed Schools

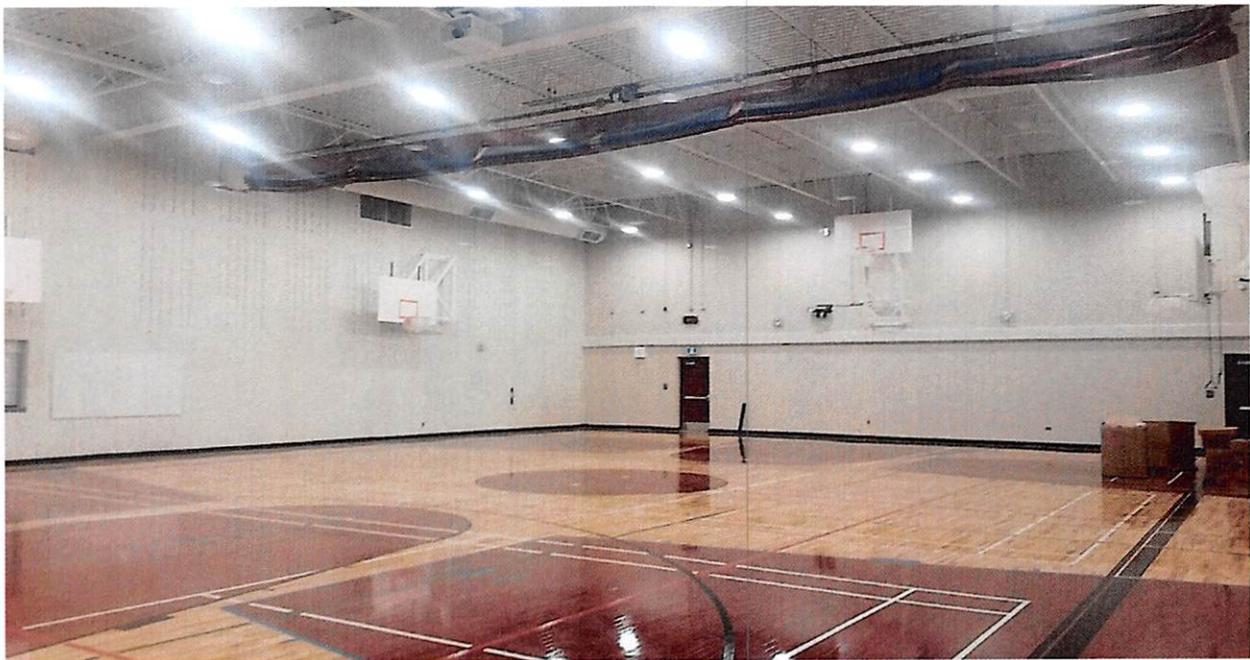
Projects

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 EJHS (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)



1:162,000

Aboriginal Learning Centre (Harold W. Riley School)



Marshall Springs School (Evergreen MS)



Eric Harvie School (Tuscany School)



McKenzie Highlands School (McKenzie Towne Middle School)



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



Elbow Park School (Replacement School)



Ron Southern School (Silverado K-4)

