public agenda

Regular Board Meeting

PUBLIC AGENDA

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

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

Time	Topic		Who	Policy Ref	Attachment
12:00 p.m.	1 |	**Call to Order, National Anthem and Welcome**			
	2 |	**Consideration/Approval of Agenda**		GC-2	
	3 |	**Results Focus**			
15 mins	3.1	School Presentation – Simons Valley School	B. Parker	R-2	
	4 |	**Operational Expectations**			
15 mins	4.1	OE-3: Treatment of Owners – Annual Monitoring	Board	OE-8; BCSR/5	Oct 7/14 Page 6-1
	5 |	**Matters Reserved for Board Action**	Board	GC-3	
20 mins	5.1	Trustee Liaison Report – Calgary Association of Parents and School Councils (CAPSC) *(THAT the Board approves the recommendations as submitted in the report.)*	T. Hurdman	GC-3	Oct. 7/14 Page 7-32
15 mins	5.2	New School, Modernization and Modular Ranking Criteria *(THAT the Board approves the ranking criteria as submitted in the report.)*	F. Coppinger	OE-8,9,12	Oct. 7/14 Page 7-1
	5.3	New Agenda Item 2015/16 Modular Classroom Plan *(THAT the Board of Trustees approves the 2015/16 Modular Classroom Plan and the submission to Alberta Education.)*	F. Coppinger	OE-8,9, 11,12	Page 5-1

Calgary Board of Education

Time	Topic			Who	Policy Ref	Attachment
	6 |	**Consent Agenda**		Board	GC-2.6	
	6.1	Approval of Minutes				
		▪	Special Meeting held October 3, 2014 *(THAT the Board approves the minutes of the Special Meeting held October 3, 2014, as submitted.)*			Page 6-31
	6.2	Items Provided for Board Information			OE-8	
		6.2.1	Chief Superintendent's Update			Page 6-3
		6.2.2	Provincial Achievement Tests/ Diploma Exam Results			Late Distribution
		6.2.3	2014-2015 Student Enrolment Summary		OE-5,8,9,12	Page 6-8
		6.2.4	Trustee Liaison Report – ASBA Zone 5		GC-3	Page 6-12
	7 |	**In-Camera Issues**				
3:00 p.m.	**8 |**	**Adjournment**				

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.

Calgary Board of Education

Times included on this agenda are approximate and may vary during the course of the meeting.

**operational
expectations
monitoring report**

OE-3: Treatment of Owners

Monitoring report for the
school year 2013-2014

Report date:
October 7, 2014

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 3: Treatment of Owners, the Chief
Superintendent certifies that the proceeding information is accurate and complete.

☐ In Compliance.

☒ In Compliance with exceptions noted in the evidence.

☐ Not in Compliance.

Signed: _D. Stevenson_ Date: _Sept. 18/14_

David Stevenson, Chief Superintendent

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 3: Treatment of Owners, 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: _____ Date:_____

Chair, Board of Trustees

**Calgary Board
of Education**

operational
expectations
monitoring report | **OE-3: Treatment of Owners**

> The Chief Superintendent shall maintain an organizational culture that treats all organization owners with respect, dignity and courtesy.

Board-approved Interpretation |

The Chief Superintendent interprets the Board of Trustees values a relationship between the Calgary Board of Education and its owners that is characterized by:

> acknowledgement of roles, responsibilities and contributions;
> clear and understood decision-making processes where voice is valued; and
> collective support for student learning.[1]

The Chief Superintendent interprets:

> *organizational owners* to be those Albertans with the greatest vested interest in public education in our city: the citizens of Calgary. Owners are "those individuals whose lives are benefited, either directly or indirectly, by what the organization does."[2] In this context, the Calgary Board of Education serves the Calgary community. Where the interpretation of an OE-3 subsection targets a specific owner group, the group is named.

> *organizational culture* to mean the superglue that bonds an organization, defines the working environment, unites people and helps an enterprise accomplish its desired results—the distinctive values, customs and regulations of the Calgary Board of Education. Culture is both a product and a process. As a product, it embodies wisdom accumulated from experience. As a process, it is renewed and re-created as newcomers learn the old ways and begin to shape innovation and change.[3]

> *respect* to mean the diverse perspectives of owners are valued;

> *dignity* to mean the perspectives of owners are considered with serious intent;

> *courtesy* to mean the interactions with owners are characterized by civility and helpfulness.

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[1] *Working Relationship Commitment*, Calgary Board of Education (2010)
[2] Dawson, Linda J. and Quinn, Randy. *Boards that matter*. Rowan & Littlefield Education (2011)
[3] Bolman, Lee G. and Deal, Terrence E. *Reframing organizations – artistry, choice and leadership*. Jossey-Bass. (2008)

Calgary Board
of Education

The Chief Superintendent will

3.1 Manage information in such ways that confidential information is protected.	Compliant with exception noted in Section 3.1.1a

Board-approved Interpretation |

The Chief Superintendent interprets:

confidential information to mean information about owners with the exception of employees and students. Confidential employee information is addressed in OE-4: Treatment of Employees and confidential student information is addressed in OE-11: Learning Environment/Treatment of Students.

Information collected in the course of operations relating to owners as described above includes and is not limited to:

- banking information;
- credit card information;
- tax information;
- custody agreements;
- divorce agreements;
- immigration status;
- demographic information.

Further, this confidential information exists in the form of a record. A record is defined as information that is written, photographed, scanned or stored in any manner.

- *protected* to mean secure in three areas: physical, technical and administrative. Examples include secure storage of records (physical), access controls (technical) and protocols governing the release of personal information (administrative).

The Calgary Board of Education records management program is designed in accordance with Generally Accepted Recordkeeping Principles (GARP). CBE information security protocols are maintained in accordance with Information Technology industry best practices.

The creation, establishment, implementation and maintenance of a comprehensive strategic records management program for the Calgary Board of Education is a multi-year process. Development and implementation of systematic processes require analysis, determination and organizational change management. Generally, this represents a multi-year endeavor with many interdependencies and complexities.

Board-approved Indicators and *Evidence* of Compliance |

1. a) 100 per cent of confidential information about owners (as described

in the above interpretation) is received, maintained, preserved or disposed by the CBE in accordance with Generally Accepted Recordkeeping Principles, as measured by internal tracking.

The organization is non-compliant with this particular indicator.

Administration has continued with the work required to ensure our organization adheres to Generally Accepted Recordkeeping Principles while simultaneously building the organizational capacity required to enhance overall maturity in this area by June 2016.

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

The organization is compliant with this particular indicator.

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

The Corporate Records Management Program timeline is available at: http://www.cbe.ab.ca/Students/Corporate_Records_Management_Progr am_Timeline.pdf.

2. 100 per cent 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 particular indicator.

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

3. 100 per cent of orders resulting from investigations by the Office of the Information and Privacy Commissioner into CBE responses to privacy and/or access inquiries indicate the Office upholds decisions made by the CBE, as measured by internal tracking.

The organization is compliant with this indicator.

In the 2013-2014 year, 100 per cent of orders resulting from investigations by the Office of the Information and Privacy Commissioner into CBE responses to privacy and/or access inquiries upheld decisions made by Calgary Board of Education. There were two inquiries conducted during the 2013-2014 school year.

Evidence demonstrates three of the four indicators in sub-section 3.1 are in compliance. The exception is indicator 1 a).

3.2	Effectively handle complaints.	Compliant with exception noted in Section 3.2.1

Board-approved Interpretation |

The Chief Superintendent interprets:

effective to mean interactions are characterized by respectful and courteous dialogue with Calgary Board of Education employees;

handle to mean CBE employees are reasonably accessible and respond to complaints in a timely fashion;

complaints to mean a criticism or concern from an owner:

- about the values, customs or regulations of the CBE;
- within the context of their relationship with the CBE; and
- requiring a response.

Board-approved Indicators of Compliance |

1. 90 per cent of voice mail and e-mail criticisms or concerns received at the system level are acknowledged within two business days, as measured by internal tracking.

   The organization is not compliant with this indicator.

   12 out of 13 offices confirmed that more than 90 per cent of complaints received in their office during the 2013-2014 year received an initial response within two business days. Confirmation was received from the following offices: Office of the Chief Superintendent, Communications, Facilities and Environmental Services, Finance and Supply Chain Services, Human Resources, Learning Innovation, Learning Services, Legal Services, and Area offices. Due to the large volume of accommodation issues occurring at the same time, one area office reported a response rate of 87% within the 2 day time frame.

2. 10 per cent or less of the criticisms or concerns received at the system level require direct and personal interaction between the complainant and a superintendent, as measured by internal tracking.

   The organization is compliant with this indicator.

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Confirmation that 10 per cent or less of the criticisms or concerns received at the system level required direct and personal interaction between the complainant and a superintendent was received from the following offices:
Office of the Chief Superintendent, Communications, Facilities and Environmental Services, Finance and Supply Chain Services, Human Resources, Learning Innovation, Learning Services, and Legal Services.

3. 100 per cent of school principals confirm a minimum of one half-day is provided for student mark and/or student grade placement appeals, as measured by Action Manager.

   The organization is compliant with this indicator.

   For 2013-2014, 100 per cent of school principals responded "Yes" to the following statement:

   "provisions were made for a minimum of one half-day for student mark and/or grade placement appeals"."

4. 100 per cent of school principals confirm that provision is made during the school year for individual conferences when requested by the parent or considered necessary by the teacher, as measured by Action Manager.

   The organization is compliant with this indicator.

   For 2013-2014, 100 per cent of school principals responded Yes to the following statement:

   - *"provisions were made during the school year for individual conferences when requested by the parent or considered necessary by the teacher."*

Evidence demonstrates three of the four indicators in sub-section 3.2 are in compliance. The exception is indicator 1.

3.3	Maintain an organizational culture that: a. values individual differences of opinion; b. reasonably includes people in decisions that affect them; c. provides open and honest communication in all written and interpersonal interaction; and d. focuses on common achievement of the Board's *Results* policies.	Compliant

Board-approved Interpretation |

Calgary Board of Education

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The Chief Superintendent interprets:

values individual differences of opinion to mean consideration is given to the diverse viewpoints and feedback of parents/guardians, students and members of the Calgary community;

reasonably includes people in decisions that affect them to mean those owners most directly impacted by decisions are provided with an appropriate opportunity to provide feedback to the decision-making process,

provides open and honest communication to mean CBE employees state what is understood to be true at the time, and share information that is validated and respects confidentiality as required;

focuses on common achievement of the Board's Results policies to mean the values, customs and regulations of the CBE regarding student learning act as the filters for interactions and decision-making.

Board-approved Indicators of Compliance |

1. 100 per cent of community engagement processes are organized for appropriate participation and input in decision-making, as measured by internal tracking.

   The organization is compliant with this indicator.

   Over 40 public engagement sessions were facilitated across the district during the 2013-2014 school year and were largely focussed on program and school accommodation issues. Mechanisms utilized during the year that provided opportunity for participation and decision making included: online forums such as THOUGHTstream and yourvoice, email, feedback forms, focus groups, public comment, FAQ's, face to face meetings, and open houses.

2. 100 per cent of schools have a School Council or a School Council establishment meeting, as measured by Action Manager.

   The organization is compliant with this indicator.

   For 2013-2014, 100 per cent of school principals responded Yes or NA to the following statement in Action Manager:

   - *"my school had a school council and/or an establishment meeting was held."*

3. 100 per cent of schools communicate regularly with parents and guardians through a school newsletter and/or active website, as measured by Action Manager.

Calgary Board
of Education

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The organization is compliant with this indicator.

For 2013-2014, 100 per cent of school principals responded Yes or NA to the following statement in Action Manager:

- *"my school distributed a newsletter or other form of communication to parents and/or maintained an active school website."*

4. The Chief Superintendent provides a school newsletter insert a minimum of four times during a school year, as measured by internal tracking.

   The organization is compliant with this indicator.

   The Chief Superintendent provided five newsletter inserts to Calgary Board of Education schools for the following months: October and November 2013; and January, April and June, 2014.

5. CBE administration produces and maintains an active and current public website, as measured by internal tracking.

   The organization is compliant with this indicator.

   The CBE corporate public website is comprised of approximately 2,500 pages containing over 5,000 documents. There is an average of 59,000 views per weekday. There are approximately 250 stories on the website to inform parents and community.

6. The Calgary Board of Education annual Parental Involvement result is intermediate (74.6 per cent or higher), as measured by Alberta Education's Accountability Pillar Survey. The Alberta Education parental involvement measure states, "Percentage of teacher and parents satisfied with parental involvement in decisions about their child's education."

   The organization is compliant with this indicator.

   In the 2013-2104 school year, the Calgary Board of Education Parental Involvement achievement result was 77.9%: intermediate (range: 74.58-78.50).

Evidence demonstrates the indicators in sub-section 3.3 are in compliance.

3.4	Conduct reasonable background inquiries and checks prior to utilizing the services of any volunteers who have contact with students.	Compliant

volunteers to mean persons who assist schools and/or students either in curricular or extra-curricular activities, including volunteer drivers and students volunteering outside their school. It does not include guest speakers, presenters, escorted visitors to the school, parents assisting their own children in the school, or school council members in their position as school council members;

contact with students to mean instances when volunteers interact with CBE students either in curricular or extra-curricular activities;

reasonable background inquiries to mean a current police security check including a vulnerable sector search;

checks to mean the "Driver Agreement – Volunteers" form including all terms, conditions, notes and instructions for any volunteer who intends to transport CBE students to school functions or activities in a privately owned passenger vehicle.

Board-approved Indicators of Compliance |

1. 100 per cent of volunteers provide a valid document to the school principal confirming they passed the vulnerable sector police security check before beginning their volunteer service, as measured by Action Manager.

   The organization is compliant with this indicator.

   In 2013-2014, 100 per cent of school principals responded Yes or NA to the following statement:

   - *"all volunteers in this school were vetted through the volunteer registration process, including a vulnerable sector police information check where applicable."*

2. 100 per cent of volunteers transporting students in a privately owned passenger vehicle meet all terms and conditions of the "Driver Agreement – Volunteer" form before transporting students, as measured by Action Manager.

   The organization is compliant with this indicator.

   In 2013-2014, 100 per cent of school principals responded Yes or NA to the following statement in Action Manager:

   - *"all volunteers in my school transporting students in a privately owned passenger vehicle met all terms and conditions of the "Driver Agreement – Volunteer" form before transporting students."*

Evidence demonstrates the indicators in sub-section 3.4 are in compliance.

ATTACHMENT: OE-3 Treatment of Owners Capacity Building and Process 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-3: Treatment of Owners

Capacity Building Information

Non-compliance

October 7, 2014.

3.1 <u>Manage information in such ways that confidential information is protected</u>.

Administration is coordinating resources to do the work required to ensure our organization adheres to Generally Accepted Recordkeeping Principles. The on-line records management time line indicates administration's intention to be compliant with indicator 1 a) by August 2016 (handout).
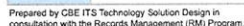
An internal audit identified specific issues in current practice at school sites requiring attention.
Additional staff was identified and allocated to the Areas to provide guidance, direction and support to assist with changes in practice to align with confidentiality requirements.
Work continues on this through the timeline and continued support to schools regarding managing confidential information.

Calgary Board of Education

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

| Plotting major program ACTIONS within their respective FOCUS AREAS against Generally Accepted Recordkeeping Principles (GARP) and the GARP Maturity Model

Completed Activities   Planned Activities & Projects   Arrows reflect estimated completion

Calgary Board of Education

GARP Maturity Model

| Level 1 - Sub-Standard | Level 2 - In Development | Level 3 - Essential | Level 4 - Proactive | Level 5 - Transformational |

Records Warehousing Only Era — Future Records Management

Generally Accepted Recordkeeping Principles (GARP): Accountability, Retention, Disposition, Integrity, Transparency, Protection, Availability, Compliance

School Years: 2010-2011, 2011-2012, 2012-2013, 2013-2014, 2014-2015, 2015-2016 (Q1–Q4 each)

GOVERNANCE (Accountability)
- RM Program Charter
- GARP Maturity Assessment
- RM Gap Assessment
- Establish Image Scanning Protocols
- Naming Convention Protocols
- HR eRecords Project
- RM Program Protocols
- AR's for Student Records & Archives
- Quarterly Board Reports
- Establish Custody & Control Protocols
- Establish Active Disposition Protocols
- Records Management AR
- Information Governance

ARCHIVES & ARTIFACTS (Retention)
- Archives Assessment Report
- Old Ed Centre Records/Archives moved to Highfield
- Permanent Records (Board Minutes) to Offsite Storage
- Board Minutes Scan Project
- Archives Physical Infrastructure Requirements
- Requirements for Storing, Managing & Resourcing Archives
- Seek Grants/Funding - Archives Re-establishment
- Develop Protocols for Archives Management & Use
- Archives Space Design & Construction
- Assess, Sort & Relocate Archives

STORAGE & DISPOSITION (Disposition)
- Shred Program Pilot
- Shred Program RFP
- Shred Program Rollout
- Offsite Storage RFP
- Relocate HW Riley Records
- Load new CRS into RecMan System
- Relocation of Active/Semi Records to Offsite
- Analyze and reclassify in RecMan System
- Migrate remaining data from old schedule to new CRS
- Inventory of School Records (24 schools)
- SU records reclassification/migration to new CRS
- Continue Inventory of School Records

TRAINING & AWARENESS (Integrity / Transparency)
- Chinook Learn Records Course – Tour and Training
- Service Unit & Support Staff Training
- Shred Program Training
- General RM School Training (Average 30 schools per year)
- RM Comm Plan Dev & Approval
- Develop CRS Web Content
- Develop and establish New Employee RM Orientation
- SA Convention, 3 Area Offices, Student Learning
- Include up to date RM Practices in school opening and closure documentation
- Continual RM Communications
- Obtain Archival Training for RM Staff
- Develop RM Guidance/Summary Documentation
- Continued School Training (77 schools)
- Develop and implement RM Training Videos
- Archival Training for remaining RM Staff
- Establish Formal on-going system-wide RM Training
- Continued School Training
- Education and training on CRS, governance and expectations

TECHNOLOGY (Protection / Availability)
- Preliminary reconfiguration for CRS
- Investigate feasibility of using vendor's supporting software
- Second reconfiguration for CRS
- RM Solution Investigation: In-house SharePoint or 3rd Party SharePoint or Full EDMS/ERMS
- Investigate the creation/adoption of a CBE meta-data standard
- Continual Enhancement and Maintenance of RecMan System
- RM / Enterprise Document Management software procurement
- Pilot at Highfield,
- Roll out to system

CLASSIFICATION & RETENTION (Compliance)
- Federal and Provincial Legislative Review (internal)
- Legal Review RFQ
- Legal Review (External)
- Classification and Retention Schedule (CRS) Established
- RM Spot Audits
- CRS Review & Updating
- Provision of standardized Student Record folder to each Kindergarten Student
- Develop School File Plan
- Simplify CRS
- File Law Legal Review on a 3-year cycle
- RM Spot Audits
- Site visits to establish standard RM taxonomy
- RM Spot Audits

Timeline also intended to shift understanding of Records from physical only to all content

Timeline (months/years): Sep Oct Nov Dec Jan Feb Mar Apr May Jun Jul Aug (repeating across 2010–2016)

| report to Board of Trustees | **Trustee Liaison Report - Calgary Association of Parents & School Councils (CAPSC)** |

Date	October 7, 2014
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trina Hurdman Trustee Liaison, CAPSC
Purpose	Decision
Governance Policy Reference	Governance Culture GC-3 Board Job Description

1 | Recommendation

- THAT the Board of Trustees approves funding for the Calgary Association of Parents and School Councils (CAPSC) for the 2014/15 school year, in the amount of $3,000.

- THAT the Board of Trustees directs the Trustee Liaison to CAPSC, in consultation with CAPSC, to review the relationship between the Board of Trustees and CAPSC, and to prepare a Letter of Understanding that will clarify this relationship, for Board consideration, prior to May 2015.

- THAT until such time as a letter of understanding is agreed upon by the Board of Trustees and CAPSC, all requests for support will come to the Board through the Trustee Liaison for CAPSC.

2 | Background

In the early 1980s, the Calgary Council of Home and School Association became an official stakeholder with a permanent seat at all public Board of Trustee meetings. In September 2001, the Calgary Council of Home and School Association was formally dissolved and the Calgary Association of Parents and School Councils (CAPSC) was established.

Currently, CAPSC is the official voice of parents in the CBE and as an official stakeholder it continues to have a seat at all public Board of Trustee meetings.

Calgary Board of Education

For the past several years, the Board has provided $7,800 per year to CAPSC to assist them in covering their expenses. At the June 17, 2014 board meeting, the following motion was made to reduce this amount to $3,000:

THAT the Board of Trustees approves funding for the Calgary Association of Parents and School Councils (CAPSC) for the 2014/15 school year, in the amount of $3,000.

Before that motion was considered, the following motion to postpone was carried unanimously:

THAT the Board of Trustees postpones its decision on funding for Calgary Association of Parents and School Councils (CAPSC) pending receipt of further financial and organizational information from CAPSC.

As consideration of the motion was postponed, the Board must now deal with the original motion. However, any amendment to that motion can be considered by the Board.

In accordance with the Board's request for further information, CAPSC has provided the following for consideration by the Board:

- CAPSC report on Recent and Upcoming Activities (Appendix I)
- CAPSC report on Current Goals and Policies (Appendix II)
- CAPSC Income Statement and Balance sheet (Appendix III)
- CAPSC Membership List (Appendix IV)

As of June 30, 2014, CAPSC had $15,305.54 in cash assets. As of September 30, that number is $14,795.34 . Of that, $5,000 is from a grant received from the Alberta Traffic Safety Fund and that grant money will be spent on the Traffic Safety Week (September 29 to Oct 3, 2014) and Awards Night in November, 2014.

In June 2014, CAPSC reduced their budgeted expenses significantly through using volunteers to do communications and administrative work that was previously done by a contracted employee.

CAPSC strives to support all parents and school councils throughout the Calgary Board of Education, whether or not they hold memberships. All of their events and meetings are held at no cost to participants and are open to all public school parents who are interested in attending.

3 | Issue
_____

While CAPSC is an official stakeholder of the Calgary Board of Education, there has never been a formal understanding of what that means in terms of the Board's relationship with CAPSC and how the Board will support CAPSC in its work with CBE parents and school councils.

A letter of understanding that would include but not be limited to:

* funding,
* official stakeholder status,
* access to meeting space,
* communications support, and
* procedures for requesting CBE administrative support

would help to clarify the Board's relationship with CAPSC.

Appendix I: CAPSC Report on Recent and Upcoming Activities
Appendix II: CAPSC Report on Current Goals and Policies
Appendix III: CAPSC Unaudited Statement of Revenues & Expenses
Appendix IV: CAPSC Membership List *(late distribution)*

THE CALGARY ASSOCIATION OF PARENTS AND SCHOOL COUNCILS (CAPSC)

COMPILED SEPTEMBER 20, 2014

2013 TRUSTEE ELECTION SUPPORT: Fall 2013

CAPSC teamed up with Civic Camp to organize and host public forums for all public school board trustee candidates during the 2013 municipal election. CAPSC ran those forums in Calgary to increase the exposure of trustee candidates and to give the public a chance to interact with candidates face to face.

SCHOOL TRAFFIC SAFETY INITIATIVE THAT RESULTED IN CHANGED LEGISLATION AND ZONING IN CALGARY: April 2013 to present day

School traffic safety is a real concern for parents and schools in Calgary. Calgary residents claim "traffic issues" as one of their greatest concerns according to research conducted by city Councillor Peter Demong. CAPSC began working on school traffic safety in 2013 by organizing a stakeholders meeting in April. Over 40 key stakeholder representatives attended in addition to over 70 representatives from communities and schools in Calgary. Following the meeting, CAPSC executives used the feedback generated to create an action plan: The Calgary School Traffic Safety Week. Original materials were developed and distributed for use in all Calgary schools. Private, Charter, Public, and Catholic boards participated. Calgary Police Service was also a key player in ensuring that the materials created were in keeping with their safety standards before they were distributed.

There was a good response from the school community, but the results did not stop there. CAPSC also created an awards event to bring the work of schools and students back to the stakeholders and the larger community of Calgary. The awards event took the impact of the school efforts to a whole new level. Stakeholders were very impressed with what had been done.

The focus and efforts of this work was the catalyst for other groups to also look at further solutions. The city commissioned a study on the problem of school traffic safety hoping to influence the design of future schools. The Minister of Transportation created new legislation which was passed by Alberta Government. CAPSC was formally recognized at the introduction of that legislation for the key part that we had played in making that come about. The city of Calgary followed up with new times for Playground and School Zones in Calgary. Now we have a situation that is much safer for school children.

CAPSC is not stopping there. We have continued again in 2014 and been given a grant by the Alberta Traffic Safety Fund in order to do this work. We are again running the Calgary School Traffic Safety Week and the Awards event in November. These initiatives bring focus, awareness, and action to the problem. When we started this work, key individuals told us that it was hopeless. We have proved them wrong in a very short time.

These initiatives have required an enormous amount of preparation, coordination, communication and effort to ensure their success. The dedicated volunteers of CAPSC have been very successful in creating change and finding solutions on a very limited budget. We have also sat on committees and attended symposiums as representatives of school traffic safety in Calgary. Our opinions and input at these meetings have helped to provide needed information to city groups and planners as they work to improve the traffic safety situation in Calgary.

INTERNET SAFETY PRESENTATION: April 2014

CAPSC was fortunate to have assistance from the Calgary Police Service to present a session to address the concerns of parents regarding Internet safety. Sergeant Cory Daily attended and shared his expertise with attendees regarding supports in place for Internet safety specifically for school age children and their parents. The CBE also presented at this session.

DR. DIXON: HELPING BOYS LEARN: May 2014

In May 2014, CAPSC hosted Dr. Edmond Dixon in a very successful meeting for Calgary parents on "Helping Boys Learn". We had to turn potential attendees away because there was so much interest. A private donor stepped forward and provided the funds to pay for this presentation. It was very well received and interest has been expressed to have a follow-up meeting or seminar. More than 700 people wanted to attend this seminar.

VOLUNTEER AWARDS AND RECOGNITION: June 2014

Knowing that there are many parents and community members who volunteer in the public school system, CAPSC created an awards event to recognize and applaud the service provided by these wonderful people. We had 227 nominations for Volunteer of the Year with about two thirds of the public schools in Calgary participating. MLAs, city officials, stakeholders and about 300 invited guests came to support and pay tribute to the top 10 School Volunteer of the Year award recipients. Community groups and local vendors donated prizes and one of our high school music programs provided entertainment. This event really brought the community of Calgary together to support school volunteers. It was a wonderful and moving presentation. We plan to host this event annually in support of the volunteers in Calgary Schools.

FORUM FOR EDUCATION: June 2014

CAPSC organized a leadership forum (with approval from the Progressive Conservative Party of Alberta) where PC leadership candidates came and discussed educational issues. Not all of the candidates were able to attend, but it nonetheless generated significant media attention. The publicity given was helpful to further highlight the need for adequate funding in Education in Alberta.

INTENSIVE SCHOOL COUNCIL/ASSOCIATION TRAINING SESSION: Oct 2014
We are currently creating a five hour training session for school council executive members in Calgary. Council members volunteer to serve in executive positions but often receive little or no training for the work that they are required to do. We are working to correct that situation. We've teamed up with Alberta School Council Association and other experts to provide training and support during this seminar. Council executive members will leave with the needed skills to make their volunteer work this year much easier and more effective. We have been planning this since the Spring and are looking forward to the impact that it will have on schools in Calgary. As with all of our events, this event is free for all interested public school parents.

TRADE SHOW FOR SCHOOL COUNCILS: January 2015
There are many groups who have useful information and services to share with school councils groups in Calgary. CAPSC often receives requests from these groups to present their information to parents. We decided to connect both groups by organizing a "Trade Show" fair and inviting school councils and service providers to attend. It should be an excellent way to maximize the use of school council time and also provide a way to share possible resources and ideas with schools in Calgary. All costs will be covered by vendor fees.

ADVOCACY EFFORTS
In June, 2014, the CAPSC executive was invited to participate in a discussion with (now Premier) Jim Prentice and voice concerns regarding the pressures regarding facilities due to unprecedented growth in Alberta.
In 2013 and 2014, CAPSC took part in teleconferences with Minister Jeff Johnson (then Minister of Education) and was able to ask questions at each one regarding specific issues (lack of funding for technology in education, challenges with parent engagement at schools, as well as accommodation concerns).
Executive members of CAPSC participated in the 2014 Alberta School Council Association AGM and collected valuable information for Calgary parents and school councils. We also made many connections there that we are bringing back to Calgary through the Intensive School Council/Association Training Seminar in October 2014.
CAPSC has been contacted on numerous occasions by the media and asked for a broader parent perspective on issues relevant to school parents in Calgary or in Alberta. We come in contact

with many school parents either through our meetings, networking, or other involvements in the community. We ask them their concerns and continually strive to be aware of the opinions and views of many school parents in Calgary. In our dealings with the media, our goal is to ensure that this sharing of views is done in a constructive and collaborative manner.

THE CALGARY ASSOCIATION OF PARENTS AND SCHOOL COUNCILS (CAPSC)

COMPILED SEPTEMBER 20, 2014

GOALS

Since the AGM in February 2014, CAPSC's goal has been to focus on providing useful and helpful services to all of the school councils and parents within the Calgary Board of Education. Our plan is to build our membership by offering services of greater value to parents and this is the first step in that progression. Our current executive has a strong skill base in "events" and coordinating communities to come together on issues. We have used that to provide services to the community that are beneficial to them. Our primary focus has been on doing those things that will best support and assist school councils and parents.

As we come into a new school year, CAPSC is reaching out to schools around the city to solicit memberships. We believe that increased memberships will help the school councils to have a stronger voice in the significant matters that relate to them. The funds from those increased memberships will also allow CAPSC to do a better job of serving the school councils and parents in Calgary.

The executive of CAPSC has been relatively small. We are planning to break the work that CAPSC does into smaller pieces that can be more easily shared with a larger number of people. We are working to create committees that can oversee various areas such as publicity, membership, communication, events, etc. We are also working to ensure that there is succession planning within the organization and that important components have specific plans to pass along to succeeding executive members.

Although the CAPSC membership has not been particularly large in the past two years, our impact in Calgary and our recognition has grown considerably. We have also reached out and impacted a great many more school parents and even gone beyond the boundaries of our public board to touch the school councils and parents of other boards in Calgary. It would be incorrect to say that we have a small pool of information from parents to draw from. We have circulated amongst large gatherings of hundreds of school parents and been able to draw insights from their feedback on a regular basis.

KEY POLICIES

We have adopted the policy of keeping our meetings and events open to the public and of keeping them at no cost to attendees. We do this in response to the feedback from school parents who are very vocal with their frustration about the ongoing increasing costs of education. We do not turn anyone away from our meetings. All are welcome to attend and find whatever help and support they may for their situations.

We also have the policy of being as supportive as possible to other stakeholder groups in Education. We believe in being collaborative and in working constructively with others in order to support our students. We want to support and enhance learning so we strive to find ways to assist and work with other groups who are also part of the education process. We will provide feedback and share ideas that are conveyed to us, all in the hopes that we can work together to improve things for the good of the education of our children.

Calgary Association of Parents and School Councils
Unaudited Statement of Revenue and Expenses
To June 30, 2014 and July 01, 2013 Comparison

CAPSC	Jul 01 13 To Jun 30 14	July 1 12 to June 30 13	2013-2014 Budget	% Budget
REVENUE				
CBE Grant	$7,800.00	$7,800.00	$7,800	100%
Member Fees	$1,765.00	$2,030.00	$1,500	118%
Other Revenue	$5,500.00	$0.00	$0	
Total Revenue	**$15,065.00**	**$8,914.54**	**$9,300.00**	162%
EXPENSES				
Other	$1,482.78	$0.00	$0	
Office Supplies	$278.25	$353.88	$350	80%
Education Forum	$1,166.50	$0.00	$0	
Communications Contract	$5,697.50	$5,406.50	$6,160	92%
Mailbox	$0.00	$330.75	$120	0%
Insurance	$852.75	$2,163.00	$2,163	39%
Bank charges	$14.85	$24.75	$60	25%
Website/e-newsletter	$162.30	$260.92	$400	41%
Total Expenses	**$9,654.93**	**$8,539.80**	**$9,253.00**	104%
REVENUE-EXPENSES	**$5,410.07**	**$1,290.20**	**$47.00**	

Calgary Ass.of Parents and School Councils

Unaudited Balance Sheet
July 1 2013 - June 30 2014

ASSETS	June 2014	June 2013
CURRENT ASSETS		
Cash	$15,305.54	$9,895.47
Term Deposits	$0.00	$0.00
Accounts Receivable	$0.00	$0.00
Total Current Assets	**$15,305.54**	**$9,895.47**
TOTAL ASSETS	**$15,305.54**	**$9,895.47**
LIABILITIES AND SURPLUS		
CURRENT LIABILITIES		
Accounts Payable	$0.00	$0.00
GST Payable (Receivable)		-$241.20
Total Liabilities	**$0.00**	**-$241.20**
DEFERRED REVENUE	$0.00	$0.00
SURPLUS (DEFICIT) ACCOUNTS		
	$0.00	$0.00
Prior Year End Operations Surplus (Deficit)	$9,895.47	$8,605.27
Current Year Surplus (Deficit)	$5,410.07	$1,290.20
Current Year End Operations Surplus (Deficit)	$15,305.54	$9,895.47
Total Surplus	**$15,305.54**	**$9,895.47**
TOTAL LIABILITIES AND SURPLUS	**$15,305.54**	**$10,136.67**

We have audited these financial
statements on behalf of the membership-

_____
Director

_____
Director

dated-

Current Membership List

(starred schools are paid through this and next year)
1. Arbour Lake
2. Balmoral Jr. High*
3. Battalion Park
4. Braeside
5. Brentwood
6. Canyon Meadows
7. Coventry Hills
8. Dr. EP Scarlett
9. Ecole Westgate *
10. Edgemont
11. Glamorgan
12. Hillhurst Elementary
13. Mayland Heights
14. Nickel *
15. Queen Elizabeth
16. Rosedale *
17. Royal Oak
18. Sam Livingston
19. Scenic Acres
20. Sunnyside
21. Thorncliffe Elementary
22. Wildwood

Memberships now **due for renewal**. Majority are expected to renew.

1. Alice Jameson/Stanley Jones
2. Belfast
3. Bowcroft
4. Briar Hill
5. Buchanan
6. Chinook Park
7. Colonel Sanders
8. Dalhousie
9. Ernest Manning
10. Fairview
11. FE Osborne
12. Hamptons
13. Haultain Memorial
14. John Ware
15. Killarney

16. Mackenzie Lake
17. Mount View
18. Nellie McClung
19. Olympic Heights
20. Prince of Wales
21. Rideau Park
22. Riverbend
23. Robert Warren
24. Sir John A MacDonald
25. Sir Winston Churchill
26. Western Canada
27. West Springs
28. Wilma Hansen

| report to Board of Trustees | New School, Modernization and Modular Ranking Criteria |

Date	October 7, 2014
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson Chief Superintendent of Schools
Purpose	Decision
Originator	Frank J. Coppinger, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-8: Communication with and Support for the Board OE-9: Communication with the Public OE-12: Facilities
Resource Person(s)	Darlene Unruh, Director, Planning & Transportation Eugene Heeger, Director, Design & Property Development Dieter Hoerz, Director, Risk & Central Facility Services Anne Trombley, Manager, Planning Robert Ashley, Manager, Design Services Ron McArthur, Manager, Transportation Rod Neumann, Senior Capital Planner Adelle Palmer, Community Engagement Consultant Dean Kennedy, Senior Architectural Technologist

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the New School, Modernization and Modular Ranking Criteria as provided in the report.

Calgary Board of Education

2 | Issue

Facilities and Environmental Services are responsible for developing, coordinating and recommending a Three-Year School Capital Plan, which includes new school construction and modernization priorities, as well as a Three-Year Modular Plan, to the Board of Trustees and the Provincial Government annually.

In November 2013, the Provincial Government initiated the requirement that all jurisdictions prioritize modular requests as part of their submission. Previously, school boards did not need to assign priorities to requests for modular classrooms. Although criteria and ranking formulas have long been established for both new school construction and modernization projects, no formal criteria currently exists for the ranking of modular classroom priorities.

The Calgary Board of Education's (CBE) current accommodation situation has generated stakeholder interest in the criteria used to establish new school, modernization and modular classroom priorities. In response, the CBE is committed to an examination of the current criteria utilized for ranking new school construction and modernizations, as well as the development of criteria for future modular classroom requests.

3 | Background

The CBE currently prioritizes new school construction projects using statistics from The City of Calgary, CBE system data and other sources including:

- Community demographics
- Preschool census
- Student enrolment
- Travel time to designated schools
- Whether established grade configurations from a community (e.g. K-GR4) can be accommodated together for the regular program for the next 2 years
- Number of school building transitions for students from K-GR9

The criteria for determining new school construction priorities were first approved by the Board of Trustees on January 22, 2002. The existing CBE model and process for determining new school construction priorities were designed to be transparent and impart equity and fairness to all Calgary communities. These criteria have been reviewed and adjusted periodically with the most recent changes occurring in January 2013. Thirty new schools have opened in Calgary since these criteria were implemented.

(Refer to **Attachment I**: CBE Schools Built Since 2002):

- 19 Elementary
- 8 Middle
- 3 Senior High

CBE has used ranking criteria to determine priorities for major modernization projects for more than five years. Prior to the announcement of the modernizations of Bowness High School, Jack James High School and Harold W. Riley School in early 2014, the last major modernization project to receive provincial funding was Western Canada High School in 2007.

Senior high schools serve a system geographic need rather than an individual community need and as a result, they are not ranked using the criteria established for kindergarten to grade 9 (K-GR9) school priorities. Future high school needs within the City are identified by CBE Administration through demographic analysis of new and developing communities.

The CBE is facing an ongoing student accommodation challenge. The City of Calgary is experiencing rapid population growth in many communities where there currently are no schools. When this is combined with our commitment to offering choice and learning options that meet the needs of all of our students, it creates a significant challenge.

The ranking of capital priorities is an important issue for all community stakeholders. Commencing in May 2014, the CBE hosted a public engagement to receive feedback on the current processes used to establish new school and modernization priorities. During the engagement, public feedback was also sought regarding factors the CBE should be using in considering priorities for modular classroom requests.

The parameters for this project included:

- Educating the public on the current ranking criteria for new school construction and modernizations
- Collecting stakeholder feedback to use as a gauge to review current practices and adjust/revise as appropriate and feasible
- Maintaining a focus on system equity and fairness
- Developing a method to prioritize modular classroom requests
- Aligning CBE and Alberta Education values

Public engagement opportunities commenced with an on-line engagement using Thoughtstream (Ts) from May 14 to June 2, 2014. The purpose of the initial online engagement was to:

- share information about the current new school construction and modernization ranking criteria
- gather information on stakeholder values
- obtain feedback from stakeholders regarding the current ranking criteria
- identify interested members of the public to participate as focus group members

The survey was responded to by parents with preschool children, community members, CBE staff, parents with children currently in school, and members identified as other. Parents with children currently in school responded 3:1, in comparison with parents of pre-school children.

The following table provides an overview of public responses to the four Ts questions, in order of priority. The overall rating reflects the number of public responses to the individual thoughts derived from each Ts question.

Question	Thought/Response	Overall Rating
What do you value in public education?	Small class size, qualified teacher and a positive learning environment	150
	Appropriate facilities for the student population size	119
	Easy access to schools	105
	Excellence in education	92
	Children come first	90
	Respectful and safe learning environment	84
What are some of the challenges with the current School Capital Planning process?	Provincial Government Funding	46
	Crowding in schools	41
	Takes too long to build schools	40
	Balancing immediate needs with future needs	36
	Linkage with developers/development	33
	Growth rates	32
What are some of the strengths of the current School Capital Planning process?	Uses statistics and data	89
	Information is public	78
	Provides government a snapshot of what is needed	55
	Considers many factors – it is fair	53
	Considers schools in adjacent communities	43
	Logical point system	29
What criteria do you think should be considered as a method to rank the need for modular classrooms?	Utilization rate of the school	57
	Distance children need to travel to bus receiver school	55
	Class size	44
	Ability to accommodate the immediate community	40
	Projected number of students	34
	Accommodation of siblings	31

On May 26, 2014, Ms. Faye Parker (F.C. Parker Consulting Ltd.) facilitated the CBE principal focus group meeting. The purpose of this meeting was to:

- develop an understanding of the issues
- present a community engagement plan
- review information received from the on-line Thoughtstream engagement
- provide information to principals to take back to their communities and/or schools
- obtain principals' perspectives on ranking criteria
- gather school based feedback

On May 27, 2014, Ms. Parker facilitated the first public focus group meeting. The ten members of the focus group, including parents and community representatives, met with members of the Planning & Transportation and Communications departments. The agenda and presentation mirrored those of CBE principals.

The second public stakeholder focus group meeting was held on June 16, 2014. The purpose of the second meeting was to review the findings from the initial meeting, evaluate possible options and discuss the plan for a public open house.

Updates were provided to the public following each focus group meeting via the community and school planning web page under Current Projects: http://www.cbe.ab.ca/Schools/ceop/projects.asp

During both the Thoughtstream online engagement and through the work with the focus group, Administration received feedback on considerations for prioritizing new school, modernization and modular classroom priorities. Some of the feedback received related to things that were:

1 | out of scope for the project (e.g. changes to the way in which the provincial funding model works)

2 | could be difficult for the CBE to consider (e.g. using total enrolment from a community including enrolment in the Calgary Catholic School District (CCSD), charter and private schools)

3 | factors that are currently considered

An explanation of suggestions that would not be considered further for the three reasons listed above is included in **Attachment II** - Explanation of Suggested but Difficult to Consider (July 2014).

Calgary Board of Education

The following suggestions were received and taken into consideration by Administration in analyzing potential changes to new school criteria:

New Schools
New schools to serve two or more communities
Consider busing: median vs. average vs. distance travel time
Population growth rates
Currently the CBE uses public school supporters only, use all city preschool census
Balance immediate needs with future needs
Eliminate ranges when assigning points: award one point per criteria
Eliminate the points assigned for an existing K-GR4 school

The following suggestions were received and taken into consideration by Administration in analyzing potential changes to modernization criteria:

Modernizations
Ability to upgrade the building
Combination of schools that could meet the programming needs – may need to do only one modernization
Site features, location and current condition need to be higher ranking than school use
Disconnect from the programming in the school
Consider future community and student populations
Consider changing the category percentages
Fate of older schools once population moves to a new school
Use of facility to support other community needs (after hours)

The following suggestions were received and taken into consideration by Administration in developing criteria for establishing future modular classroom priorities:

Modular Classrooms
Site constraints
Cost/benefit of adding modular classrooms
Does it keep the students in the community?
Does it solve the problem within the 3-5 year window?
How many non-classroom spaces are currently being used for fulltime teaching space, i.e. music room and staffroom?
What is the core capacity to support a modular?
Use the same points system we use for ranking new schools
Take some of the modernization factors into consideration for modular classrooms
Busing times
Enrolment figures – principals don't have actual numbers in the spring, usually received in the fall when it's too late.

A drop in Open House was held on Thursday, September 11 at the Ed Centre. Members of the public, including focus group members, were invited to view the proposed revisions to the criteria for new schools, modernizations and the new process for prioritizing modular classroom requests. Although the turnout was low, those attending felt that the information presented did reflect stakeholder voice and was non-discriminatory in the method for ranking communities.

4 | Analysis

Research into measures considered by The City of Calgary for assessing growth and change was used to develop a framework for consideration and review of feedback received from stakeholders. The objective was to develop measures for prioritizing new school, modernization and modular classroom priorities that:

- are easy to understand
- are linked with CBE's need to be fiscally responsible
- can be applied in an equitable way to all communities/schools
- are quantitative where possible and non-biased
- are based on data that is available and easy to update
- minimize the overlap between measures

Overall, feedback received indicated that existing ranking criteria for new school construction and modernizations have merit for establishing priorities. Feedback indicated that the current criteria generally meet the original intention of transparency, equity and fairness. As a result, the review focused on minor adjustments to the existing criteria, the development of new modular criteria, and greater ranking alignment between methods used for prioritizing requests for new schools, modernizations and modular classrooms.

The only new construction projects ranked using the current points criteria are K-GR9 schools. Other projects have been placed on the priority list by CBE Administration. Examples include:

- Senior High Schools
- schools with unique settings or enrolments that cannot be easily ranked (e.g. Aboriginal Learning Centre, Christine Meikle)
- extenuating circumstances may require a placement priority (e.g. school site not ready when school originally should have been approved)

Administration will continue to use a points based criteria for K-GR9 schools only. Senior high schools are a regional need that serves multiple communities. As such, they are not directly comparable to K-GR9 schools which generally accommodate students from only one community and in a few cases may accommodate students from a maximum of two communities.

In assessing the priority for new high schools, Administration will analyze demographic information (including current and future student populations); factors such as the availability of space in existing high schools and proximity of

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that space to student populations and The City of Calgary's projected growth for the sector the future high school will serve.

The identification and establishment of school sites within any new community in Calgary is a complex process. The CBE works with The City of Calgary, the CCSD and community developers to select school sites based on catchment areas within the development. There is a balance between population, location and land dedication. School boards calculate site requirements for the number and type (elementary and middle) of school sites based on projected population when a community is built-out.

The CBE utilizes a formula to calculate student populations at both peak and stable population growth rates. Changes to this process are out of the scope of this project and are not under consideration.

Typically, the CBE is eligible for an elementary school for every 10,000 residents, a middle school for every 15,000 to 20,000 residents and a high school for every 50,000 to 60,000 residents. Many of the new communities in Calgary are large enough that once full build out has been achieved, the community will require a minimum of one elementary and one middle school to accommodate the students living in the community. Larger communities will require two elementary schools and one middle school to accommodate students once they are fully built-out.

The CBE does not rank alternative programs for new school construction. As schools are opened in new suburbs, vacancies are created in the bus receiver schools where those students attended prior to the opening of the new school. Administration works to identify opportunities to expand or relocate alternative programs into these spaces as they become available.

As programming decisions are made for new schools, Administration works with stakeholders in the community where the new school will be opening to determine if there is interest and/or opportunity for incorporation of specialized programming (e.g. French Immersion) in the school. Decisions on whether to offer alternative programming are made by Administration based on level of interest and availability of space.

A. New Schools (K-GR9)

There are two levels of criteria used to rank school communities for capital building priorities: eligibility criteria and ranking criteria. Eligibility criteria act as a screening filter for new capital projects and must be met prior to a school community evaluation proceeding to the ranking phase.

Current Eligibility Criteria

Eligible School Communities

For the current Three-Year School Capital Plan 2015-2018, all new and developing municipal communities were ranked for new school construction. Inner-city and established areas were not ranked.

Most municipal communities have an elementary site and are ranked individually as a school community. When determining whether to group communities, the CBE uses the projected population based on the full build-out of the community, not the existing population in any given year. If two communities were combined for a new school ranking based on current population, even though the projected population at build-out indicates that each community will require their own school in the longer term, one of the communities would need to be moved to a different school in the future. Past experience has shown that stakeholders are resistant to designation changes once a school exceeds capacity.

In certain cases, the CBE will continue to combine communities for new school ranking when the build-out populations of the combined communities are such that the school is anticipated to accommodate the students from both communities in the long term. Two small municipal communities will be combined for elementary school ranking where they do not exceed a combined projected community population threshold of approximately 10,000 people.

In the case of middle/junior high schools, adjacent municipal communities may be combined if they do not exceed a combined projected population threshold of approximately 24,000 people. Community build-out projections may vary from year to year due to ongoing adjustments to densities and other factors as determined by the City. Large municipal communities that can sustain a middle/junior high school are ranked individually as a school community.

Accommodation Options
This criterion is used to evaluate student accommodation options for eligible school communities. In some cases, an accommodation option may exist in a nearby community and a school community may not need to be ranked for new school construction.

A current example would be the accommodation of Bridlewood GR7-9 students in Samuel W. Shaw School which is located in the adjacent community of Shawnessy. As a result of this accommodation option, the CBE does not currently rank Bridlewood as a priority for a middle/junior high school.

New Eligibility Criteria

The current eligibility criteria referenced above will continue to be used and the following additional criteria will be added:

Site Readiness
In the event that a school site in a given community has not been developed/serviced to the level at which construction of a school would be possible within a 12 month timeframe, the school will not be ranked as a construction priority for that year's Three-Year School Capital Plan. Site readiness will be reviewed and assessed on an annual basis.

Developers are required to obtain both Final Acceptance (FAC) and Construction Completed (CCC) Certificates from the City of Calgary. These certificates ensure

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that developers have met all their obligations and that sites are ready for 'turn-over' to the future landowners. This would then mean that the sites are ready for building construction. Site readiness includes, but is not limited to:

- receiving land title for the site, complete with legal description and appropriate zoning
- services (water, sewer, electricity, etc.) are in place and ready for hook up.
- The site has suitable topography and no geotechnical or foundational concerns (for construction)
- Environmental site assessments are complete (normally already completed by the developer through FAC and CCC obligations to the City)
- Confirmation the site exists outside of the 1:500 year floodplain
- the site has adequate access for both construction and usage

Typically, the CBE would prefer to receive sites with both FAC and CCC finalized, but, in emergent cases, where the site is required for immediate construction needs, a developer can be released from their obligations over the building envelope area, with those obligations being transferred to the CBE to complete. Examples of obligations would be site grading, landscaping, site drainage, connections to City services.

Prior to the review of the criteria for new school construction, the CBE agreed to a land exchange with the CSSD in Aspen Woods. The CSSD had received provincial funding for a new school in Aspen Woods, but the school site which they owned was in a phase of the community that was not completed by the developer.

The CBE middle school site was located in a completed phase of the community and the CBE agreed to the land exchange based on the expectation that the site would be serviced and ready when the CBE received funding for a middle school in Aspen Woods. This land exchange was completed prior to the proposed site readiness filter becoming as consideration in ranking of communities. For this reason, an exception to the site readiness filter will be made and Aspen Woods will continue to be assessed for points and ranked accordingly for construction of a middle school in future Three Year School Capital Plans.

For school communities that meet the eligibility criteria, an analysis is undertaken using criteria in three categories: Community Growth Profile, Busing and Travel Time, and Accommodation. Points for each of the profiles are totalled and used to rank priorities for new school construction.

Current Ranking Criteria

Community Enrolment and Growth Profile
Point assignments are given to school communities based on growth factors. Based on this information, three categories have been developed for ranking purposes:

K-GR4 Ranking
- declared public preschool census
- K-GR4 students
- three-year community population growth

GR5-9 Ranking
- K-GR4 students
- GR5-9 students
- three-year community population growth

Busing and Travel Time
Point assignments are given to school communities based on Busing and Travel Time assessment. Two categories have been developed for ranking purposes for elementary and middle school ranking:
- median travel time
- number of bus receivers projected to occur within the next two year period

Two additional categories exist for middle school ranking to reflect continuity of accommodation plans:
- points are awarded if an existing K-GR4 school has been approved or constructed in a community.
- points are awarded if students have more than two transition points for schools (e.g., K-GR4, GR5-6, and GR7-9) rather than one transition point. (e.g. K-GR9, GR5-9)

Revisions to Ranking Criteria:

Starter Schools
Starter schools are a short term method of providing instructional space for a limited number of students in a timely manner, with the long term intention of completing the proposed design capacity of the school, including the core elements of the school (e.g. gym, learning commons, CTF (Career and Technology Foundations and CTS (Career and Technology Studies).

When there is a starter school in a community, an exception to the standard ranking methodology will be made. The community with the starter school will be assessed through the points ranking criteria but may be placed at a higher priority than the total points determine, in cases where the starter school was not fully completed with a core that includes spaces such as a gym and learning commons. The need for CTF and CTS spaces will vary depending on the grade configuration of the starter school.

Preschool Census
Actual preschool census numbers will be used and the current point range be eliminated. This addresses the concern that using a range penalizes communities that were on the cusp of moving into the next point range.
Total preschool census numbers will be used for each community not just public school supporters. This addresses the concern raised that the CBE is not capturing a true reflection of the total number of potential students in a community.

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<u>Enrolment in CBE Schools (K-GR4 and GR5-9)</u>
Actual September 30 student enrolment numbers will be used and the current point range will be eliminated. If a community already has a school, or a starter school, the capacity of the school will be subtracted from the number of students enrolled in the CBE. For example, a community with 1,200 K-4 students and a 600 capacity K-4 school, the number of students when assessing enrolment for a second elementary school would be 600. This addresses the concern that using a range penalizes communities that were on the cusp of moving into the next point range.

<u>Population Growth</u>
A matrix will be used that will take into account the five year projected population growth by sector (based on City of Calgary projections) and the ratio of the number of CBE students per housing unit in a given community. The City of Calgary does not prepare population projections for individual communities but does annually prepare a population forecast by city sector. Utilizing these population projections addresses the concern that the current ranking criterion does not take future growth into consideration.

Utilizing a ratio of current CBE enrolment to the number of housing units in a community addresses the concern that smaller communities will always rank lower than larger communities. The use of these two measures together in a matrix will result in the greatest number of points being assigned to communities with the highest number of students per household that are located in areas of the city that are projected to have the strongest growth.

<u>Travel Time</u>
A matrix will be used that takes into account median travel time as well as distance from the community to the designated school. Utilizing the ArcGIS system, distance will be calculated from the centre of a community to the regular program designated school. Utilizing a ratio of travel time and distance addresses feedback from stakeholders that distance to the designated regular program school is an important factor to consider. The use of these two measures together in a matrix will result in the greatest number of points being assigned to communities with the longest travel time and the greatest distance travelled.

<u>Bus Receivers</u>
The number of points awarded to a community where there is a need for more than one bus receiver to accommodate the established grade configuration for the regular program (examples include but are not limited to K-GR4 and GR5-9 or K-GR6 and GR7-9) will increase to align with the change to using actual preschool census and enrolment statistics.

<u>Existing or approved School(s) in Community</u>
The number of points awarded to a community that has an existing K-GR4 or starter school will increase to align with the change to using actual preschool census and enrolment statistics. Previously this criterion was only assessed for middle school ranking. This criterion will now be added to the K-GR4 ranking process to address completion of a starter school if one has been approved or constructed in a community.

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Transition Points
A transition point occurs when a cohort group of students move from one school to another. Typically a cohort group of students will have one transition point and move once between kindergarten and GR9 (e.g. K-GR4 in one school and GR5-9 in another or K-GR6 in one school and GR7-9 in another). In some situations, space may be limited at either elementary or junior/middle schools and it may be necessary to accommodate a cohort of students from a new and developing community in more than two schools for K-GR9 (e.g. K-GR4 in one school, GR5-6 in a second school and GR7-9 in a third school).
The number of points awarded to a community in this situation will increase to align with the change to using actual preschool census and enrolment statistics.

- **Attachment III** contains a flowchart showing the Revised Eligibility Filters for New Schools (K-GR9)

- **Attachment IV** contains a flowchart showing Revised New School Ranking Criteria (K-GR4)

- **Attachment V** contains details of the Revised New School Ranking Criteria (GR5-9)

Administration reviews the demographic information for each new and developing community annually. In some cases, actual historic student populations may indicate a trend whereby a community is not generating the number of students per household that would be expected in the model of student generation used in the school site selection process. In such cases, Administration may consider requesting a single K-GR9 school for a community rather than a K-GR4 and a GR5-9 middle school.

When assessing the priority for a K-GR9 school, the community will be ranked using their K-GR4 and GR5-9 statistics. The ranking of a K-GR9 request will be the result of the highest of either the K-GR4 or the GR5-9 results. For example, if a community has a point total that places them as the 4th priority based on their K-GR4 statistics and as the 8th priority based on their GR5-9 statistics, the request for a K-GR9 school will be placed as the 4th priority for that year's school capital plan.

The option will continue to exist for Administration to place priorities for new school construction in the following categories:

- senior high schools are not ranked using point criteria, but are recommended on the priority list based on need.

- schools with unique settings or enrolments that cannot be easily ranked are also placed on a priority basis.

- extenuating circumstances may require a placement priority

B. Major Modernizations

School major modernization projects provide for the renovation of whole or part of a school building for both present and future educational programs. These modernizations address educational programming requirements to deliver the required curriculum, physical obsolescence and/or improve functional adequacy and suitability. School major modernization projects should not exceed 75% of the replacement value of the school building as per provincial guidelines.

The current ranking criteria for modernization projects include:

- enrolment, utilization, projection: strength of enrolment and utilization into the future (15 points)
- role, accommodation plans: strength of the school role into the future (10 points)
- ability to upgrade in terms of teaching environment and minimizing costs (30 points)
- site features, location: quality of the site features in terms of access and size. (5 points)
- facility needs: overall quality of facility (health and safety) (40 points)

Revisions to Major Modernization Ranking Criteria

Feedback indicated that the criteria currently being used are valid and that consideration should be given to changing the number of points assigned in some of the categories to reflect the importance of educational programming needs, the safety of buildings and fiscal considerations.

- Programs
  - Superintendents' Team will identify and prioritize modernization projects that are required to meet CBE system programming priorities.
  - The need for modernization projects will be driven by program changes and priorities. A maximum of 35 points will be awarded in this new category.

- Enrolment, Utilization, Projection:
  - the previous two categories addressing utilization and accommodation will merge into one category
  - strength of enrolment and utilization will be based on 5 year projections
  - school utilization will be reflective of the new formula initiated by Alberta Infrastructure in the spring of 2014
  - this category will decrease from 35 points to 10 points

- Site Features, Location:
  - quality of the site features in terms of access and size
  - quality of location to serve students
  - this category will increase from 5 points to 10 points

Realigning the priorities within the established criteria allows for the consideration of the sites ability to accommodate facility expansion/modernization, as well as its ability to be accessed for long term usability. Additionally, the site is considered in the context of:

- Does the site have long term usable frontages? If so – how many?
- Site location? This includes items such as: drop-off zones, loading street zones, site size (for example: will a modernization encroach into the playfield area), accessibility in and out of the site (i.e.: does parking need improvement), impacting issues upon the site resulting from such modernizations (by-law issues that result)
- 'Grand-fathered' clauses (will altering the site incur by-law upgrades?)
- Able to adjust the site – as per the proposed modernization needs/requirements?

- Ability to Upgrade:
  - teaching environment (potential, suitability)
  - minimizing costs
  - this category will decrease from 30 points to 20 points

Merit is given to this value adjustment when addressing the actual facility's physical ability to be upgraded, and what will be required for such upgrading based on current City-Bylaw and Alberta Building Code (ABC) requirements; in the context of:

- Barrier Free Accessibility (BFA) – what is required to meet all the functioning areas of a facility?
- Is the facility City-Bylaw and ABC compliant, and what is required to bring it up to current code requirements?
- How many stories does the facility have? This impacts ABC and BFA requirements to upgrade, as well as the flexibility of facility changes (i.e.: are elevators feasible to install)?
- What are the intended programing requirements for the facility, and will the facility be able to accommodate such physical changes based on BFA, Bylaw, and ABC?

- Facility Needs:
  - Facility condition
  - facility condition will be based on RECAPP audit information from the province
  - this category will decrease from 40 points to 25 points

Attachment VI shows the Revised Major Modernization Ranking Criteria details.

C. Modular Classrooms

In November 2013, the Provincial Government requested that modular classroom requests be ranked in order of priority. The CBE currently does not have a Board approved ranking criteria for establishing priorities for modular classroom requests to the province.

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Current practice is for Administration to review the rated room utilization rates of all schools over 85% utilization, annually in the fall. For schools that are over 85% utilization, Administration considers the following when assessing the need for modular classrooms:

- future utilization rates,
- whether the addition of modular classrooms will offer a short or long term solution to the accommodation challenge,
- whether the accommodation challenge is the result of a large number of out of attendance area students
- whether a school site can physically accommodate modular classrooms

Attachment VII: Current Modular Classroom Addition Considerations provides details of the site and cost factors currently considered by Administration in assessing the feasibility of adding modular classrooms to a school.

A Three-Year Modular Plan is prepared based on this Administrative analysis and presented to the Board of Trustees for approval in the fall each year.

The following formalized ranking criteria and filters are proposed to be established based on the current Administrative review process and feedback received from stakeholders throughout this engagement.

Proposed Eligibility and Ranking Criteria for Establishing Priority for Modular Classrooms

The proposed process aligns with the process used for new school construction by utilizing an eligibility criterion to identify schools which will proceed to the ranking criteria phase of the process.

Eligibility criteria acts as a screening filter for new capital projects and must be met prior to a school proceeding to the ranking phase.

Proposed Eligibility Criteria

<u>Is the school utilization rate over 90% or expected to be over 90% in the next three years?</u>
Schools that have a utilization rate under 90% or are projected to have a utilization rate under 90% in the following three years will not be considered for modular classroom additions.

Provincial capacity does not always reflect the amount of space available for instructional purposes in a particular school. The number of students an individual school can accommodate is best measured through assessing the number of classrooms in the building.

For this reason, the rated room utilization rate will be used to identify schools that are over 90% utilization. Rated room utilization rates are updated annually each fall and the identification of schools in the three year timeframe will align with schools identified in the Three-Year System Student Accommodation Plan.

Is the accommodation challenge due to out of boundary students?

Schools are able to accept students from outside of their designated attendance area based on the availability of room and resources. Controlling and/or limiting the number of out of attendance area at a school will reduce the utilization rate for the school.

Schools that are able to reduce their utilization rate through limiting acceptance of out of attendance area students will not be considered for modular classroom additions.

Does the school accommodate students from a community that is approved for a new school?

Schools accommodating students from a community where a new school has been approved for funding will not be considered for modular classroom additions.

Is the school a starter school?

If a starter school has been approved for funding or is in place, no further modular classroom requests will be made for the site.

Accommodation Options

This criterion is used to evaluate student accommodation options for eligible school communities. In some cases, an accommodation option may exist in a nearby community.

Will the addition of modular classrooms accommodate projected enrolment for the next 3-5 years?

The CBE may be responsible for a portion of the costs when adding modular classrooms to a school. Fiscal responsibility is a consideration when assessing the need for modular classrooms.

In some cases the addition of modular classrooms will not solve the accommodation challenge for more than a few years. If the addition of modular classrooms is not projected to solve an accommodation challenge for a minimum of 3-5 years, solutions other than modular classrooms will be developed.

Can the school site accommodate any additional modular classrooms?

Site and core building constraints can limit the CBE's ability to physically add additional modular classrooms to a particular school site.

Proposed Ranking Criteria for Modular Classrooms:

Schools that meet the eligibility criteria outlined above will be rated using the following ranking criteria

- Enrolment, Utilization, Projections
  - points will be assigned based on projected utilization rates for schools that have met the eligibility criteria

- the greatest number of points will be assigned to schools with the highest projected utilization rates in the next 3-5 years
- a maximum of 25 points will be awarded in this category

- Site features, location
  - a site assessment in 17 categories will be undertaken for schools meeting the eligibility filters
  - a maximum of 17 points will be awarded in this category

- Cost to add modular units
  - School sites will be assessed to determine whether the anticipated cost of adding modular units to that site are more than the typical base cost of adding modular units to a site.
  - Schools where the cost to add modular classrooms is least costly, relative to the typical base cost, will be awarded the highest number of points in this category
  - a maximum of 25 points will be awarded in this category

Attachment VIII contains a flowchart showing the Proposed Modular Classroom Eligibility Criteria

Attachment IX contains details of the Proposed Modular Classroom Ranking Criteria

5 | Financial Impact

The revised ranking criteria for new school construction and modernizations, as well as the new criteria for prioritizing modular classroom requests, align with the CBE's need to be fiscally responsible. These criteria will prioritize funding requests in areas where the greatest need exists.

The ranking process will occur annually to ensure that CBE school capital priorities continue to reflect both current and future needs.

6 | Implementation Consequences

Administration is responsible for developing prioritized lists of new schools, major modernizations and modular classroom requests for submission to Alberta Education for funding consideration and approval.

The modular classroom request is due to the province by November 1 each year and therefore will need to be completed and presented to the Board of Trustees in October.

New school and major modernization requests are included in the Three-Year School Capital Plan which is due to the province on April 1 each year and is presented to the Board of Trustees for approval in March.

In order to complete the work and meet these timelines, Administration requires approval of the revised new school and modernization criteria and the proposed modular classroom criteria.

7 | Conclusion

The ranking criteria have worked well over time. Periodic reviews have been used to assess how well the criteria are working and they have resulted in minimal adjustments.

In this report, the revisions, modifications and new criteria reflect stakeholder feedback and remain consistent with the CBE values:

- Students Come First

- Learning is Our Central Purpose

- Public Education Serves the Common Good.

DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: CBE Schools Built Since 2000
Attachment II: Explanations of Suggested but Difficult to Consider
Attachment III: Revised Eligibility Filters for New Schools (K-GR9)
Attachment IV: Revised New School Ranking Criteria (K-GR4)
Attachment V: Revised New School Ranking Criteria (GR5-9)
Attachment VI: Revised Major Modernization Ranking Criteria
Attachment VII: Current Modular Classroom Addition Considerations
Attachment VIII: Proposed Eligibility Filters for Modular Classroom
Attachment IX: Proposed Modular Classroom Ranking Criteria

GLOSSARY –

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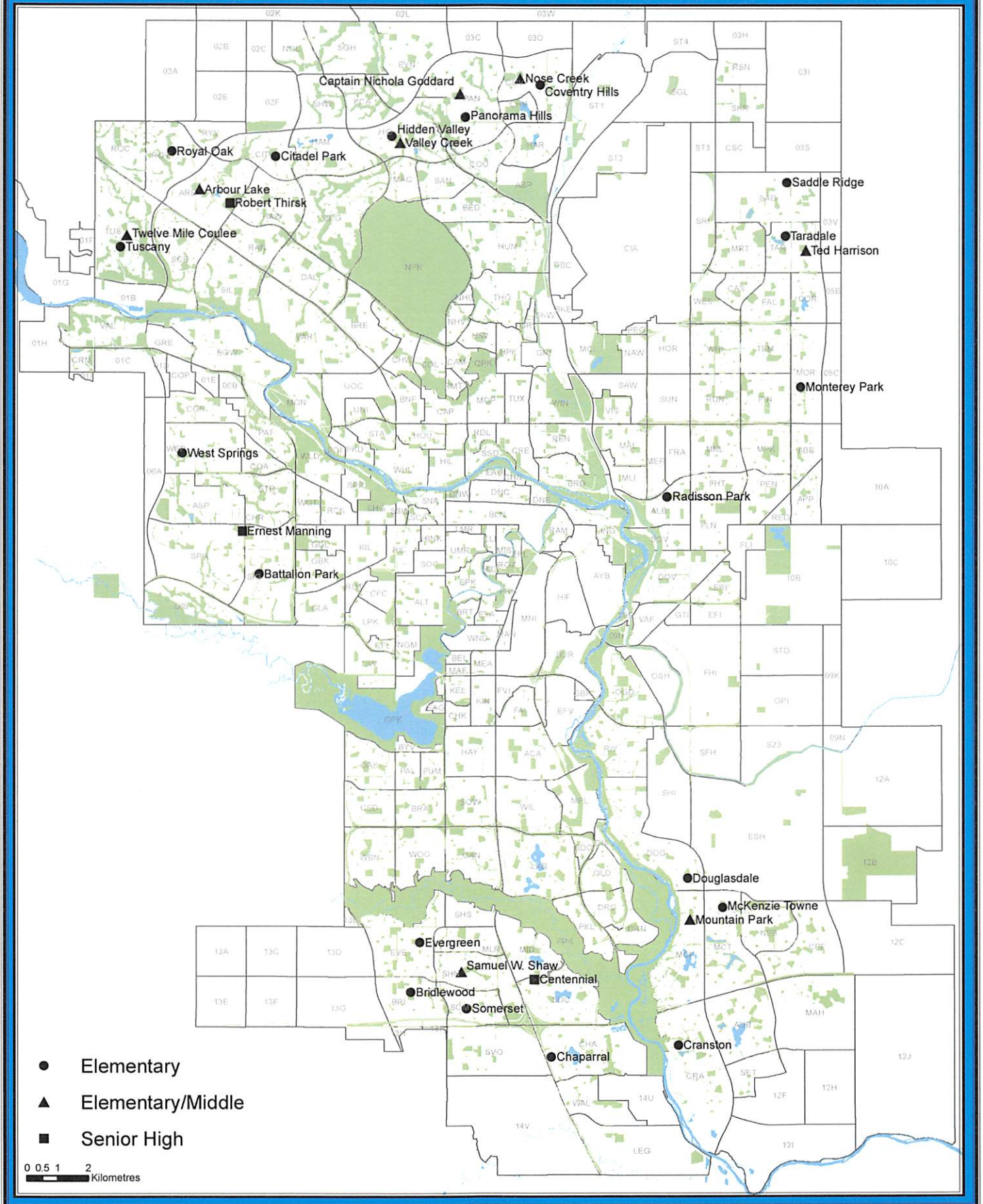
Results: These are our statements of outcomes for each student in our district. The Results policies become the Chief Superintendent's and the organization's performance targets and form the basis for judging organization and Chief Superintendent performance.

CBE Schools Built Since 2002

Calgary Board
of Education
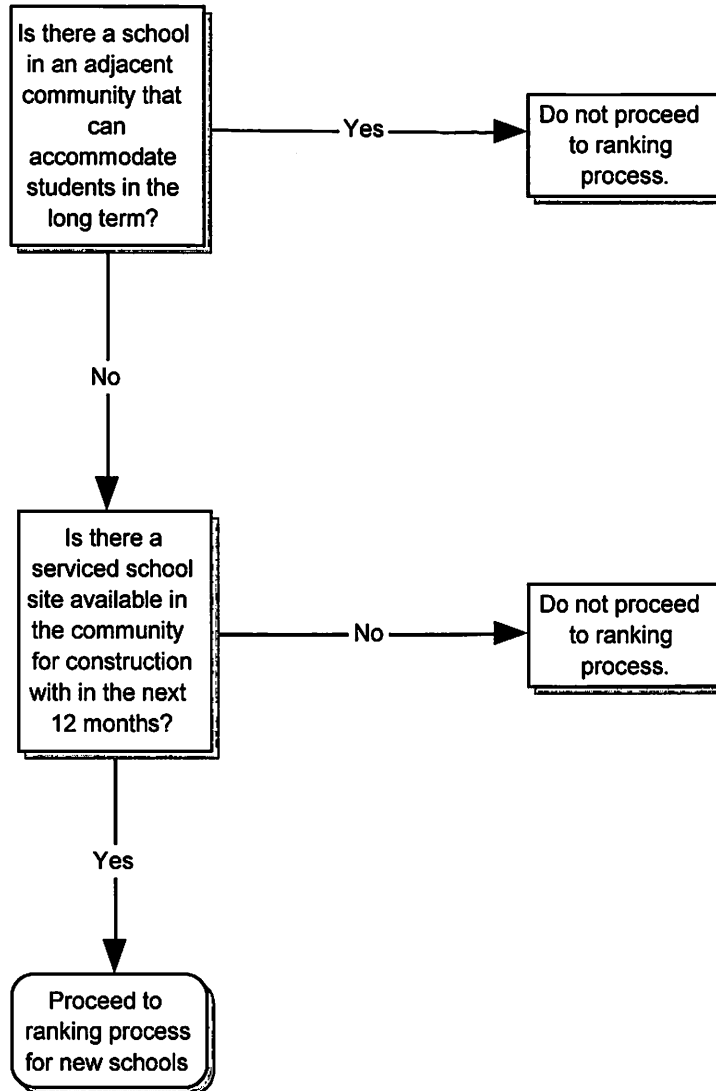
N
W E
S

Captain Nichola Goddard

▲ Nose Creek
● Coventry Hills

● Panorama Hills

Hidden Valley
▲ Valley Creek

● Royal Oak

● Citadel Park

● Saddle Ridge

▲ Arbour Lake
■ Robert Thirsk

▲ Twelve Mile Coulee
● Tuscany

● Taradale
▲ Ted Harrison

● Monterey Park

● West Springs

● Radisson Park

■ Ernest Manning

● Battalion Park

● Douglasdale

● McKenzie Towne
▲ Mountain Park

● Evergreen

Samuel W. Shaw
▲

■ Centennial

● Bridlewood

● Somerset

● Cranston

● Chaparral

● Elementary

▲ Elementary/Middle

■ Senior High

0 0.5 1   2
Kilometres

During the focus group meetings, the CBE received feedback on additional information that could be considered in the prioritizing new school construction, modernization and modular classroom priorities. The following items have been identified as difficult to consider or are already being considered in the criteria:

New Schools	
Suggested but difficult to consider	**Rationale**
Prevent domino effect	Opening a school impacts enrolment at the school where students were designated prior to the opening of the new school. This effect cannot be prevented.
Lack of school in neighbourhood – parents look outside of CBE – so the numbers of population for the age groups are skewed. Look at total population of community (CBE, private, separate)	The CBE does not have access to student records from other schools systems/jurisdictions. Although the City of Calgary reports a breakdown by age groupings (0-4, 5-15 etc.) during the reporting of civic census data, this breakdown does not occur on an annual basis and therefore the information can be outdated by several years.
Plan by geographical area, not community based - A school that can support more than one area (makes it a flexible space)	One of the measures for consideration of new criteria is to use measures that have data that is available and easy to update. Population statistics are collected annually on a community basis. The CBE will continue to use community based statistics and will review the current thresholds for combining communities (approx. 10,000 maximum population for elementary schools and approx. 24,000 maximum population for middle schools) to determine if these ranges should be expanded.
Current enrolment not a relevant factor, should look at projections.	Current enrolment is a relevant factor in the consideration of new school priorities. Current enrolment depicts the present situation and enrolment pressures. The CBE will continue to use current enrolment as one factor and will investigate the addition of projected population/enrolment into the new school ranking criteria.
Modernizations	
Suggested but difficult to consider	**Rationale**
Use of school building	The current criteria for ranking modernization priorities includes a category called "Role, Accommodation Plans". This criterion takes into account the use of the school building. The use of a school building will continue to be addressed through the existing category. If a tie in ranking should occur, the facility with the greater

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	maintenance upgrade requirement will take priority.
What is the potential for re-purposing the space for educational and community supports	One of the measures used as a filter for new criteria is "measures that can be applied in an equitable way to all communities/schools". Not all schools may have the same opportunities for re-purposing of space for community supports.
Criteria for looking at resources within the community (public space & partnerships)	One of the measures used as a filter for new criteria is "measures that can be applied in an equitable way to all communities/schools". Not all schools may have the same opportunities to access partnerships. Also, the CBE is not in control of the timing of funding for major modernization projects and as such, it is challenging to align with potential partner's needs and timelines.
Take out the cosmetic changes – focus on programming	Part of any physical upgrade involves cosmetic change (i.e.: sustainable surfaces, modern spaces, paint, electronics, etc.) One cannot be enhanced without enhancing the other.

Modular Classrooms

Suggested but difficult to consider	Rationale
Combine communities to solve space problems	The CBE currently considers combining communities to resolve space difficulties in the 3 Year System Student accommodation planning process.
Timeline of a modular before it changes into a new build or modernization. (fiscally responsible)	The funding for new schools and modernizations is at the discretion of the province based on their annual budgets. The CBE is not able to project with certainty how many new schools or modernizations will be approved in any given year. Therefore, it would be challenging to include this as a criterion.
If 20 mod's = a school and if it's a temporary fix we really need a new school not modulars	The province has indicated that the CBE can request starter schools to address enrolment pressures. The CBE has requested starter schools in keeping with the already established priorities for new school construction. These starter schools would be built as the first step in constructing a core school and would be designed to be attached to the core school.
If schools can partially fund the modulars	One of the measures used as a filter for new criteria is "measures that can be applied in an equitable way to all communities/schools". Not all school communities have the same opportunities to provide funding for modular classrooms.

What is the impact and how do you quantify educational programming lost by not getting the modular (quality of education)	One of the measures used as a filter for new criteria is "measures that are quantitative where possible and non-biased".
Add a "Crisis" category	There is currently a mechanism in place to work with the province in event of a crisis that is outside the annual modular classroom request process.

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Is there a school in an adjacent community that can accommodate students in the long term?

──Yes── ▶ Do not proceed to ranking process.

No

Is there a serviced school site available in the community for construction with in the next 12 months?

──No── ▶ Do not proceed to ranking process.

Yes

Proceed to ranking process for new schools

Prepared by Planning & Transportation Sept.2014

7-24

Preschool Census
Use Actual Value of Total Preschool Census (Age 1-5)

Current K-GR4 Enrolment
Use Actual September 30th enrolment

	Ratio of K-4 Enrolment to # of Housing Units in Community (%) (September 30th of each year)					
	≤4%	**5 to 9%**	**10 to 14%**	**15 to 19%**	**20 to 24%**	**≥25 %**
Projected 5 Year Sector Population Growth (%)*						
Less than 5%	10 points	20 points	30 points	40 points	50 points	60 points
5 to 14%	20 points	30 points	40 points	50 points	60 points	70 points
15 to 24%	30 points	40 points	50 points	60 points	70 points	80 points
Greater than 25 %	40 points	50 points	60 points	70 points	80 points	90 points

* Based on City of Calgary Suburban Residential Growth (Prepared Annually)

	Distance Travelled (km's)*				
	≤9	**10 to 14**	**15 to 19**	**20 to 24**	**≥25**
Median Travel Time					
15-19 minutes	10 points	20 points	30 points	40 points	50 points
20-24 minutes	20 points	30 points	40 points	50 points	60 points
25-29 minutes	30 points	40 points	50 points	60 points	70 points
30-34 minutes	40 points	50 points	60 points	70 points	80 points
35-39 minutes	50 points	60 points	70 points	80 points	90 points
≥40 minutes	60 points	70 points	80 points	90 points	100 points

* Distance travelled calculated using ARCGIS to determine "centre" of the community to bus receiver school

Other Considerations
More than one bus receiver school required for established grade configuration   50 points
within two years (examples include but are not limited to K-4 and GR5-9 or K-6 and GR7-9)

Existing Starter School approved or in existence   50 points

Notes:
1. If a community already has a school or a starter school, the capacity of the school will be subtracted from the number of students enrolled in the CBE.

2. When there is a starter school in a community, an exception to the standard ranking methodology will be made. The community with the starter school will be assessed through the points ranking criteria but may be placed at a higher priority than the total points determine in cases where the starter school was not fully completed with a core that includes spaces such as a gym and learning commons. The need for CTF and CTS spaces will vary depending on the grade configuration of the starter school.

Current K-GR4 Enrolment
Use Actual September 30th enrolment

Current GR5-9 Enrolment
Use Actual September 30th enrolment

Ratio of GR5-9 Enrolment to # of Housing Units in Community (%) (September 30th of each year)						
	≤4%	5 to 9%	10 to 14%	15 to 19%	20 to 24%	≥25 %
Projected 5 Year Sector Population Growth (%)*						
Less than 5%	10 points	20 points	30 points	40 points	50 points	60 points
5 to 14%	20 points	30 points	40 points	50 points	60 points	70 points
15 to 24%	30 points	40 points	50 points	60 points	70 points	80 points
Greater than 25 %	40 points	50 points	60 points	70 points	80 points	90 points

* Based on City of Calgary Subrban Residential Growth (Prepared Annually)

Distance Travelled (km's)*					
	≤9	10 to 14	15 to 19	20 to 24	≥25
Median Travel Time					
15-19 minutes	10 points	20 points	30 points	40 points	50 points
20-24 minutes	20 points	30 points	40 points	50 points	60 points
25-29 minutes	30 points	40 points	50 points	60 points	70 points
30-34 minutes	40 points	50 points	60 points	70 points	80 points
35-39 minutes	50 points	60 points	70 points	80 points	90 points
≥40 minutes	60 points	70 points	80 points	90 points	100 points

* Distance travelled calculated using GIS to determine "centre" of the community to bus receiver school

Bus Receiver - Elementary
More than one bus receiver school required for established grade configuration   50 points
within two years (examples include but are not limited to K-4 and GR5-9 or K-6 and GR7-9)

Existing K-4 or Starter School approved or in existence   50 points

Greater than 2 Transition Points (K-9)   50 points

Notes:
1. If a community already has a school or a starter school, the capacity of the school will be subtracted from the number of students enrolled in the CBE.

2. When there is a starter school in a community, an exception to the standard ranking methodology will be made. The community with the starter school will be assessed through the points ranking criteria but may be placed at a higher priority than the total points determine in cases where the starter school was not fully completed with a core that includes spaces such as a gym and learning commons. The need for CTF and CTS spaces will vary depending on the grade configuration of the starter school.

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Programming requirements (maximum number of points = 35)   Points

Superintendent's Team to identify and prioritize modernization projects that are required to meet CBE syst
programming priorities

5 Year projected enrolment (maximum number of points = 10)

Projected utilization is less than 79%	0
Projected utilization is between 80 to 84%	2
Projected utilization is between 85 to 89%	4
Projected utilization is between 90 to 94%	6
Projected utilization is between 95 to 99%	8
Projected utilization is greater than 100%	10

Quality of site location to serve students (maximum number of points = 10)

Usable frontages	2
Site location	2
Site constraint factors	2
Grand-fathered clauses	2
Ability to adjust/reconfigure site	2

Ranking Range for this category: 0 (difficult to upgrade) to 2 (very easy to upgrade)

Ability to upgrade in terms of teaching environment and minimizing costs (maximum number of points = 20)

Structural characteristics - post tension slabs	2
Barrier free accessibility (e.g. # of levels, space for washrooms, ramps and elevators)	2
Services available - age, capacity	2
Mechanical systems - age, capacity	2
Electrical systems - age, capacity	2
Sprinkler system required (size of water lines)	2
Washroom count - capacity cap	2
Program space - (e.g. size of classrooms, CTS spaces)	2
Parking (bylaw compliant) - ability to expand	2
Hazardous material-abatement	2

Ranking Range for this category: 0 (difficult to upgrade) to 2 (very easy to upgrade)

Facility Maintenance based on Provincial RECAPP (maximum number of points = 25)

Excellent	5
Very Good	10
Good	15
Fair	20
Poor	25

Note: the higher the number, the poorer the facility

<u>Current practice for assessing technical suitability of modular classrooms</u>
The main items currently considered by CBE's Design Services department in determining the feasibility and financial implications of adding modular classrooms to a school are as follows;

1. SITE REVIEW & CONSIDERATIONS
   1) Placement to be close to existing exit of the school
   2) Location must be free of physical obstructions (ie large trees, playground equipment, electrical transfomers, retaining walls, etc.)
   3) Conflict with playfields / sports fields
   4) Location and setbacks from property lines
   5) Location of existing school windows
   6) Existing site grades – steel grades will eliminate possible placement
   7) Proximity to street – large numbers of portables will require fire lane access
   8) Site Drainage – do not want to adversely affect current site drainage.

2. BUILDING CODE & CITY BYLAW CONSIDERATIONS:
   1) Increased school capacity may require additional washroom fixtures
   2) Increased capacity may require additional parking stalls
   3) A minimum distance of 6 metres (20 feet) between school and modulars is required
   4) Increased distance may be required if large amount of windows in both school and modulars are exposed across from each other.
   5) Development Permit process may require additional site items such as loading zones, fencing, additional trees / or replacements, bike stalls, etc.
   6) Requirement for fire lane access when larger than 600 sq.m. (approx..
   7) Location of fire hydrant within 90m if group of portables exceeds 600 sq.m.

2. CONSTRUCTION PHASE - SCOPE OF WORK FOR MODULAR ADDITIONS
   1) Development Permit & Building Permits
   2) Site preparation – strip organics, sod & add gravel, regrading may be req'd.
   3) Steel screw pile foundations
   4) Building Mover to move the modular to the site
   5) Installation of perimeter skirting below modulars
   6) Add stairs both ends and ramp
   7) Add all services including gas, power, data cabling, phone line, fire alarm wiring, p.a. either with a trench or through a connecting corridor
   8) Some may have water and drain lines
   9) There may be a connecting corridor that will require it's own services for light and heating.
   10) Some modifications may be required to school entry area if a corridor is added.
   11) Work inside the school to install the services
   12) Toilet additions may be needed.

3. CONSTRUCTION PHASE - SCOPE OF WORK FOR MODULAR RELOCATIONS
   1) If the project is moving an existing modular from one school site to another there will be a range of work required at the donor site to remediate the site and building after the units is removed. These costs can be significant in some situations.
   2) Refurbishing an existing Portable may be required to upgrade roofing, furnace, flooring, exterior siding, etc.

1

4. COSTS (site conditions can add wide variance to project costs)
   1) New Modus Modulars – for 2 unit addition:
      a. A unit with corridor = $170,000
      b. B unit (no corridor) = $140,000
      c. Install 2 unit addition = approx. $200,000
      d. Consultants fees, permits $ 18,000
             Total for 2 modulars $528,000

      e. Add connecting corridor $100,000
      f. Add air conditioning $ 13,000
      g. Add sinks connected to school $ 25,000
      h. Repair to donor site for move $ 40,000 (will be a wide range)

5. TIMELINES – commencing from provincial approval
   1) Design (initial site review and code review) and
      do Development Permit drawings   3 weeks
   2) Apply for DP & do construction drawings   8 weeks
   3) Apply for BP and Tender project & AI approval   3 weeks
   4) Project in construction phase   8 weeks
   5) Add if there is a connecting corridor   3 weeks

      Total time to Occupancy of modulars   25 weeks

      Note: timelines are influenced by –
         a. Modus schedule for constructing the units
         b. Number of modular units added to the site
         c. Site complexity and constraints
         d. Time of year
         e. How busy the construction industry is
         f. If there is a connecting corridor or not
         g. Availability of the building mover (normally only one is available)
         h. Availability of screw pile contractor
         i. Number of projects concurrent in Design Services and staff resources
         j. If washroom or parking additions are required

Attachment VIII: Proposed Eligibility Filters for Modular Classrooms

| Is the school over or projected to be over 90% utilization in the next 3 years? | —No→ | Do not proceed to ranking process. |

↓ Yes

| Is the accommodation challenge due to out of boundary students? | —Yes→ | Do not proceed to ranking process. |

↓ No

| Does the school accommodate students from a community that is approved for a new school? | —Yes→ | Do not proceed to ranking process. |

↓ No

| Is the school a starter school? | —Yes→ | Do not proceed to ranking process. |

↓ No

| Is there a school in an adjacent community that can accommodate students in the long term? | —Yes→ | Do not proceed to ranking process. |

↓ No

| Will the addition of modular classrooms accommodate projected enrolment for the next 3-5 years? | —No→ | Do not proceed to ranking process. |

↓ Yes

| Can the school site accommodate additional modular classrooms? | —No→ | Do not proceed to ranking process. |

↓ Yes

Proceed to ranking process for modular classrooms

Prepared by Planning & Transportation Sept.2014

7-30

	Points
Category A	
Enrolment, Utilization, Projection	
Strength of enrolment and utilization into the future (Projected 5 Year Utilization)	
Projected Utilization is less than 79%	0
Projected Utilization is between 80 to 84%	5
Projected Utilization is between 85 to 89%	10
Projected Utilization is between 90 to 94%	15
Projected Utilization is between 95 to 99%	20
Projected Utilization is greater than 100%	25

	Points
Category B	
Site Features, Location	
Ability to add modular units to the site	
Site Size - ability to accommodate portables	1
Physical Obstructions (large trees, playground equip, catch basins, elec. Transformers, etc)	1
Site Grading, contours (slope to portables not good)	1
Additional Parking Requirements	1
Additional Washroom stall / sink requirments	1
Sight lines for Security, creates concealed areas	1
Ability to locate portables near entrance	1
Ability to connect with a corridor	1
Ease of connecting services, ie gas, power, data	1
Proximity to underground services restricting placement (ie: main elec, water, sewer)	1
Proximity and quantity of windows opposite the modulars	1
Fire rating of school exterior wall	1
Existing Firewall on school to accommodate addition	1
Distance from Street (within 15m will allow for more)	1
Location on site for aesthetics……front vs. rear vs. side	1
Existing catch basins in vicinity to portables for roof drainage	1
Proximity to main sidewalks (downspouts cause icing)	1

Ranking Range: 0 (difficult) to 1 (easy)

	Points
Category C	
Cost to Add Modular Units Compared to Average Cost to Add Modular Units to a Site	
What is the anticipated cost of modular units at this site?	
1 = Poor $$$$$ (more than 25% more)	5
2= Fair $$$$ (Between 20 to 24% more)	10
3 = Good $$$ (Between 15 to 19% more)	15
4 = Very Good $$ (Between 10 to 14% more)	20
5 = Excellent $ (Less than 9% more)	25

report to Board of Trustees

2015/16 Modular Classroom Plan

Date	October 14, 2014
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David T. Stevenson, Chief Superintendent of Schools
Purpose	Decision
Originator	Frank J. Coppinger, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board OE-9: Communication With the Public OE-11: Learning Environment/Treatment of Students OE-12: Facilities
Resource Person(s)	Eugene Heeger, Director, Design & Property Development Robert Ashley, Manager, Design Services Darlene Unruh, Director, Planning & Transportation Anne Trombley, Manager, Planning

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the 2015/16 Modular Classroom Plan and the submission of the recommended modular classroom requests to Alberta Education.

2 | Issue

In November 2013, the Provincial Government initiated the requirement that all jurisdictions prioritize modular classroom requests as part of their submission.

Previously, school boards did not need to assign priorities to requests for modular classrooms. Although criteria and ranking formulas have long been established for both new school construction and modernization projects, no formal criteria currently exists for the ranking of modular classroom priorities.

The Board of Trustees considered Eligibility Filters for Modular Classrooms **(Attachment I)** and Modular Classroom Ranking Criteria **(Attachment II)** at the public board meeting on October 14, 2014. These filters and ranking criteria have been used to develop the Calgary Board of Education's modular classroom priorities.

If approved by the Board of Trustees, the modular classroom recommendations would be submitted to the Province before November 3, 2014. Should the Province approve these requests by February, 2015, there should be sufficient time for the units to be constructed, delivered and set up in time for the 2015-2016 school year.

3 | Background

Over the past decade, Calgary has experienced tremendous growth and economic prosperity. One simple indicator of the magnitude of growth is that the population of Calgary has increased 145,168 residents between 2008 and 2014 which is an average of just over 24,000 people per year. The most recent civic census reports that the population of Calgary increased by 38,508 from April 2013 to April 2014. The total population is projected to increase by 124,448 people by 2018.

Over the next five years, CBE enrolment is projected to increase by almost 15,000 students. The City of Calgary's Suburban Residential Growth 2013-2017 indicates that 97% of the population growth over the past five years has occurred in the developing communities.

Forecasts over the next five years continue to estimate approximately 94% of population growth will continue to occur in the new suburbs. Slightly more than 50% of the growth in the new suburbs is projected to occur in Area V. The addition of modular classrooms will be required to deal with the increasing student population.

The ranking of capital priorities is an important issue for all community stakeholders. Commencing in May 2014, the CBE undertook a public engagement to receive feedback on considerations for prioritizing future modular classroom requests. The parameters for this project included:

- Educating the public on the current ranking criteria for new school construction and modernizations
- Collecting stakeholder feedback to use as a gauge to review current practices and adjust/revise as appropriate and feasible
- Maintaining a focus on system equity and fairness
- Developing a method to prioritize modular classroom requests
- Aligning CBE and Alberta Education values

The following suggestions were received and taken into consideration by Administration in developing criteria for establishing future modular classroom priorities:

Modular Classrooms
Site constraints
Cost/benefit of adding modular classrooms
Does it keep the students in the community?
Does it solve the problem within the 3-5 year window?
How many non-classroom spaces are currently being used for fulltime teaching space, i.e. music room and staffroom?
What is the core capacity to support a modular?
Use the same points system we use for ranking new schools
Take some of the modernization factors into consideration for modular classrooms
Busing times
Enrolment figures – principals don't have actual numbers in the spring, usually received in the fall when it's too late.

Based on this feedback, as well as taking into consideration previous administrative practices for determining modular classroom priorities, Administration developed eligibility filters and criteria which were considered by the Board of Trustees on October 14, 2014. These eligibility filters and ranking criteria were used to develop the modular classroom plan in this report.

The implementation of annual modular plans is dependent upon Provincial approvals and the availability of capital funds. Based on last year's November 1, 2013 submission:

- Two new modular classroom requests at each of West Springs and Saddle Ridge Schools were approved and should be implemented in late 2014.

- Three aging modular units were decommissioned and replaced with four new modular units at Dalhousie School for the 2014-2015 school year.

- Approval obtained to demolish one modular classroom at each of Roland Michener and Ian Bazalgette schools. (pending)

- Approval obtained to demolish four modular classrooms at John G. Diefenbaker High School. (on hold)

- Approval was not obtained from the Province for four new modular classrooms at John G. Diefenbaker High School.

Calgary Board
of Education

5-3

A Modular Classroom Eligibility Filter Review was conducted in September 2014. A list of all schools over 90% utilization (based on rated room capacity) using September 2014 opening day enrolments was assembled. **(Attachment III)**

The number of students an individual school may accommodate is best measured through assessing the number of teaching spaces in the school. For this reason, the rated room capacity is used in determining schools that are over 90% capacity, or anticipated to be over 90% capacity within the next three years.

Administration has identified 8 schools that are currently over 90% utilization, or projected to be over 90% utilization in the next three years, and meet all the filters to be eligible for points ranking. Another two schools that were screened out through the modular classroom filter process that Administration is using are included in the points ranking for modular classrooms for the following reasons:

- Cranston and Evergreen are new schools (opened in the past five years) that were not fully built out with the maximum number of modulars that the core school could support.
- Although adding modulars to these schools may not accommodate all designated students for the 3-5 year time frame, adding modular to these schools would maximize the number of students from these new and developing communities that may be accommodated in their designated community school.

The request to demolish and replace four modular classrooms at John G. Diefenbaker High School was not completed from last year's Modular Classroom Plan and will remain on this plan as a carry forward item.

The Modular Classroom Points Assignment **(Attachment IV)** provides a summary of the point assignments for the schools which met all of the eligibility criteria, as well as the two schools mentioned above. The recommended requests for modular classrooms are as follows:

School	New or Existing	Attached with Corridor or Stand Alone	# Modular Units Requested
Cranston	New	Attached with corridor	2
Evergreen	New	Attached with corridor	2
Louis Riel	New	Attached with corridor	6
Coventry Hills	New	Stand alone	2
Radisson Park	New	Attached with corridor	2
Midsun	New	Stand alone	2
William Reid	New	Stand alone	2
Citadel	New	Attached with corridor	2
Glamorgan	New	Attached with corridor	2
Le Roi Daniels	New	Attached with corridor	2
John G. Diefenbaker	Existing	Stand alone	4

Calgary Board of Education

The plan above is recommended for submission to Alberta Education for the November 3, 2014 deadline, and implementation for the 2015/16 school year.

During the 2015-2016 school year, Administration will review the impact that opening 17 new schools will have on current schools. Opportunities to expand alternative programs and/or move students closer to home will be explored based on space that will become available as students are designated to the new schools that will open in 2016.

If students are moved closer to home or new locations are opened for alternative programs, some of the schools on the Years 2 and 3 lists may no longer require modular classrooms to accommodate students.

A map showing the modular locations is shown in **Attachment IV**.

5 | Financial Impact

As part of last year's modular classroom program, Alberta Education implemented a cost-sharing approach to support the approval of additional modular classrooms beyond what could be delivered within the available capital funding. The Province is responsible for financing the construction of the new modular classroom units.

The School Boards were required to contribute $50,000 per modular unit. As well, the school board was responsible for 100% of the costs for adding items, such as air conditioning, sinks and a connecting corridor, all of which were considered optional items.

The budget targets for 2015/16 have not yet been set by the Province. As a result, it is not known whether the same cost-sharing approach will be required.

Based on the 2014/15 costing formula, it is estimated that CBE costs for the modular classrooms outlined in this report may be the following:

Demolition of 6 modulars @ $10,000 ea.	= $	60,000
28 modulars x $50,000 per	= $	1,400,000
Add air conditioning @ $2500 per	= $	70,000
Add corridors at 4 schools @ $80,000 ea.	= $	320,000
TOTAL =	= $	1,850,000

Funds may need to be requested from the Capital Budget or reserves, following any announcement of the details of Provincial funding approvals.

6 | Implementation Consequences

The request for any new modular classrooms for 2015-2016 is to be submitted to the Province by November 3, 2014.

If requests submitted by the Board of Trustees to the Province are approved by February 2015, there should be sufficient lead time for the CBE to obtain municipal permit approvals and install modular classrooms during the summer of 2015, in order for them to be ready for the upcoming school year.

7 | Conclusion

The prioritized list of modular classrooms follows the new eligibility filters and ranking criteria for modular classroom requests.

If approval and funding is not received, alternative accommodation plans may be required for students.

D. Stevenson

DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

Attachment I: Eligibility Filters for Modular Classrooms
Attachment II: Modular Classroom Ranking Criteria
Attachment III: Modular Classroom Eligibility Filter Review September 2014
Attachment IV: Modular Classroom Points Assignment
Attachment V: Map of Modular Classroom Requests 2015-2018

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.

Attachment I: Eligibility Filters for Modular Classrooms

Is the school over or projected to be over 90% utilization in the next 3 years?
— No → Do not proceed to ranking process.

Yes ↓

Is the accommodation challenge due to out of boundary students?
— Yes → Do not proceed to ranking process.

No ↓

Does the school accommodate students from a community that is approved for a new school?
— Yes → Do not proceed to ranking process.

No ↓

Is the school a starter school?
— Yes → Do not proceed to ranking process.

No ↓

Is there a school in an adjacent community that can accommodate students in the long term?
— Yes → Do not proceed to ranking process.

No ↓

Will the addition of modular classrooms accommodate projected enrolment for the next 3-5 years?
— No → Do not proceed to ranking process.

Yes ↓

Can the school site accommodate additional modular classrooms?
— No → Do not proceed to ranking process.

Yes ↓

Proceed to ranking process for modular classrooms

Prepared by Planning & Transportation Sept.2014

5-7

	Points
Category A	
Enrolment, Utilization, Projection	
Strength of enrolment and utilization into the future (Projected 5 Year Utilization)	
Projected Utilization is less than 79%	0
Projected Utilization is between 80 to 84%	5
Projected Utilization is between 85 to 89%	10
Projected Utilization is between 90 to 94%	15
Projected Utilization is between 95 to 99%	20
Projected Utilization is greater than 100%	25

Category B	
Site Features, Location	
Ability to add modular units to the site	
Site Size - ability to accommodate portables	1
Physical Obstructions (large trees, playground equip, catch basins, elec. Transformers, etc)	1
Site Grading, contours (slope to portables not good)	1
Additional Parking Requirements	1
Additional Washroom stall / sink requirments	1
Sight lines for Security, creates concealed areas	1
Ability to locate portables near entrance	1
Ability to connect with a corridor	1
Ease of connecting services, ie gas, power, data	1
Proximity to underground services restricting placement (ie: main elec, water, sewer)	1
Proximity and quantity of windows opposite the modulars	1
Fire rating of school exterior wall	1
Existing Firewall on school to accommodate addition	1
Distance from Street (within 15m will allow for more)	1
Location on site for aesthetics......front vs. rear vs. side	1
Existing catch basins in vicinity to portables for roof drainage	1
Proximity to main sidewalks (downspouts cause icing)	1

Ranking Range: 0 (difficult) to 1 (easy)

		Points
Category C		
Cost to Add Modular Units Compared to Average Cost to Add Modular Units to a Site		
What is the anticipated cost of modular units at this site?		
1 = Poor	$$$$$ (more than 25% more)	5
2= Fair	$$$$ (Between 20 to 24% more)	10
3 = Good	$$$ (Between 15 to 19% more)	15
4 = Very Good	$$ (Between 10 to 14% more)	20
5 = Excellent	$ (Less than 9% more)	25

Current Utilization (Based on Opening Day Enrolment and Rated Room Cpacity)	School	Is school over or projected to be over 90% utilization in next 3 years?	Is accommodation challenge due to out of boundary students?	Does school accommodate students from a community that is approved for a new school?	Is the school a starter school?	Is there a school in an adjacent community that can accommodate students in the long term?	Will the addition of modular classrooms accommodate projected enrolment for next 3-5 years?	Can the school site accommodate additional modular classrooms?	Does the school meet all the filters to proceed to the ranking process for modular classrooms?
97%	BRIDLEWOOD	No	-	-	-	-	-	-	-
90%	CANYON MEADOWS	No	-	-	-	-	-	-	-
96%	CECIL SWANSON	No	-	-	-	-	-	-	-
100%	CRESCENT HEIGHTS	No	-	-	-	-	-	-	-
91%	HIGHWOOD	No	-	-	-	-	-	-	-
101%	NICKLE	No	-	-	-	-	-	-	-
93%	SIR JOHN FRANKLIN	No	-	-	-	-	-	-	-
91%	SIR WILFRID LAURIER	No	-	-	-	-	-	-	-
91%	WESTGATE	No	-	-	-	-	-	-	-
112%	WILDWOOD	No	-	-	-	-	-	-	-
96%	ALEXANDER FERGUSON	Yes	Yes	-	-	-	-	-	-
128%	BALMORAL	Yes	Yes	-	-	-	-	-	-
98%	BELFAST	Yes	Yes	-	-	-	-	-	-
120%	CENTENNIAL	Yes	Yes	-	-	-	-	-	-
114%	DR E P SCARLETT	Yes	Yes	-	-	-	-	-	-
102%	DR E W COFFIN	Yes	Yes	-	-	-	-	-	-
101%	ERNEST MANNING	Yes	Yes	-	-	-	-	-	-
92%	FALCONRIDGE	Yes	Yes	-	-	-	-	-	-
110%	JOHN G DIEFENBAKER	Yes	Yes	-	-	-	-	-	-
112%	LESTER B PEARSON	Yes	Yes	-	-	-	-	-	-
91%	ROBERT THIRSK	Yes	Yes	-	-	-	-	-	-
98%	ROSEDALE	Yes	Yes	-	-	-	-	-	-
111%	SIR WINSTON CHURCHILL	Yes	Yes	-	-	-	-	-	-
101%	WESTERN CANADA	Yes	Yes	-	-	-	-	-	-
105%	WILLIAM ABERHART	Yes	Yes	-	-	-	-	-	-
90%	ACADIA	Yes	No	Yes	-	-	-	-	-
98%	CAMBRIAN HEIGHTS	Yes	No	Yes	-	-	-	-	-
103%	CAPTAIN NICHOLA GODDARD	Yes	No	Yes	-	-	-	-	-
92%	COLONEL MACLEOD	Yes	No	Yes	-	-	-	-	-
95%	DAVID THOMPSON	Yes	No	Yes	-	-	-	-	-
100%	EVERGREEN	Yes	No	Yes	-	-	-	-	-
103%	PANORAMA HILLS	Yes	No	Yes	-	-	-	-	-
94%	ROYAL OAK	Yes	No	Yes	-	-	-	-	-
107%	SIMON FRASER	Yes	No	Yes	-	-	-	-	-
102%	TWELVE MILE COULEE	Yes	No	Yes	-	-	-	-	-
95%	VINCENT MASSEY	Yes	No	Yes	-	-	-	-	-
97%	DOUGLAS HARKNESS	Yes	No	No	No	Yes	-	-	-
99%	EDGEMONT	Yes	No	No	No	Yes	-	-	-
102%	THORNCLIFFE	Yes	No	No	No	Yes	-	-	-
96%	BISHOP PINKHAM	Yes	No	No	No	No	No	-	-
99%	CAPTAIN JOHN PALLISER	Yes	No	No	No	No	No	-	-
109%	CRANSTON	Yes	No	No	No	No	No	-	-
98%	ETHEL M JOHNSON	Yes	No	No	No	No	No	-	-
90%	FAIRVIEW	Yes	No	No	No	No	No	-	-
105%	GUY WEADICK	Yes	No	No	No	No	No	-	-
76%	KILLARNEY	Yes	No	No	No	No	No	-	-
95%	RUNDLE	Yes	No	No	No	No	No	-	-
101%	SAMUEL W. SHAW	Yes	No	No	No	No	No	-	-
98%	SIMONS VALLEY	Yes	No	No	No	No	No	-	-
97%	TARADALE	Yes	No	No	No	No	No	-	-
97%	THOMAS B RILEY	Yes	No	No	No	No	No	-	-
94%	ANNIE FOOTE	Yes	No	No	No	No	Yes	No	-
106%	ARBOUR LAKE	Yes	No	No	No	No	Yes	No	-
93%	BATTALION PARK	Yes	No	No	No	No	Yes	No	-
120%	CHAPARRAL	Yes	No	No	No	No	Yes	No	-
93%	CHIEF JUSTICE MILVAIN	Yes	No	No	No	No	Yes	No	-
93%	CHRIS AKKERMAN	Yes	No	No	No	No	Yes	No	-
95%	COLONEL SANDERS	Yes	No	No	No	No	Yes	No	-
103%	CROSSING PARK	Yes	No	No	No	No	Yes	No	-
90%	GEORGES P VANIER	Yes	No	No	No	No	Yes	No	-
94%	GRANT MACEWAN	Yes	No	No	No	No	Yes	No	-
100%	HILLHURST	Yes	No	No	No	No	Yes	No	-
97%	JACK JAMES	Yes	No	No	No	No	Yes	No	-
90%	JANET JOHNSTONE	Yes	No	No	No	No	Yes	No	-
103%	LANGEVIN	Yes	No	No	No	No	Yes	No	-
104%	MOUNTAIN PARK	Yes	No	No	No	No	Yes	No	-
98%	OLYMPIC HEIGHTS	Yes	No	No	No	No	Yes	No	-
117%	SADDLE RIDGE	Yes	No	No	No	No	Yes	No	-
90%	SUNDANCE	Yes	No	No	No	No	Yes	No	-
95%	TOM BAINES	Yes	No	No	No	No	Yes	No	-
93%	VALLEY CREEK	Yes	No	No	No	No	Yes	No	-
100%	WEST SPRINGS	Yes	No	No	No	No	Yes	No	-
95%	WILLOW PARK	Yes	No	No	No	No	Yes	No	-
96%	CITADEL	Yes	No	No	No	No	Yes	Yes	Yes
91%	COVENTRY HILLS	Yes	No	No	No	No	Yes	Yes	Yes
91%	GLAMORGAN	Yes	No	No	No	No	Yes	Yes	Yes
91%	LE ROI DANIELS	Yes	No	No	No	No	Yes	Yes	Yes
95%	LOUIS RIEL	Yes	No	No	No	No	Yes	Yes	Yes
105%	MIDSUN	Yes	No	No	No	No	Yes	Yes	Yes
98%	RADISSON PARK	Yes	No	No	No	No	Yes	Yes	Yes
102%	WILLIAM REID	Yes	No	No	No	No	Yes	Yes	Yes

SCHOOL	Program	CATEGORY A Enrolment/Projection/Utilization	CATEGORY B Site Features/Location	CATEGORY C Cost Compared to Average	TOTAL
CRANSTON*	Regular Program	25	15	20	60
EVERGREEN*	Regular Program	25	15	20	60
LOUIS RIEL	GATE, Science Program	25	12	20	57
COVENTRY HILLS	Regular Program	25	7	20	52
RADISSON PARK	Regular Program	15	15	20	50
MIDSUN	Regular Program	25	9	15	49
WILLIAM REID	French Immersion	25	8	15	48
CITADEL	Regular Program	15	12	20	47
GLAMORGAN	Traditional Learning	15	10	20	45
LE ROI DANIELS	Traditional Learning	15	6	10	31

Note: * Cranston and Evergreen do not meet all the filter requirements for proceeding to the criteria ranking. These three schools were all opened within the the last 5 years and were not fully built-out with the maximum number of modular units attached. Administration has made an exception and ranked these three schools with the criteria.

Modular Classroom Requests

Calgary Board
of Education

Coventry
Hills

Citadel
Park

John G.
Diefenbaker

Radisson
Park

William
Reid

Glamorgan

Le Roi
Daniels

Louis
Riel

Evergreen

MidSun

Cranston
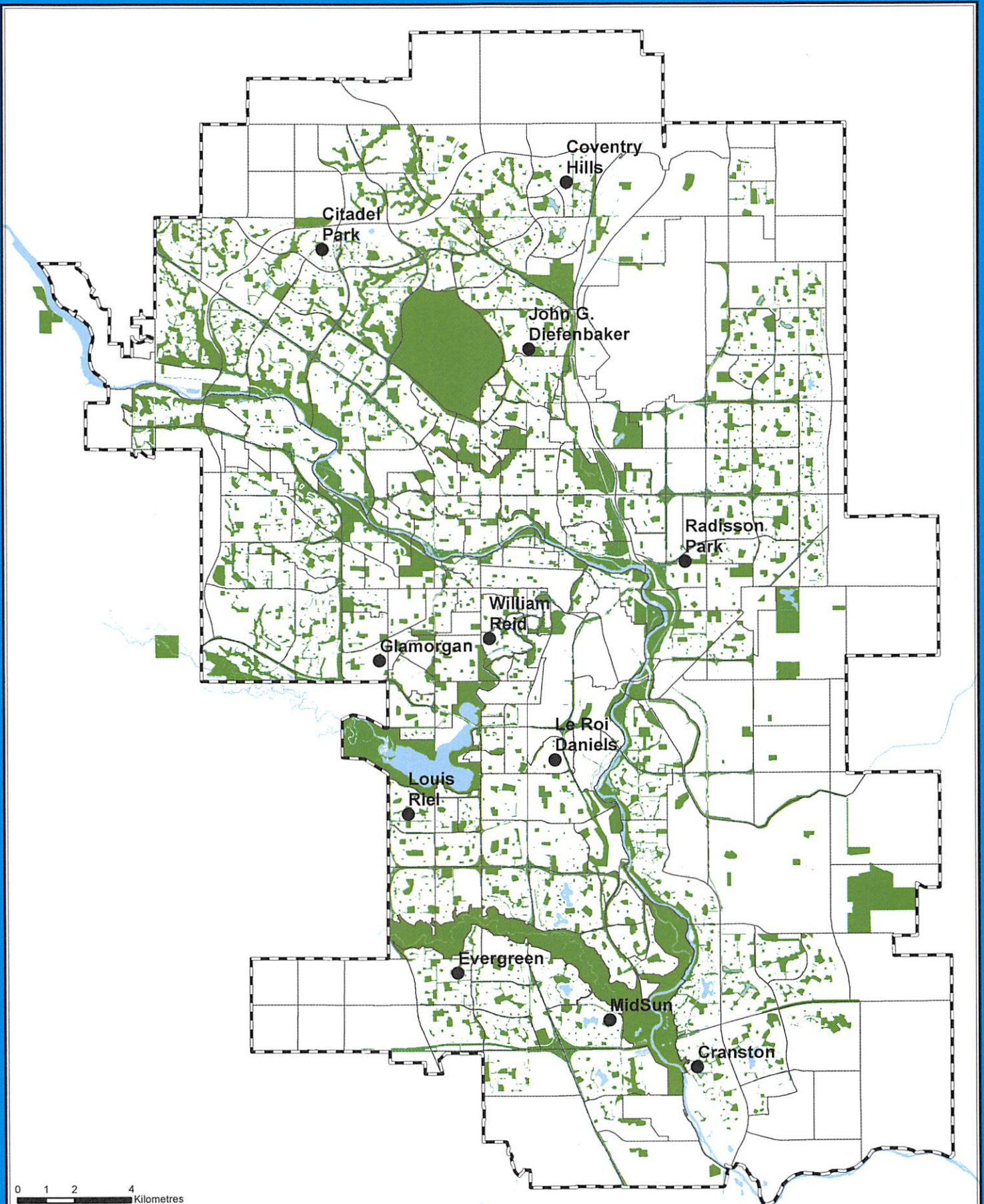
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report to Board of Trustees

Chief Superintendent's Update

Date	October 14, 2014
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

It is recommended:

- THAT the Board of Trustees receives the following report for information.

2 | Issue

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

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

Office of the Chief Superintendent

Alternative Program Proposal Update

A proposal was received on May 22, 2014 called Energy and Environment Focussed Education. Administration carefully considered the proposal within the context and under the guidelines established by Alberta Education, within the *School Act* and those processes established by the Calgary Board of Education.

Administration has decided not to proceed with establishing Energy and Environment Focused Education as an alternative program. This decision was reached for several reasons including the determination that the proposed program does not meet the definition of an alternative program provided by the *School Act*. This decision has been communicated in writing to the applicants.

International Presentation

In early September Dr. Dianne Yee, Director Area III, presented at the Association for Learning Technology 2014 Conference at the University of Warwick in Coventry, UK. Her presentation provided an overview of the evolution of leadership learning in CBE where gathering and analysing digital evidence has become an explicit strategy informed by Earl and Timperley's (2009) work on knowledge building cycles and Robinson's (2011) construct of student-centred leadership. The key leadership learning outcomes include deepening leaders' understanding about effective teaching and learning and developing processes for providing teachers with timely, specific and constructive feedback about teaching and learning.

The knowledge-building cycle format has disrupted the typical "one-off" professional development sessions to create a practice of evidence-informed leadership learning. An explicit leadership learning strategy is for principals, assistant principals and learning leaders to bring evidence of their leadership practice, of teacher practice and of student learning. There is a focus on digital evidence as opposed to the typical reporting back of observations and conversations. Each of the leadership learning sessions ends with a homework assignment, and the next session begins with a review of digital homework artifacts and with knowledge-building reflection and discussion.

Many types of digital evidence are analysed in the leadership learning sessions. Evidence from teachers includes task designs, assessment instruments or samples of student work to show evidence of learning. Evidence from students involves them articulating what they are learning and why they are learning it, as well as describing their work in relation to task and assessment criteria. Evidence from leaders includes classroom observations, responses from parents or conversations with students. As a result of digital evidence analysis, leaders are becoming very intentional about each classroom visit and conversation, with the explicit purpose of engaging with teachers about well-defined instructional practice and with students about their intellectual engagement.

Recognition of Accomplishment

We are excited to announce that Carol Murray, Education Coordinator, Policy, completed her Doctor of Education on October 1st, 2014. She is a member of the first CBE Doctoral Cohort which represents an innovative and personalized partnership between the Calgary Board of Education and the University of Calgary.

Calgary Board of Education

Learning Services

The Evolution of Collaborative Work Between Schools and Therapists

As a result of a recent review of Occupational Therapy (OT), Physiotherapy (PT) and Speech-Language Pathology (SLP) services provided to Calgary Board of Education (CBE) schools, the CBE has worked with our community partners, Alberta Health Services and Renfrew Educational Services, to design an integrated OT and PT service delivery model to enable seamless access to coordinated services. As part of this design Learning Services has created a guide to support schools and therapists. Sessions have been offered across the five areas; and on-going updates of materials and information are being provided electronically to staff. We are excited about the possibilities for schools and therapists to support the personalization of student learning while building professional capacity.

Facilities and Environmental Services

On Monday September 22nd, the provincial government announced funding approval of $30.6 million towards the projects listed in the CBE Interim School Capital Plan. In order to expedite the development of these projects, request for proposals for Architectural Consulting Services for the following five schools have been issued – West Springs/Cougar Ridge, Saddle Ridge, Cranston, Aspen Woods and Seton. It is anticipated that the phased construction of the first four schools will commence next summer. In addition, Administration has commenced planning and design work associated with the addition of eight modular units to the Westgate School.

Designs of the 11 new schools, 2 replacement schools and 3 major modernizations are proceeding on schedule. Alberta Infrastructure has also reported that construction of the new North- East High School will commence shortly.

Learning Innovation

Iris 2.0

Learning Innovation and Learning Services continue to collaborate on the design and development of Iris 2.0. Development of the next version is proceeding.

Client Technology Services

The Technology Footprint provides inventory to all schools for roughly 50,000 workstations, 2,300 MFP's/Printers, and 9,000 mobile devices. This footprint provides schools with a clear picture of their current technology environment and offers a way for them to plan for future investment. All Principals and Assistant Principals in the CBE currently have access to the Technology Footprint Calculator for their School.

Client Technology Services has deployed computers to 45 schools since July 1 to refresh computers through our Technology Evergreening Program. These schools received a total of 1,313 Windows computers and 562 Mac computers.

Approximately 16,000 Mac computers and 17,000 Windows computers were prepared for consistency with Alberta Education requirements for SLA's, including browser updates current to August of 2014.

Calgary Board of Education

Corporate Partnerships

Special Events:

- Cinderella Fashion Show, Sept 10
- Kids Can Athletic Day for 800 students, Sept 26
- Doors Open YYC at CTC Lord Shaughnessy, Sept 27
- Seismic in Motion, Sept 29-Oct 2

Signature Programs:

- 4000 Back Packs for Kids were delivered to CBE schools
- Partners include Staples, Costco, Start2Finish, Telus Community Ambassadors, Calgary Parking Authority and other donors.

Partnership Agreements:

- Team Giordano program with special events at the Saddledome in October.
- Alberta Heart and Stroke Foundation with the support of CP Rail has donated 8 Automated External Defibrillator units to High Schools including CPR training for 100 Grade 10 students at each school.

Comprehensive School Health:

- Implementation of two grants supporting schools to develop comprehensive school health strategies through School Wellness Action Teams.
- 2013/14 Annual Report is available on the CBE corporate website at: http://www.cbe.ab.ca/Partners/comprehensiveschoolhealth/default.asp

Off-site

- Continued transition to online forms for B, C and D trips.
- Updating of the Off-site Manual for 2014/15.
- New Professional Learning Opportunities for Online Forms for Administrators and Teachers.

Campus Calgary/Open Minds

- 11 sites running at capacity for the 2014/15 school year
- 2013/14 Annual Report is available on the following website: http://ccom.cbe.ab.ca/misc/overview-annualreport.pdf

Noon Supervision, Food and Nutrition

- Produced *Food Safety for Power Outage* Memo.
- Developed *Top 5 Administrator and Noon Supervision Need to Know Memo* for all schools.

DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

Calgary Board
of Education

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

Summary of the 2013-14 Provincial Achievement Test and Diploma Examinations

Date	October 14, 2014
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Information
Originator	Cathy Faber, Superintendent, Learning Innovation and Chief Information Officer
Governance Policy Reference	OE-8: Communication With and Support for the Board
Resource Person(s)	Susan Church, Superintendent, Learning Services (Interim) Elizabeth Gouthro, Director, Instructional Services Sheila McLeod, Director, Global Learning Dianne Roulson, Director, Learning Pat Kover, System Assistant Principal, Learning Innovation

1 | Recommendation

This report is being provided to the Board of Trustees for information.

Calgary Board of Education

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Issue

This report outlines the Calgary Board of Education student results in provincial examinations for the 2013-14 school year.

Background

Provincial Achievement Tests (PATs) and Diploma Examinations are one indicator of students' success in meeting the outcomes of the programs of study in the core academic areas. The purpose of the Provincial Testing Program is to determine whether students are learning what they are expected to learn, to report to Albertans how well students have achieved provincial standards at given points in their schooling and to assist schools, authorities and the province in monitoring student learning.

Analysis

The May/June 2014 administration of Grade 6 and 9 PATs and the June administration of the Grade 12 diploma examinations proceeded almost without incident. A major network outage on May 14, 2014, prevented some schools from writing Part A: Written Response of the Grade 6 English Language Arts PAT. Permission was received from Alberta Education for these schools to complete this exam on May 20. Data are therefore available from all schools. Accordingly, PAT and diploma results for 2014 reflect cohort achievement

Caution must, however, be used in inferring any trends. As a result of the flooding in Southern Alberta in June 2013, Alberta Education cancelled the Grade 9 PATs in ELA, KAE ELA, Math, KAE Math, Science, KAE Science, Social Studies and KAE Social Studies. Students registered in Chemistry 30, Mathematics 30-1 and 30-2, Physics 30 and Science 30 were offered an exemption from writing the diploma examinations in those subjects. As a result, data for these tests and examinations cannot be inferred to reflect accurately the achievement of the cohort. For these tests and subjects, comparison is made to achievement in 2011-12, the last year for which we have full cohort results.

In May 2013, then Minister of Education Johnson announced that PATs would be phased out and that new formative assessments, Student Learning Assessments (SLAs), to be administered in September of Grade 3, would be introduced. May/June 2013 marked the last mandatory administration of Grade 3 PATs; the May/June 2014 administration of Grade 3 PATs was optional, and jurisdictions were to make the decision whether or not to participate. It was announced that Grade 3 SLAs were to be piloted in September/October 2014; again, jurisdictions were to make the decision whether or not to participate in the pilot. In November 2013, CBE made the decision that schools would not administer the Grade 3 PATs but would participate in the Grade 3 SLAs. As a result, there are no results to report for Grade 3 English Language Arts, Grade 3 French Language Arts or Grade 3 Math.

In the 2013-14 school year, participation and achievement at the acceptable standard of Grade 6 CBE students in PATs is above that of the province in all five subjects. At the standard of excellence, CBE achievement is above that of the province in ELA and math but marginally below that of the province in Grade 6 Science and Social Studies. The percentage of CBE students achieving the standard of excellence in French Language Arts is also below that of the province by 3 percentage points.

In Grade 9, participation exceeds that in the province as a whole in every subject except French Language Arts (-0.1 percentage points). The percentage of students achieving the acceptable standard is equal to or slightly above that in the province as a whole in four subjects. The exception is science, where CBE achievement is below that of the province by -0.4 percentage points. The percentage of CBE students achieving the standard of excellence is above that in the province as a whole in all five subjects.

While achievement on Knowledge and Employability PATs continues to be an area of focus, here too there are many signs of improvement. In KAE Science and Social Studies, the percentage of CBE students achieving the acceptable standard was slightly above that in the province as a whole, while in KAE ELA and KAE Social Studies, the percentage of students who achieved the standard of excellence was equal to or slightly above that of the province.

This year, both January and June administrations of the diploma examinations proceeded without incident. In nine of the eleven examinations, over 85% of CBE students achieved the acceptable standard. In eight of the eleven examinations, the percentage of CBE students achieving the acceptable standard was equal to or above that of students in the province as a whole. The percentage of CBE students achieving the standard of excellence exceeded the percentage in the province as a whole ten out of eleven subjects. This year, particularly strong results were achieved in Social Studies 30-1 and 30-2, Math 30-1, Biology 30, Chemistry 30 and Physics 30, where the gap between the CBE and the province ranged from 7.8 percentage points to 10.8 percentage points above the province. Even in Science 30, though achievement remains slightly below that of the province as a whole, there is improvement to celebrate.

Last year, Alberta Education revised its methodology for calculating course level participation to match that used to calculate the Diploma Exam Participation Rate in the Accountability Pillar. The course level participation rate reported is now based on the percentage of students in the grade 10 cohort who have written the examination by the end of their third year in high school. Because the Diploma Examination Participation Rate is tied to the high school completion rate cohort, the rates published at this point are preliminary and will not be finalized until the publication of the Accountability Pillar Report in May 2015. Participation rates for the past five years have been revised in accordance with data provided by Alberta Education and trends can be inferred.

Calgary Board of Education

Analysis of Provincial Achievement Tests

2013-14 Calgary Board of Education Achievement Results
Comparison to the Province
Calgary Board of Education
ACHIEVEMENT TEST RESULTS: STUDENTS ENROLLED
School Year 2013-2014 [1]

SUBJECT AND GRADE	NUMBER ENROLLED		PARTICIPATION RATE (%)			RESULTS BASED ON ALL STUDENTS ENROLLED IN THE GRADE **					
						ACCEPTABLE STANDARD (%)			STANDARD of EXCELLENCE (%)		
	CBE	Prov.	CBE	Prov.	CBE Minus Prov.	CBE	Prov.	CBE Minus Prov.	CBE	Prov.	CBE Minus Prov.
Grade 6											
Eng.Lang.Arts	7333	45704	93.3	90.4	2.9	85.0	81.9	3.1	18.4	17.6	0.8
Fr. Lang.Arts	429	2752	98.1	97.6	0.5	89.5	88.0	1.5	12.6	15.6	-3.0
Math	7322	45617	93.6	90.7	2.9	75.8	73.5	2.3	17.0	15.4	1.6
Science	7323	45608	93.3	90.2	3.1	77.6	75.9	1.7	24.5	24.9	-0.4
Soc. Studies	7323	45593	92.7	89.6	3.1	73.3	70.4	2.9	16.5	16.6	-0.1
Grade 9											
Eng.Lang.Arts.	7240	43760	90.0	88.3	1.7	77.2	76.3	0.9	15.5	15.1	0.4
Fr.Lang.Arts	635	2658	96.7	96.8	-0.1	87.4	86.5	0.9	11.8	11.1	0.7
Math.	7150	43279	91.2	89.2	2.0	67.2	67.1	0.1	19.0	17.3	1.7
Science	7220	43769	91.6	89.6	2.0	72.8	73.2	-0.4	23.0	22.1	0.9
Soc. Studies.	7238	43773	90.7	88.7	2.0	65.5	65.5	0.0	20.4	19.9	0.5
Knowledge and Employability Grade 9											
Eng.Lang.Arts.	113	1524	73.5	80.2	-6.7	58.4	62.9	-4.5	3.5	3.5	0.0
Math.	200	1971	84.5	86.3	-1.8	61.5	63.4	-1.9	12.0	14.5	-2.5
Science	129	1513	82.9	85.7	-2.8	64.3	64.1	0.2	11.6	14.9	-3.3
Soc. Studies	109	1510	83.5	84.6	-1.1	62.4	61.8	0.6	11.0	10.7	0.3

[1] Jurisdiction results are presented with percentages based on all students enrolled in the grade.

Table 1

In the 2013-14 school year, participation and achievement at the acceptable standard of Grade 6 CBE students in PATs is above that of the province in all five subjects. At the standard of excellence, CBE achievement is above that of the province in ELA and math but marginally below that of the province in Grade 6 Science and Social Studies. The percentage of CBE students achieving the standard of excellence in French Language Arts is also below that of the province by 3 percentage points.

In Grade 9, participation exceeds that in the province as a whole in every subject except French Language Arts (-0.1 percentage points). The percentage of students achieving the acceptable standard is equal to or slightly above that in the province as a whole in four subjects. The exception is science, where CBE achievement is below that of the province by -0.4 percentage points. The percentage of CBE students achieving the standard of excellence is above that in the province as a whole in all five subjects.

Calgary Board of Education

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While improving achievement on Knowledge and Employability PATs continues to be an area of focus, here too there are some signs of improvement. In KAE Science and Social Studies, the percentage of CBE students achieving the acceptable standard was slightly above that in the province as a whole, while in KAE ELA and KAE Social Studies, the percentage of students who achieved the standard of excellence was equal to or slightly above that of the province.

Calgary Board of Education

Students with Identified Special Education Needs Achievement Test Results
School Year 2013-2014

SUBJECT AND GRADE	PERCENTAGE OF TOTAL WITH IDENTIFIED SPECIAL EDUCATION NEEDS (%)		RESULTS BASED ON NUMBERS OF STUDENTS WITH IDENTIFIED SPECIAL EDUCATION NEEDS WHO WROTE THE TEST					
			ACCEPTABLE STANDARD (%)			STANDARD of EXCELLENCE (%)		
	CBE	Prov.	CBE	Prov.	CBE Minus Prov.	CBE	Prov.	CBE Minus Prov.
Grade 6								
Lang.Arts	13.2	9.5	85.1	79.9	5.2	8.2	5.3	2.9
Fr.Lang.Arts	10.2	5.9	76.7	78.0	-1.3	0.0	1.3	-1.3
Math*	13.0	9.3	66.7	61.2	5.5	8.6	5.4	3.2
Science*	12.9	9.6	70.5	67.1	3.4	14.0	12.1	1.9
Soc. Studies*	12.9	9.4	61.1	58.3	2.8	8.4	6.0	2.4
Grade 9								
Lang.Arts.	14.3	9.0	66.9	64.2	2.7	5.2	4.2	1.0
Fr.Lang.Arts	8.6	5.4	75.5	65.2	10.3	7.5	3.6	3.9
Math	13.8	8.7	48.4	48.2	0.2	10.8	6.2	4.6
Science	14.5	9.2	58.5	59.9	-1.4	13.1	10.5	2.6
Soc. Studies	14.6	9.2	48.2	48.3	-0.1	10.8	9.6	1.2
Grade 9 Knowledge and Employability								
Lang.Arts.	72.3	52.8	78.3	75.0	3.3	3.3	3.4	-0.1
Math	68.9	48.5	67.0	69.7	-2.7	12.2	13.4	-1.2
Science	67.6	51.7	71.8	73.9	-2.1	9.9	16.7	-6.8
Soc. Studies	72.5	51.7	71.2	74.2	-3.0	13.6	13.5	0.1

* weighted for English and French   Table 2

- Students identified as gifted are not included in the numbers recorded in Table 2.

- In contrast to the figures in Table 1, which are based on the cohort, or total number of students enrolled in the grade, the statistics in Table 3 are based only on the number of students who actually wrote each test.
- As can be seen from the table above (Table 3), CBE identifies a relatively high percentage of its students as having special needs. For example, 13.2% of the Grade 6 students writing English Language Arts had identified special needs by comparison with 9.5% in the province overall. In other words, CBE's identification rate is almost 50% higher. The same trend occurs across both PAT grades and all subjects.
- A higher percentage of Grade 6 CBE students with identified special education needs achieved both the acceptable standard and the standard of excellence on four of the five tests; the exception was French Language Arts, where achievement was 1.3 percentage points below that of the province at both standards.
- While CBE students with special education needs did not do quite as well on the French Language Arts PAT (1.3 percentage points below that of the province), it should be noted that, in CBE, about 73% more students with identified special education needs write French Language Arts (10.2% in CBE compared with 5.9% across the province). In other words, more CBE students with identified special education needs are provided with the opportunity to learn in French as the language of instruction.
- In Grade 9 the results are similar. Indeed, a higher percentage of CBE students with identified special education needs achieved the standard of excellence in five out of five subjects and the acceptable standard in three out of five subjects.
- Only in science and social studies was the achievement of CBE students with identified special education needs below that of the province as a whole. In social studies, the difference was marginal at 0.1 percentage points; in science it was larger at 1.4 percentage points. In both subjects, however, the percentage of students meeting the standard of excellence was higher than that of the province, 2.6 percentage points in science and 1.2 percentage points in social studies.
- For the most part, CBE students with identified special education needs enrolled in the KAE Program of Studies are underperforming compared to provincial rates of meeting standards (8 out of 10 comparisons).
- There were two exceptions. In English Language Arts 3.3% more CBE students met the acceptable standard than the provincial rate. In Social Studies, 0.1% more CBE students met the standard of excellence compared with the provincial rate.
- However, it is critical to note that CBE has a much higher percentage of students with identified special needs enrolled in the KAE Program of Studies when compared with the province as a whole. Across the province about ½ of the students enrolled in KAE have identified special needs (ranging from 48.5% to 52.8% depending on subject). In contrast, CBE has more than 2/3 or as many as almost ¾ of its students enrolled in KAE having identified special needs (ranging from 67.6% to 72.5% depending on subject). Despite this, CBE KAE students come within 3% of the provincial rate of meeting the acceptable standard in Math, Science, and Social Studies.

Calgary Board of Education
English Language Learners Achievement Test Results
School Year 2013-14

SUBJECT AND GRADE	PERCENTAGE OF TOTAL that are ENGLISH LANGUAGE LEARNERS (%)		RESULTS BASED ON NUMBER OF ENGLISH LANGUAGE LEARNERS WHO WROTE THE TEST					
			ACCEPTABLE STANDARD (%)			STANDARD of EXCELLENCE (%)		
	CBE	Prov.	CBE	Prov.	CBE Minus Prov.	CBE	Prov.	CBE Minus Prov.
Grade 6								
Lang.Arts	27.4	14.4	85.6	84.6	1.0	11.7	11.8	-0.1
Fr. Lang.Arts	8.3	4.0	97.1	93.5	3.6	17.1	25.9	-8.8
Math*	28.4	14.9	77.5	78.3	-0.8	16.0	15.4	0.6
Science*	28.5	14.8	75.3	76.9	-1.6	18.0	19.0	-1.0
Soc. Studies*	28.5	14.9	72.8	72.1	0.7	12.5	12.9	-0.4
Grade 9								
Lang.Arts	14.3	9.2	71.4	74.6	-3.2	7.7	8.9	-1.2
Fr. Lang.Arts	9.4	4.6	79.3	84.7	-5.4	3.4	5.1	-1.7
Math*	14.9	9.6	68.3	71.0	-2.7	20.0	19.1	0.9
Science*	14.8	9.4	65.9	70.5	-4.6	18.0	18.9	-0.9
Soc. Studies*	14.6	9.4	59.7	62.1	-2.4	12.0	13.8	-1.8
Grade 9 K&E								
Lang.Arts	8.4	7.2	57.1	73.9	-16.8	0.0	1.1	-1.1
Math	10.2	6.4	76.5	66.4	10.1	5.9	12.1	-6.2
Science	9.5	7.4	70.0	70.5	-0.5	10.0	8.4	1.6
Soc. Studies	8.8	7.2	62.5	70.3	-7.8	0.0	8.8	-8.8

* written in English and French

Table 3

- As the table above (Table 3) shows, at Grade 6 and Grade 9, the percentage of Calgary Board of Education writers who are English Language Learners (ELLs) is in almost every subject significantly greater than in the province as a whole. In many of the tests, the percentage of ELLs writing is double that in the province as a whole
- From grade 6 to grade 9, the percentage of writers identified as ELLs decreases sharply, from high twenties to mid-teens. This is paralleled in provincial data.

Calgary Board of Education

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- The decrease in the percentage writing is paralleled by a decrease in the percentage of ELLs achieving the acceptable standard.
- A higher percentage of ELLs in CBE achieve at the acceptable standard than those in the province as a whole in Grade 6 Language Arts, Grade 6 French Language Arts, Grade 6 Social Studies, and Grade 9 K& E Math. In Grade 6 Math and Science, and in all five grade 9 tests, achievement of ELLs in CBE is lower than that in the province as a whole.
- At the standard of excellence, achievement of CBE students was higher than that of the province as a whole in Grade 6 Math, Grade 9 Math and in KAE Science.
- There are statistically significant variances in the results of the KAE tests, both between tests and by comparison the provincial results. CBE ELLs performed much lower in KAE Language Arts (-16.8) and Social Studies (-7.8) and much higher in Math (10.1) In these KAE tests, ELLs appear to be showing high achievement in subjects where the language load is less; in subjects with a heavy language load they are performing less well.

Grade 6 English Language Arts Results

All Students Enrolled (Cohort)

- In both CBE and the province, the percentage of students achieving the acceptable standard decreased slightly this year. Nevertheless, the percentage of CBE students achieving the acceptable standard remains 3.1 percentage points higher than that of the province.
- CBE student results at the standard of excellence are stable compared to last year while the percentage of students in the province achieving the standard of excellence rose slightly, though the percentage of CBE students achieving the standard of excellence remains 0.8 percentage points higher than that of the province.
- The CBE participation rate is 2.9 percentage points above that of the province.
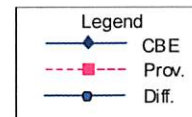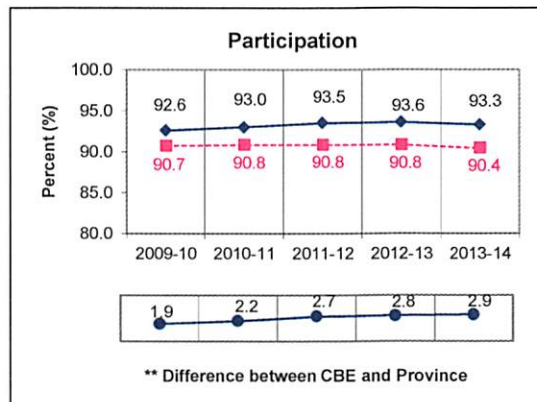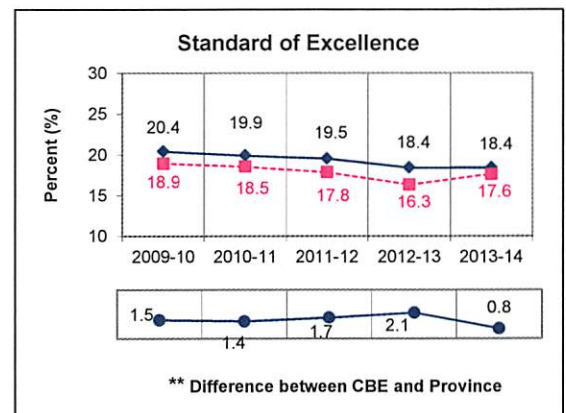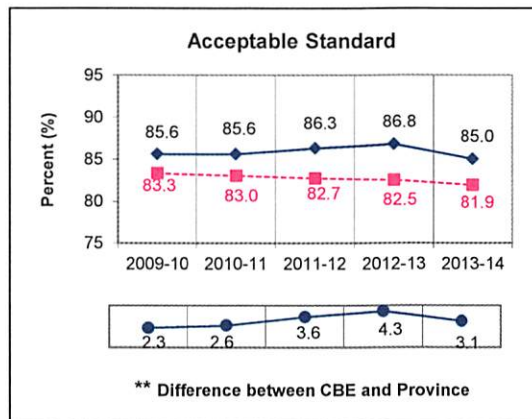
Acceptable Standard

Standard of Excellence

Participation

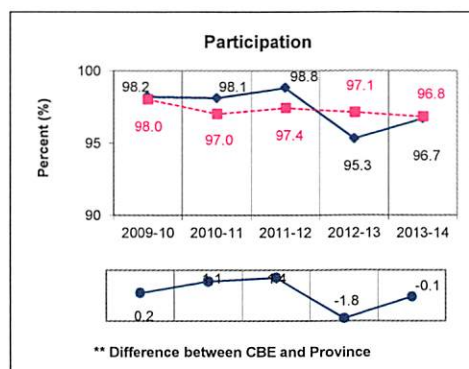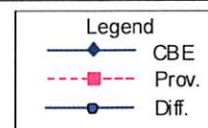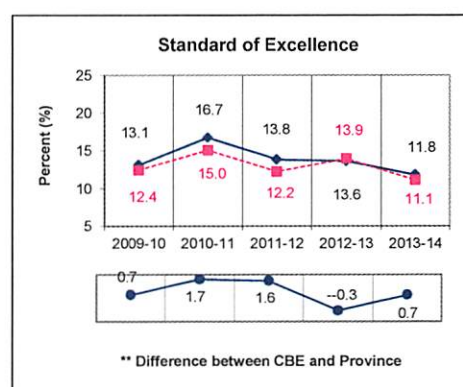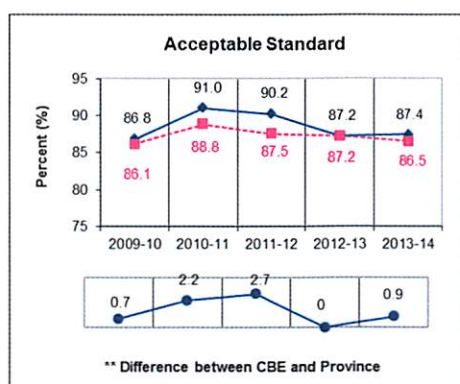Legend
- CBE
- Prov.
- Diff.

Note:

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

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

- This year, the percentage of CBE students achieving at both the acceptable standard and at the standard of excellence is above that of the province.
- 2012-13 results do not include students who were excused from writing the examination because of the flooding in Calgary. As a result of the flood, only 176 students wrote the Grade 9 ELA achievement test in 2012-13. For this reason, results from this administration cannot be compared with results from the 2012-13 administration.
- By comparison with 2011-12, the last year for which reliable cohort data are available, the percentage of students achieving at both the acceptable standard and at the standard of excellence has decreased at both the provincial and jurisdiction levels.
- CBE participation is above that in the province as a whole by 1.7 percentage points.
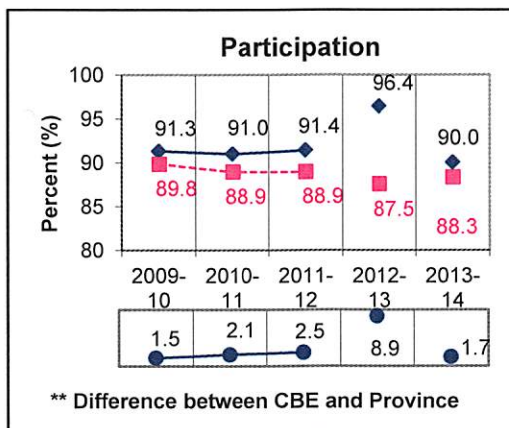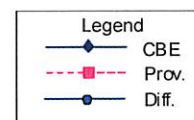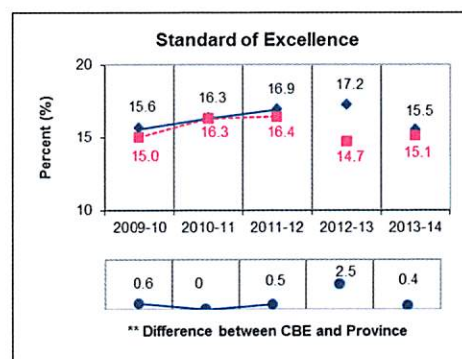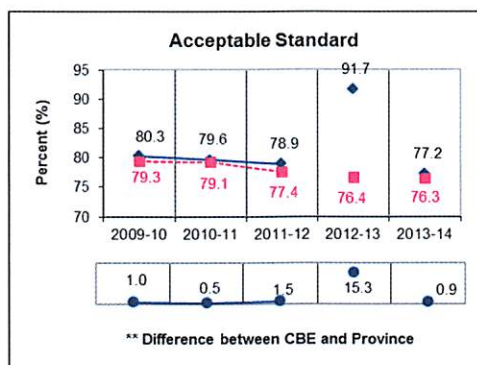
Acceptable Standard

	2009-10	2010-11	2011-12	2012-13	2013-14
CBE	80.3	79.6	78.9	91.7	77.2
Prov.	79.3	79.1	77.4	76.4	76.3
Diff.	1.0	0.5	1.5	15.3	0.9

** Difference between CBE and Province

Standard of Excellence

	2009-10	2010-11	2011-12	2012-13	2013-14
CBE	15.6	16.3	16.9	17.2	15.5
Prov.	15.0	16.3	16.4	14.7	15.1
Diff.	0.6	0	0.5	2.5	0.4

** Difference between CBE and Province

Legend
- CBE
- Prov.
- Diff.

Participation

	2009-10	2010-11	2011-12	2012-13	2013-14
CBE	91.3	91.0	91.4	96.4	90.0
Prov.	89.8	88.9	88.9	87.5	88.3
Diff.	1.5	2.1	2.5	8.9	1.7

** Difference between CBE and Province

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

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

Grade 9 Knowledge and Employability ELA Provincial Achievement Test Results

- As a result of the flood, no CBE students wrote the Grade 9 ELA Knowledge and Employability examination in June 2012-13 administration.
- This year's CBE results come from a cohort of 113 students.
- Since 2011-12, CBE student results have increased by 7.6 percentage points at the acceptable standard and by 1.2 percentage points at the standard of excellence.
- The percentage of CBE students achieving the standard of excellence is equal to that of the province this year; at the acceptable standard, the percentage of CBE students is below that of the province by 4.5 percentage points.
- CBE participation has increased by 3 percentage points this year by comparison with 2011-12 but remains below that of the province by 6.7 percentage points. The number of CBE students excused this year has decreased by 4.8 percentage points over 2011-12.
- The number of CBE students enrolled in the grade ELA 9 K and E course has steadily decreased every year for the past five years.
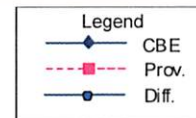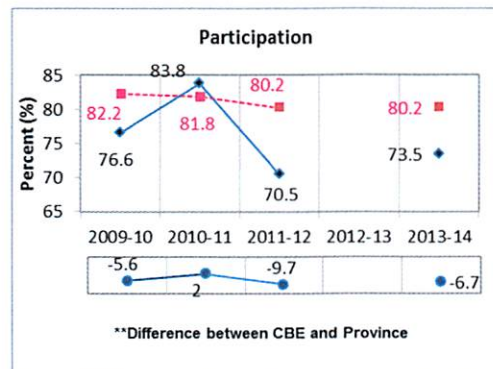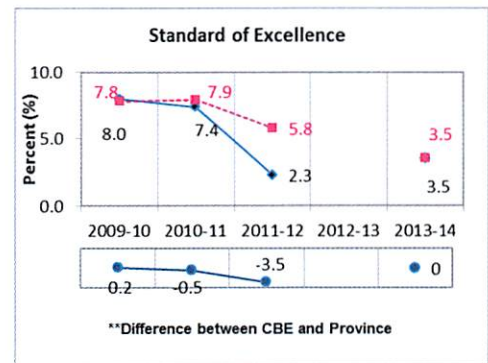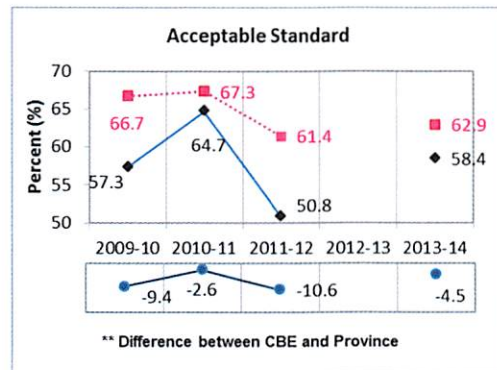
Acceptable Standard
** Difference between CBE and Province

Standard of Excellence
**Difference between CBE and Province

Participation
**Difference between CBE and Province

Legend
— ◆ — CBE
---■--- Prov.
— ● — Diff.

Note:

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

** A positive difference on the **Difference between CBE and Province** graph indicates the CBE result is higher than that of the province, whereas a negative difference indicates a lower CBE performance.
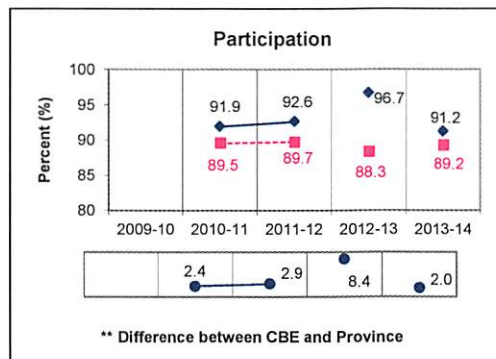
Grade 6 French Language Arts Results

*All Students Enrolled (Cohort)

- After four years of fluttering between 92.1 and 93.3, the percentage of students achieving at the acceptable standard decreased this year to 89.5. Only future results will show whether this is a trend. Nevertheless, the percentage of CBE students achieving the acceptable standard is higher than that of the province by 1.5 percentage points.
- The percentage of CBE students achieving the standard of excellence declined sharply from 19.9 to 12.6, three percentage points below that of the province.
- Participation rates have remained steady over the past five years at around 98%. In the province too, the rate remains steady at about 97.5%
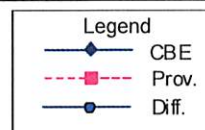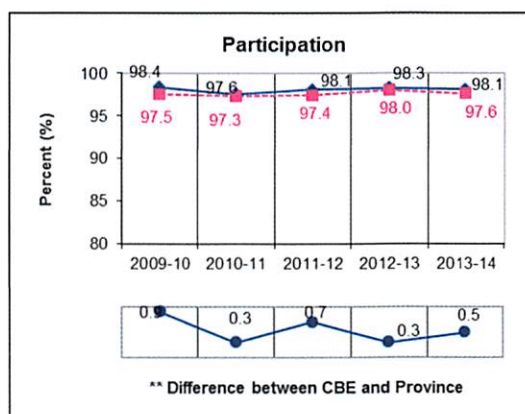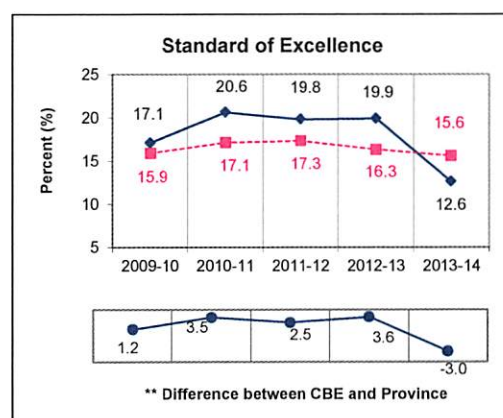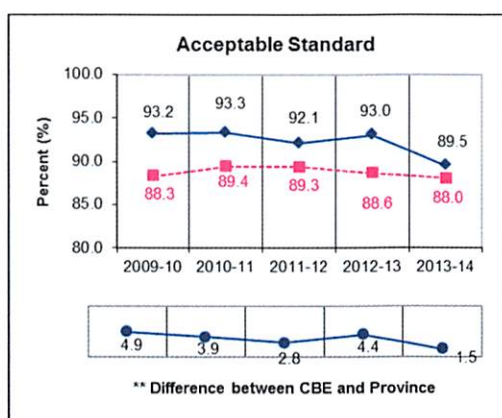
Acceptable Standard

Percent (%)

	2009-10	2010-11	2011-12	2012-13	2013-14
CBE	93.2	93.3	92.1	93.0	89.5
Prov.	88.3	89.4	89.3	88.6	88.0
Diff.	4.9	3.9	2.8	4.4	1.5

** Difference between CBE and Province

Standard of Excellence

Percent (%)

	2009-10	2010-11	2011-12	2012-13	2013-14
CBE	17.1	20.6	19.8	19.9	12.6
Prov.	15.9	17.1	17.3	16.3	15.6
Diff.	1.2	3.5	2.5	3.6	-3.0

** Difference between CBE and Province

Participation

Percent (%)

	2009-10	2010-11	2011-12	2012-13	2013-14
CBE	98.4	97.6	98.1	98.3	98.1
Prov.	97.5	97.3	97.4	98.0	97.6
Diff.	0.9	0.3	0.7	0.3	0.5

** Difference between CBE and Province

Legend
- CBE
- Prov.
- Diff.

Note:

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

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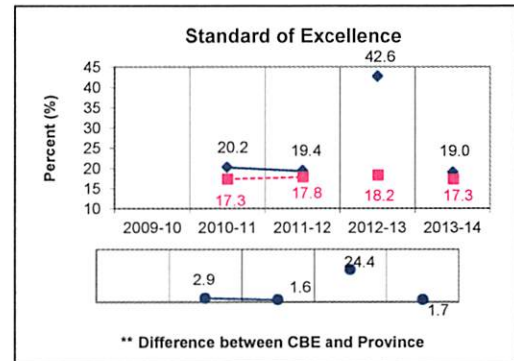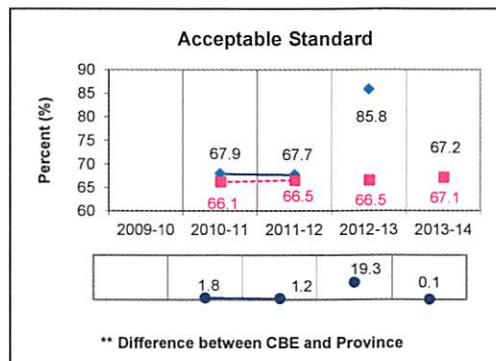
Calgary Board of Education

Grade 9 French Language Arts Results

*All Students Enrolled (Cohort)

- In CBE, the percentage of students achieving at the acceptable standard rose slightly while that in the province as a whole declined, resulting in a difference of 0.9 percentage points.
- This year, the percentage of students achieving at the standard of excellence declined in both the CBE and the province. The decline in provincial achievement was greater than that in CBE. As a result, achievement at this standard in the CBE was 0.7 percentage points higher than that of the province.
- Participation rates rose by 1.4 percentage points over 2012-13, though they remain 0.1 percentage points below the provincial average. The percentage of students absent from one or both parts of the test was 2.8% to be again consistent with the trend over four of the past five years.
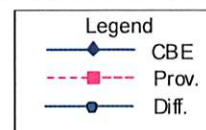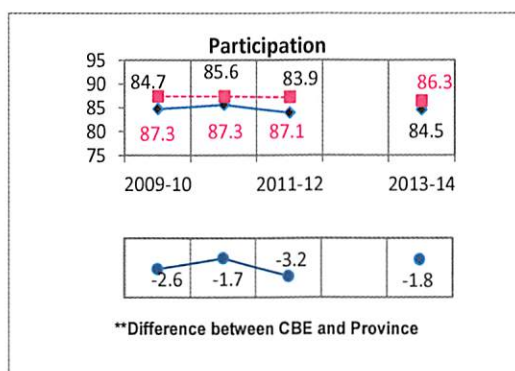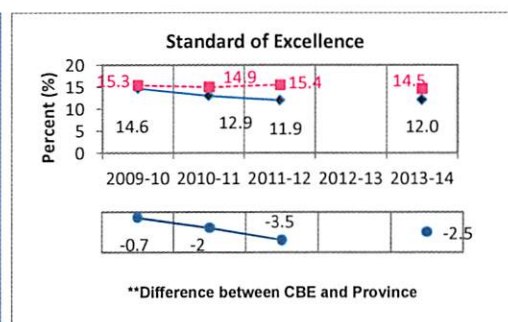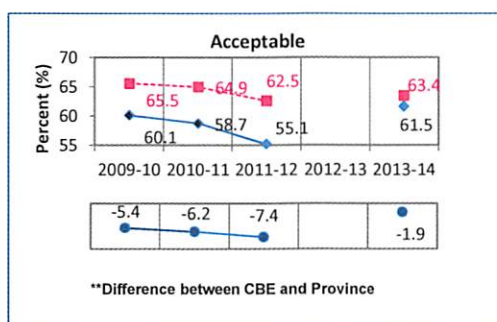

Note:

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

Provincial Achievement Tests: Grades 6 and 9 Mathematics

- 2013-14 marks the fourth year of full implementation of the Grades 6 and 9 Provincial Achievement Tests for the new mathematics program of studies.
- 2009-2010 marked the final year of administration of the PAT based on the old math program of studies and the pilot year for the PAT based on the new program. Because in 2009-2010 some students wrote the old and some the new test, results cannot be standardized and no results are reported for that year.

Grade 6 Mathematics

*All Students Enrolled (Cohort)

In the fourth year of administration of these achievement tests, the following trends are beginning to emerge.

- CBE's participation rate continues to be above that of the province by 2 percentage points. Ninety three percent of CBE students wrote the exam versus 91% in the province as a whole.
- While CBE achievement at the acceptable standard shows a small decline this year, it is overall very consistent. The percentage of students achieving at the acceptable standard was 2.3 percentage points above that of the province.
- Achievement at the standard of excellence declined this year in both the jurisdiction and the province by about 1 percentage point. Seventeen percent of CBE students achieved at the standard of excellence, resulting in a gap between CBE and the province of 1.6 percentage points.
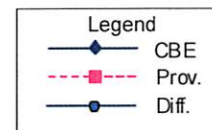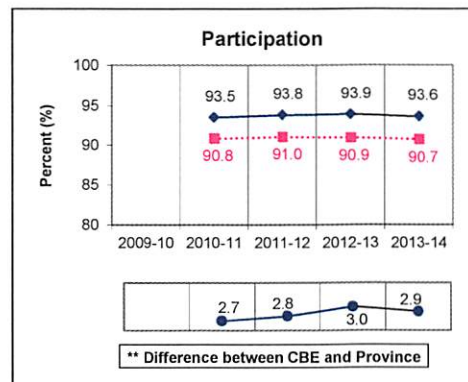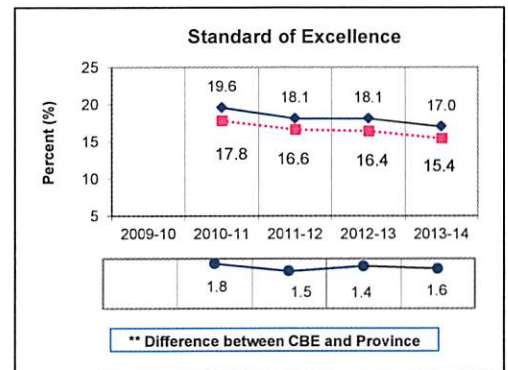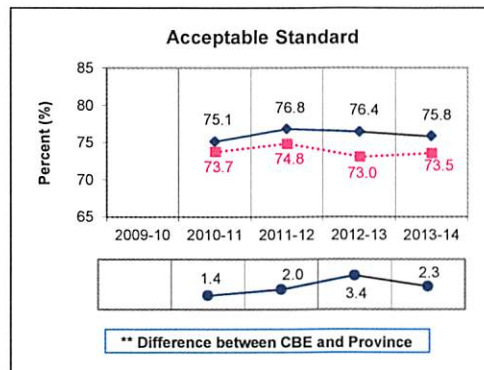
Acceptable Standard

Standard of Excellence

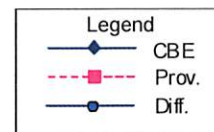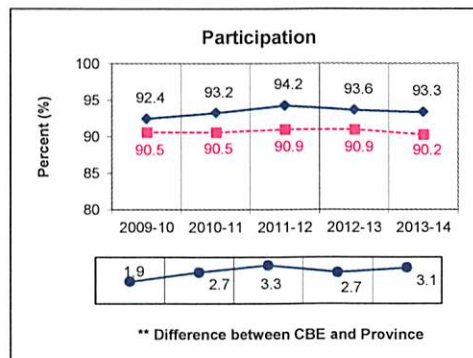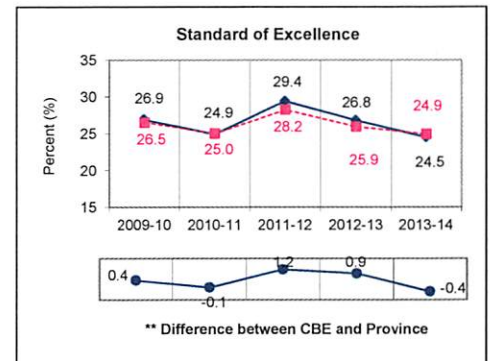Participation

Legend
- CBE
- Prov.
- Diff.

Note:

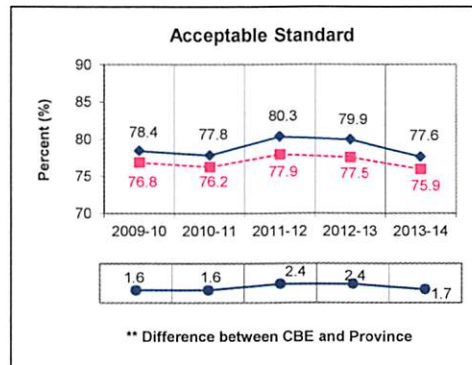* The **All Students Enrolled (Cohort)** category includes both writers and non-writers. Alberta Education requires jurisdictions to report cohort results.

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

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Calgary Board of Education

Grade 9 Mathematics
All Students Enrolled (Cohort)

It is important to bear in mind that the June 2013 Grade 9 Mathematics PAT was written by less than 3% of the grade nine cohort. 2012-13 results do not include students who were exempted from writing the examination because of the flooding in Calgary. This will continue to impact any trend analysis. Because of last year's interruption, it will not be possible to infer five year trends as we will now have a maximum of 3 years of data before Grade 9 PATs are phased out in the 2015-2016 school year.

This year, it is, however, possible to discern the following trends beginning to emerge:

- CBE's participation rate continues to be above the level in the province as a whole: 91% of CBE students wrote the test versus 89% of those in the province
- While the percentage of CBE students achieving at the acceptable standard shows a decline of 0.5 percentage points over 2012, the last administration for which reliable cohort data are available, it remains above that of the province by 0.1 percentage points.
- Achievement of CBE students at the standard of excellence remains above that of the province by 1.7 percentage points.

Acceptable Standard

Percent (%)	2009-10	2010-11	2011-12	2012-13	2013-14
CBE	67.9	67.7		85.8	67.2
Prov.	66.1	66.5	66.5		67.1

	1.8	1.2	19.3	0.1

** Difference between CBE and Province

Standard of Excellence

Percent (%)	2009-10	2010-11	2011-12	2012-13	2013-14
CBE	20.2	19.4		42.6	19.0
Prov.	17.3	17.8	18.2		17.3

	2.9	1.6	24.4	1.7

** Difference between CBE and Province

Participation

Percent (%)	2009-10	2010-11	2011-12	2012-13	2013-14
CBE	91.9	92.6	96.7		91.2
Prov.	89.5	89.7		88.3	89.2

	2.4	2.9	8.4	2.0

** Difference between CBE and Province

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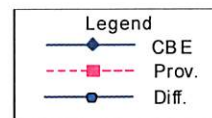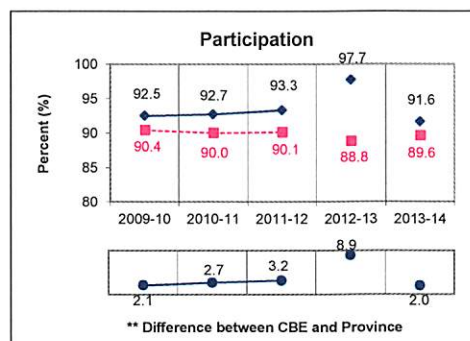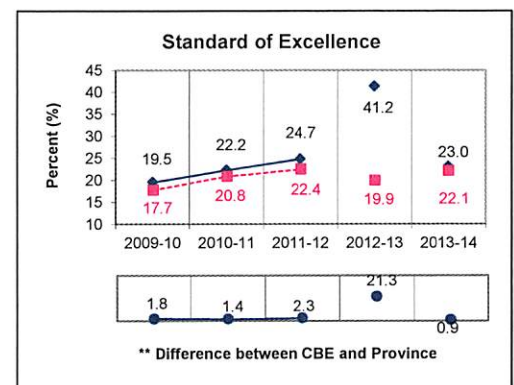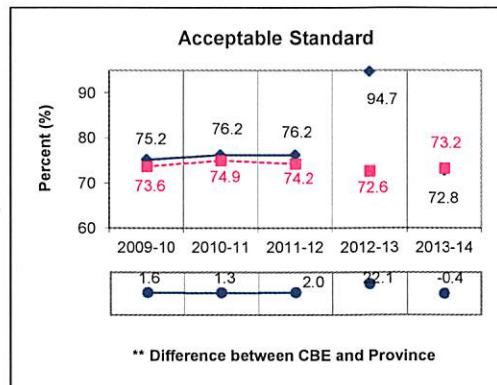
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Legend
- CBE
- Prov.
- Diff.

Calgary Board of Education

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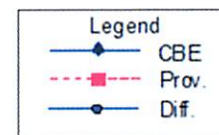
- Due to the flooding last year, no CBE students wrote the Mathematics KAE examination.
- The cohort of students enrolled in Mathematics KAE was small, consisting of 200 students. This is 36 students lower than enrolment in 2011-12.
- The CBE participation rate is 1.8 percentage points lower than that of the province for 2013-14 but 0.6 percentage points higher than the CBE rate for 2011-12.
- In 2013-14, the number of students for whom no results are available is largely accounted for by students absent (number absent was double the number of students excused). The 2013-14 data for the province tell a similar story with regard to excused and absent students.
- The percentage of CBE students achieving the Acceptable Standard increased by 6.4 percentage points from 2011-12 to 2013-14 but remains below that of the province by 1.9 percentage points.

Acceptable

	2009-10	2010-11	2011-12	2012-13	2013-14
Prov.	65.5	64.9	62.5		63.4
CBE	60.1	58.7	55.1		61.5
Diff.	-5.4	-6.2	-7.4		-1.9

**Difference between CBE and Province

Standard of Excellence

	2009-10	2010-11	2011-12	2012-13	2013-14
Prov.	15.3	14.9	15.4		14.5
CBE	14.6	12.9	11.9		12.0
Diff.	-0.7	-2	-3.5		-2.5

**Difference between CBE and Province

Participation

	2009-10	2011-12	2013-14
Prov.	84.7	85.6	83.9	86.3
CBE	87.3	87.3	87.1	84.5
Diff.	-2.6	-1.7	-3.2	-1.8

**Difference between CBE and Province
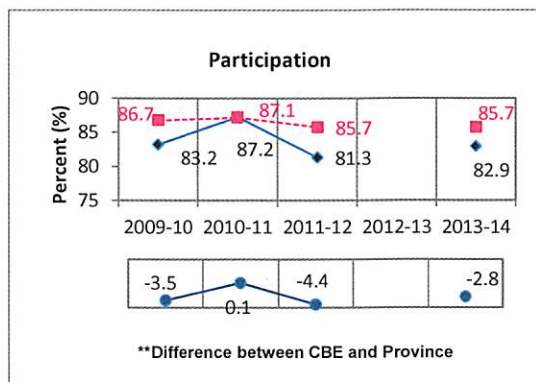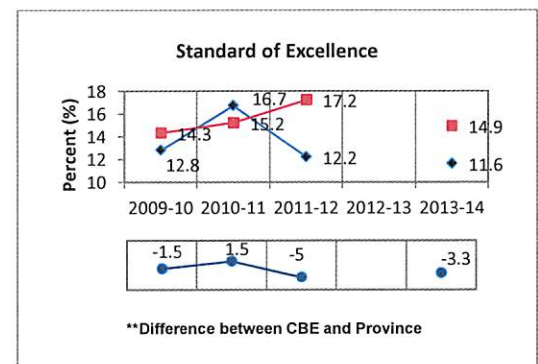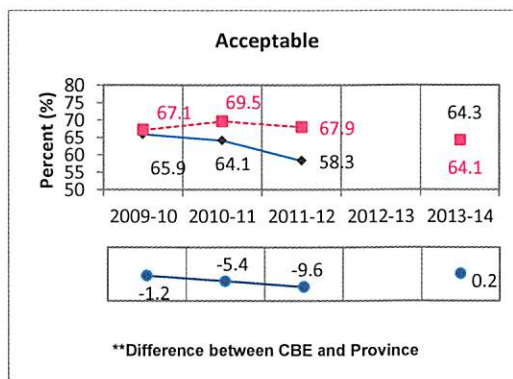
Legend
- ◆ CBE
- ■ Prov.
- ● Diff.

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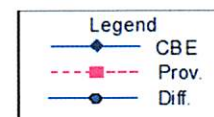
*All Students Enrolled (Cohort)

- Achievement decreased by 2.3 percentage points at both the acceptable standard and the standard of excellence. This was paralleled by a decrease at the provincial level of 1.6 percentage points at the acceptable standard and 1.0 percentage point at the standard of excellence.
- The percentage of CBE students achieving the acceptable standard is 1.7 percentage points above that of the province. At the standard of excellence, however, the percentage of CBE students is 0.4 below that of the province. Participation in CBE remained steady at 93.3 per cent, 3.1 percentage points above that of the province as a whole.

Acceptable Standard

	2009-10	2010-11	2011-12	2012-13	2013-14
CBE	78.4	77.8	80.3	79.9	77.6
Prov.	76.8	76.2	77.9	77.5	75.9
Diff.	1.6	1.6	2.4	2.4	1.7

** Difference between CBE and Province

Standard of Excellence

	2009-10	2010-11	2011-12	2012-13	2013-14
CBE	26.9	24.9	29.4	26.8	24.9
Prov.	26.5	25.0	28.2	25.9	24.5
Diff.	0.4	-0.1	1.2	0.9	-0.4

** Difference between CBE and Province

Participation

	2009-10	2010-11	2011-12	2012-13	2013-14
CBE	92.4	93.2	94.2	93.6	93.3
Prov.	90.5	90.5	90.9	90.9	90.2
Diff.	1.9	2.7	3.3	2.7	3.1

** Difference between CBE and Province

Legend
- CBE
- Prov.
- Diff.

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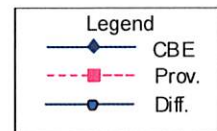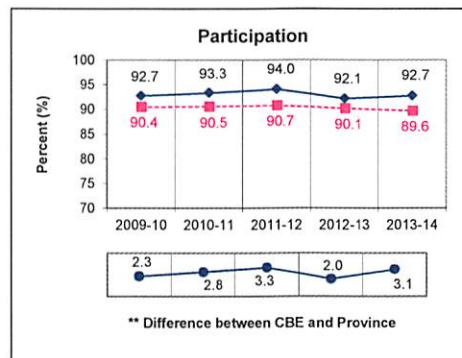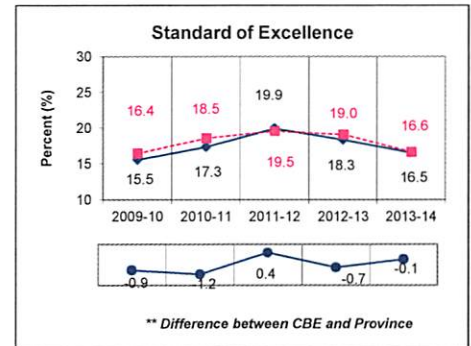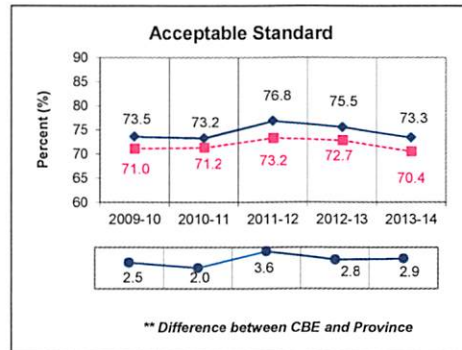
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- Results for 2012-13 do not include students who were excused from writing the achievement test because of the flooding in Calgary. The June 2013 Grade 9 Science PAT was written by only a very small percentage of the grade nine cohort. Comparisons have therefore been made with 2011-12, the last year for which full cohort data are available.
- The percentage of CBE students achieving the acceptable standard was below that of the province as a whole by 0.4 percentage points.
- By comparison with 2012, the province saw a decline of 1.0 percentage point while CBE declined by 1.4 percentage points.
- The percentage of students achieving the standard of excellence was higher than that of the province as a whole by 0.9 percentage points
- By comparison with results for 2011-12, both CBE and the Province declined by 0.3 percentage points.
- Participation at both jurisdiction and provincial levels has remained fairly consistent for the four years for which full cohort data are available.

Acceptable Standard

Standard of Excellence
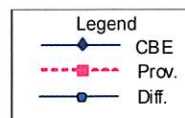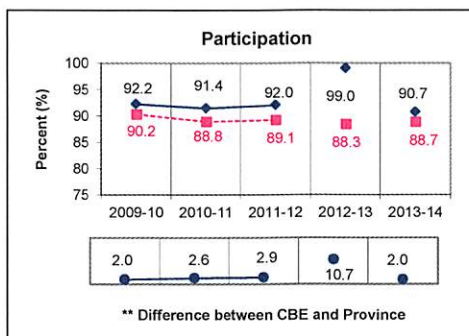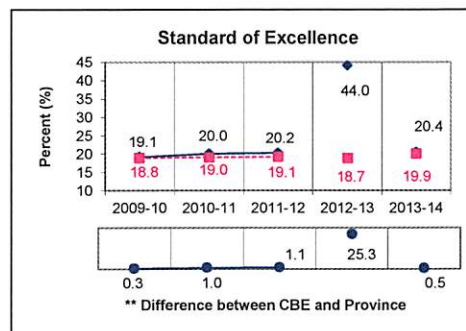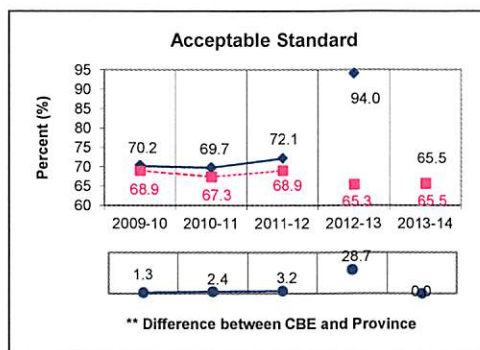

Participation

Legend
- CBE
- Prov.
- Diff.

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- Due to the flooding last year, no CBE students wrote the Science KAE examination.
- This is a small cohort. There were 129 CBE students enrolled in grade 9 Science KAE in 2013-14. The number of students enrolled in Grade 9 Science KAE in the CBE has been steadily decreasing for the last 5 years.
- The CBE participation rate increased by 1.6 percentage points from 2011-12 to 2013-14 but remains 2.8 percentage points below that of the province.
- The percentage of CBE students who achieved the Acceptable Standard increased by 6 percentage points from 2011-12. As a result, the percentage of CBE students achieving the acceptable standard in 2013-14 was 0.2 percentage points higher than that in the province as a whole.

Acceptable

**Difference between CBE and Province

Standard of Excellence

**Difference between CBE and Province

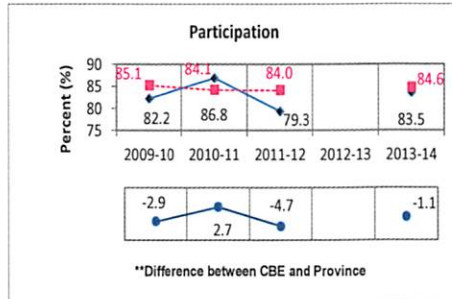### Participation

**Difference between CBE and Province

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Legend
- CBE
- Prov.
- Diff.

Calgary Board of Education

Grade 6 Social Studies Results

*All Students Enrolled (Cohort)

- Student results have declined slightly at the acceptable standard since 2012-13 but are stable over five years. This year, the percentage of CBE students achieving the acceptable standard is 2.9 percentage points higher than that of the province.
- Both CBE and provincial student results have declined slightly at the standard of excellence since 2012-13, but are stable over five years.
- The CBE participation rate is 3.1 percentage points above that of the province.

Acceptable Standard

	2009-10	2010-11	2011-12	2012-13	2013-14
CBE	73.5	73.2	76.8	75.5	73.3
Prov.	71.0	71.2	73.2	72.7	70.4
Diff.	2.5	2.0	3.6	2.8	2.9

** Difference between CBE and Province

Standard of Excellence

	2009-10	2010-11	2011-12	2012-13	2013-14
CBE	16.4	18.5	19.9	19.0	16.6
Prov.	15.5	17.3	19.5	18.3	16.5
Diff.	-0.9	1.2	0.4	-0.7	-0.1

** Difference between CBE and Province

Participation

	2009-10	2010-11	2011-12	2012-13	2013-14
CBE	92.7	93.3	94.0	92.1	92.7
Prov.	90.4	90.5	90.7	90.1	89.6
Diff.	2.3	2.8	3.3	2.0	3.1

** Difference between CBE and Province
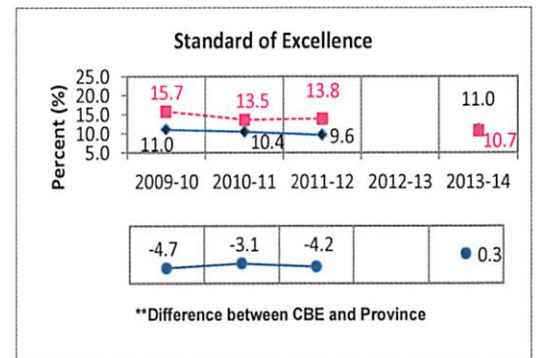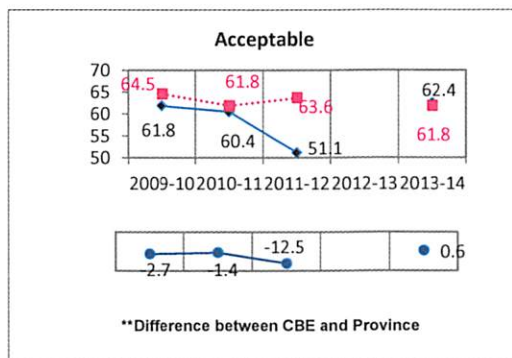
Legend
- CBE
- Prov.
- Diff.

Note:
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Grade 9 Social Studies Results
*All Students Enrolled (Cohort)

- 2012-13 results do not include students who were exempted from writing the examination as a result of the flooding in Calgary. Last year only 99 students wrote the social studies achievement test. For this reason, no comparison can be made between this year's results and those from 2012-13.
- The percentage of CBE students achieving the acceptable standard is equal to that in the province as a whole at 65.5%. Both CBE and provincial results have decreased at the acceptable standard since 2011-12.
- The percentage of CBE students achieving the standard of excellence has increased by 0.2 percentage points over 2011-12 and exceeds provincial results this year by 0.5 percentage points.
- CBE participation is 2.0 percentage points above that of the province this year.

Acceptable Standard — ** Difference between CBE and Province

Standard of Excellence — ** Difference between CBE and Province

Participation — ** Difference between CBE and Province

Legend
- CBE
- Prov.
- Diff.

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

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

Grade 9 Knowledge and Employability Social Studies Results

- Due to last year's flood, no CBE students wrote the Grade 9 Social Studies Knowledge and Employability achievement test in 2012-13.
- The percentage of CBE students achieving the acceptable standard is above that of the province by 0.6 percentage points and has increased by 11.3 percentage points this year by comparison with 2011-12.
- The results of CBE students are above those of the province at the standard of excellence by 0.3 percentage points. This represents an increase of 1.4 percentage points by comparison with 2011-12.
- One hundred and nine CBE students were enrolled in the Social Studies 9 KAE course in 2013-14. The CBE participation rate has increased by 4.2 percentage points over 2011-12.

Acceptable

Standard of Excellence

Participation

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

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

Legend
CBE
Prov.
Diff.
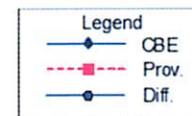
Analysis of Diploma Examinations

This year, both January and June administrations of the diploma examinations proceeded without incident. In nine of the eleven examinations, over 85% of CBE students achieved the acceptable standard; the exceptions were Math 30-1 (80%) and 30-2 (76.1%). It is worth noting, however, that the percentage of students achieving the acceptable standard in these two examinations was higher than that of the province by 5.4 percentage points in Math 30-1 and 4.8 percentage points in Math 30-2. Only in English 30-1 (-0.1 percentage points), English 30-2 (-0.3 percentage points) and French Language Arts (-0.3 percentage points) was the percentage of CBE students achieving the acceptable standard slightly below that of students in the province as a whole. The percentage of CBE students achieving the standard of excellence exceeded the percentage in the province as a whole in every subject except Science 30. This year, particularly strong results were achieved in Social Studies 30-1 and 30-2, Math 30-1, Biology 30, Chemistry 30 and Physics 30, where the gap between the CBE and the province ranged from 7.8 percentage points to 10.8 percentage points. Even in Science 30, though achievement remains slightly below that of the province as a whole, there is improvement to celebrate.

Calgary Board of Education
DIPLOMA EXAM RESULTS
SCHOOL YEAR 2013-2014 (Entire School Year Results) [1]

COURSE [5]	NUMBER WRITING		PARTICIPATION RATE (%) [2]			DIPLOMA MARKS					
						ACCEPTABLE STANDARD (%) [3]			STANDARD OF EXCELLENCE (%) [4]		
	CBE	Prov.	CBE	Prov.	CBE Minus Prov.	CBE	Prov.	CBE Minus Prov.	CBE	Prov.	CBE Minus Prov.
English 30-1	6,461	28,671	61.5	54.4	7.1	87.0	87.1	-0.1	14.4	11.7	2.7
English 30-2	2,435	15,887	22.3	28.2	-5.9	89.4	89.7	-0.3	16.3	13.1	3.2
Fr. Lang. Arts 30-1	368	1,210	4.3	2.7	1.6	96.2	96.5	-0.3	20.9	14.5	6.4
Social 30-1	4,139	21,992	45.3	45.5	-0.2	90.3	85.5	4.8	22.3	14.2	8.1
Social 30-2	3,707	19,173	36.3	35.5	0.8	88.6	83.9	4.7	24.4	14.8	9.6
Math 30-1	5,173	21,314	45.7	37.6	8.1	80.0	74.6	5.4	35.6	27.2	8.4
Math 30-2	2,090	11,934	18.7	21.6	-2.9	76.1	71.3	4.8	20.1	15.0	5.1
Biology 30	4,288	21,656	42.7	41.7	1.0	89.2	85.2	4.0	41.1	31.7	9.4
Chemistry 30	4,588	19,118	41.6	35.0	6.6	85.9	81.3	4.6	45.8	35.0	10.8
Physics 30	2,448	10,758	23.4	20.2	3.2	87.3	83.0	4.3	41.9	34.1	7.8
Science 30	1189	7,103	12.1	13.0	-0.9	85.1	85.1	0.0	24.2	25.5	-1.3

[1] Entire school year results show the performance of all students in the school authority for all tests.
[2] The participation rate reflects the percentage of students in the grade 10 cohort who have written the examination by the end of their third year in high school.
[3] Percent of Students obtaining Acceptable Standard i.e. Pass - a mark of 50% to 100%.
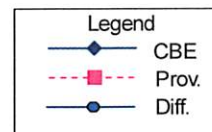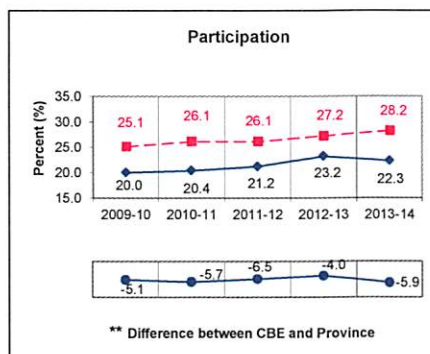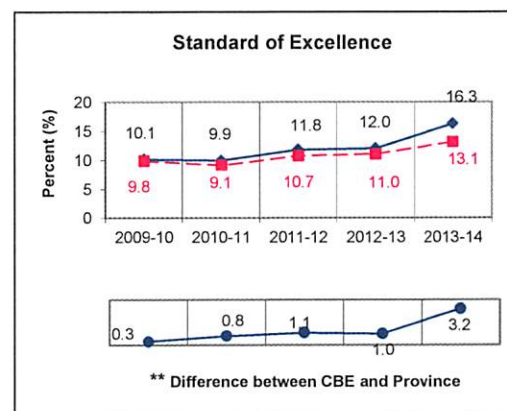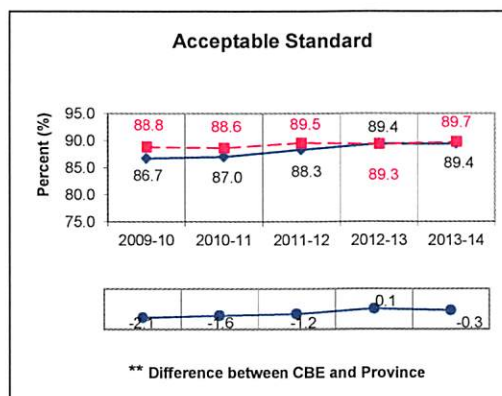[4] Percent of Students obtaining Standard of Excellence i.e. Honours - a mark of 80% to 100%.
[5] Students writing French translations of the examinations are included in the statistics.

English Language Arts 30-1

- By comparison with 2012-13, CBE student results remained stable at the acceptable standard and increased by 2.2 percentage points at the standard of excellence.
- The percentage of CBE students achieving the standard of excellence is above that of the province by 2.7 percentage points; at the acceptable standard, the percentage of CBE students is 0.1 percentage points below that of the province.
- Over five years, CBE results are improving at both the acceptable standard and the standard of excellence.
- CBE participation has increased by 1.7 percentage points and is 7.1 percentage points higher than that of the province.
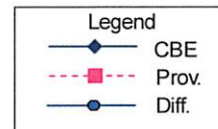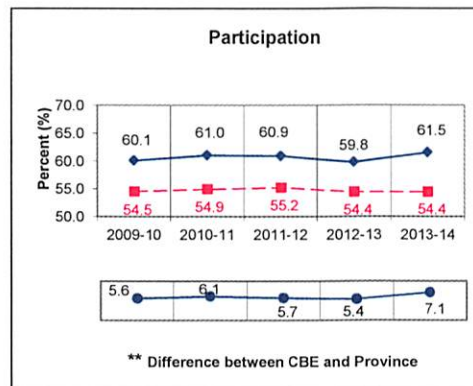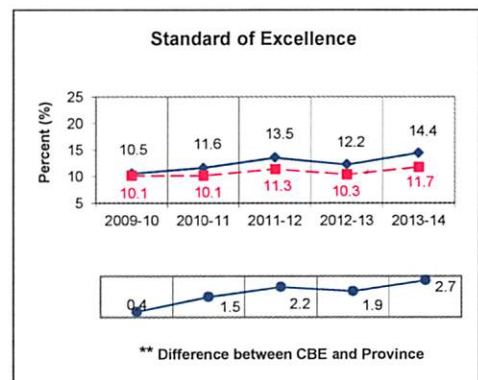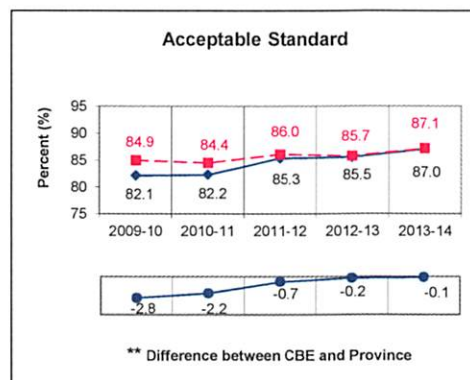
Acceptable Standard

** Difference between CBE and Province

Standard of Excellence

** Difference between CBE and Province

Participation

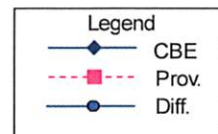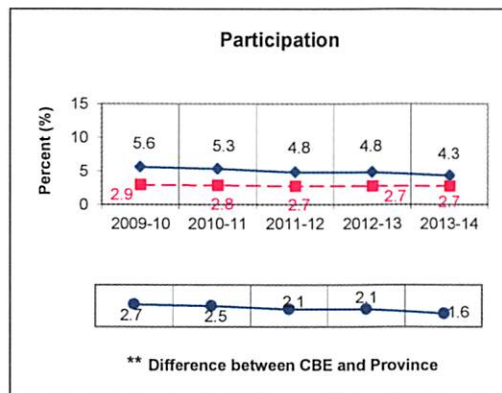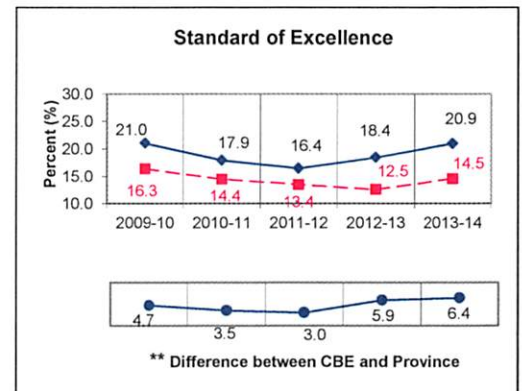** Difference between CBE and Province
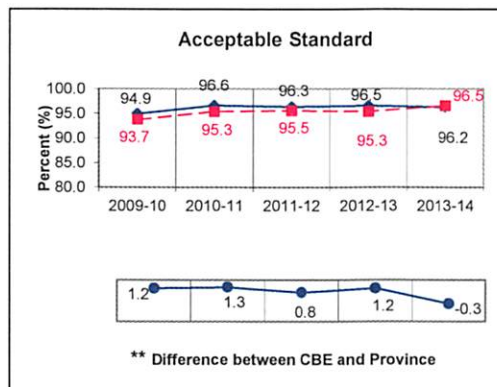
Legend
- CBE
- Prov.
- Diff.

NOTE:

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

Please note that

Five-Year Diploma Examinations Results

English Language Arts 30-2

- Over the past five years, the percentage of CBE students achieving at the acceptable standard has remained stable.
- The percentage of students achieving the standard of excellence has risen by 4.3 percentage points since 2012-13.
- CBE student results are 0.3 percentage points below the province at the acceptable standard and 3.2 percentage points above the province at the standard of excellence this year.
- Over five years, CBE results are improving at both the acceptable standard and at the standard of excellence.
- Consistent with the trend over several years, the CBE student participation rate this year is 5.9 percentage points below that of the province. By comparison with the province, participation is higher in English 30-1 and lower in English 30-2.

Acceptable Standard

Prov: 88.8, 88.6, 89.5, 89.4, 89.7
CBE: 86.7, 87.0, 88.3, 89.3, 89.4
(Years: 2009-10, 2010-11, 2011-12, 2012-13, 2013-14)

Difference: -2.1, -1.6, -1.2, 0.1, -0.3

** Difference between CBE and Province

Standard of Excellence

CBE: 10.1, 9.9, 11.8, 12.0, 16.3
Prov: 9.8, 9.1, 10.7, 11.0, 13.1
(Years: 2009-10, 2010-11, 2011-12, 2012-13, 2013-14)

Difference: 0.3, 0.8, 1.1, 1.0, 3.2

** Difference between CBE and Province

Participation

Prov: 25.1, 26.1, 26.1, 27.2, 28.2
CBE: 20.0, 20.4, 21.2, 23.2, 22.3
(Years: 2009-10, 2010-11, 2011-12, 2012-13, 2013-14)

Difference: -5.1, -5.7, -6.5, -4.0, -5.9

** Difference between CBE and Province
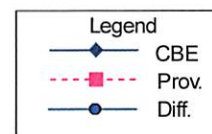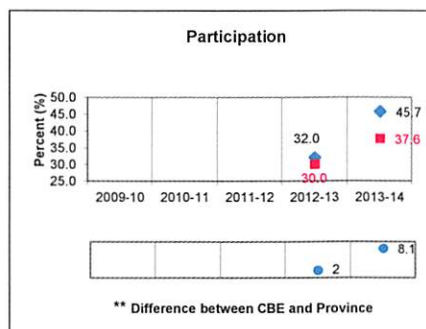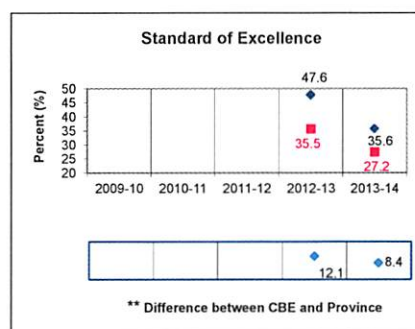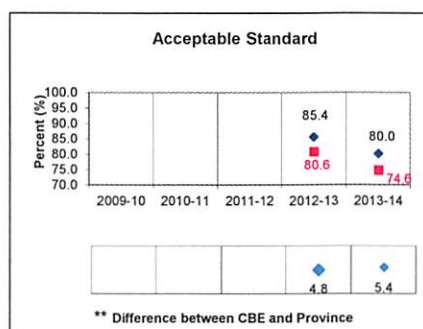
Legend

- CBE
- Prov.
- Diff.

NOTE:

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

Calgary Board of Education

6-57

- Students in French Language Arts 30-1 continued to demonstrate solid achievement with 96.2% of students achieving the acceptable standard. The percentage of students achieving the acceptable standard decreased slightly from 2012-13 (96.5 to 96.2) and was below that of the province by 0.3 percentage points.
- The percentage of students in the CBE, achieving the standard of excellence has increased by 2.5 percentage points. The gap between the CBE and the province widened, with the percentage of students achieving the standard of excellence exceeding that of the province by 6.4 percentage points.

Acceptable Standard

	2009-10	2010-11	2011-12	2012-13	2013-14
CBE	94.9	96.6	96.3	96.5	96.5
Prov.	93.7	95.3	95.5	95.3	96.2

Difference between CBE and Province

	2009-10	2010-11	2011-12	2012-13	2013-14
Diff.	1.2	1.3	0.8	1.2	-0.3

** Difference between CBE and Province

Standard of Excellence

	2009-10	2010-11	2011-12	2012-13	2013-14
CBE	21.0	17.9	16.4	18.4	20.9
Prov.	16.3	14.4	13.4	12.5	14.5

Difference between CBE and Province

	2009-10	2010-11	2011-12	2012-13	2013-14
Diff.	4.7	3.5	3.0	5.9	6.4

** Difference between CBE and Province

Participation

	2009-10	2010-11	2011-12	2012-13	2013-14
CBE	5.6	5.3	4.8	4.8	4.3
Prov.	2.9	2.8	2.7	2.7	2.7

Difference between CBE and Province

	2009-10	2010-11	2011-12	2012-13	2013-14
Diff.	2.7	2.5	2.1	2.1	1.6

** Difference between CBE and Province
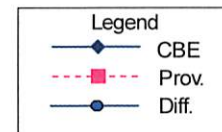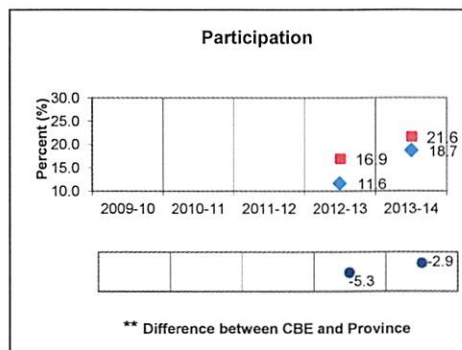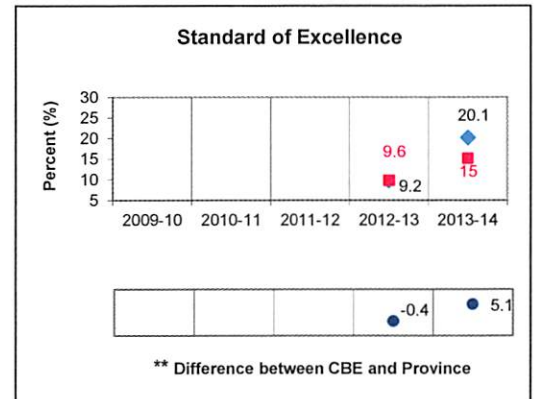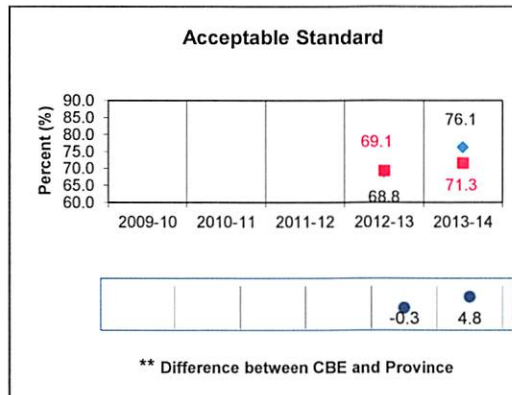
Legend
- CBE
- Prov.
- Diff.

NOTE:

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

Calgary Board of Education

Mathematics 30-1

- Results for 2012-13 do not include students who were exempted from writing the diploma examination because of the flooding in Calgary.
- The new program of studies at the 30 level was introduced in 2012-13. This was the second year of administration of this diploma examination.
- The percentage of CBE students achieving the acceptable standard was 80, 5.4 percentage points higher than that of the province as a whole.
- The percentage of CBE students achieving the standard of excellence was 35.6, 8.4 percentage points higher than that of the province as a whole.

Acceptable Standard

	2009-10	2010-11	2011-12	2012-13	2013-14
				85.4	80.0
				80.6	74.6

| | | | | 4.8 | 5.4 |

** Difference between CBE and Province

Standard of Excellence

	2009-10	2010-11	2011-12	2012-13	2013-14
				47.6	35.6
				35.5	27.2

| | | | | 12.1 | 8.4 |

** Difference between CBE and Province

Participation

	2009-10	2010-11	2011-12	2012-13	2013-14
				32.0	45.7
				30.0	37.6

| | | | | 2 | 8.1 |

** Difference between CBE and Province

Legend

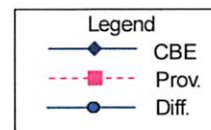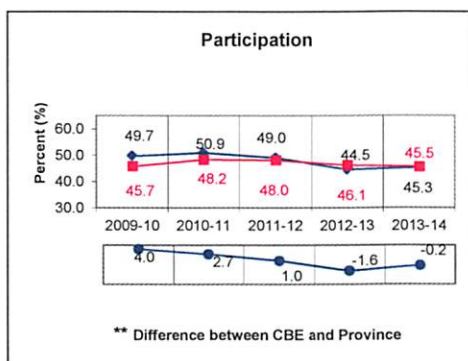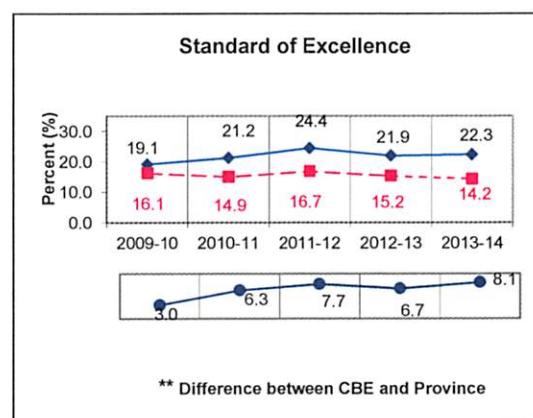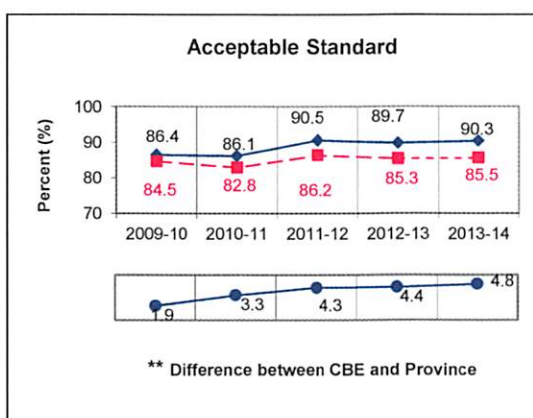|	
♦	CBE
■	Prov.
●	Diff.

NOTE:

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

- Results for 2012-13 do not include students who were exempted from writing the diploma examination because of the flooding in Calgary.
- The new program of studies at the 30 level was introduced in 2012-13. This was the second year of administration of this diploma examination.
- The percentage of CBE students achieving the acceptable standard was 76.1, 4.8 percentage points above that in the province as a whole.
- The percentage of CBE students achieving the standard of excellence was 20.1, 5.1 percentage points above that in the province as a whole.

Acceptable Standard

** Difference between CBE and Province

Standard of Excellence

** Difference between CBE and Province

Participation

** Difference between CBE and Province
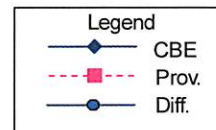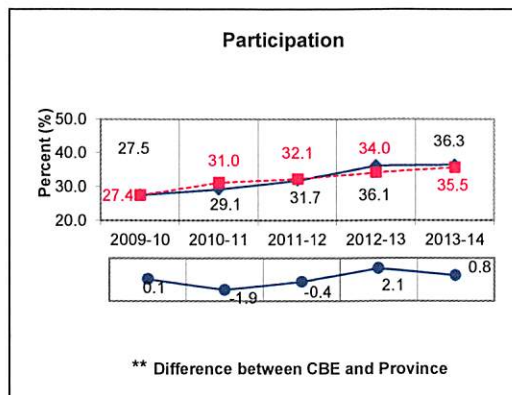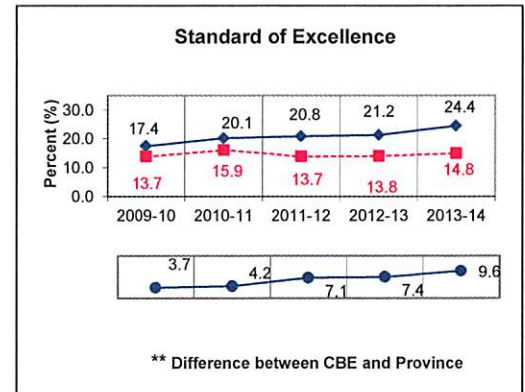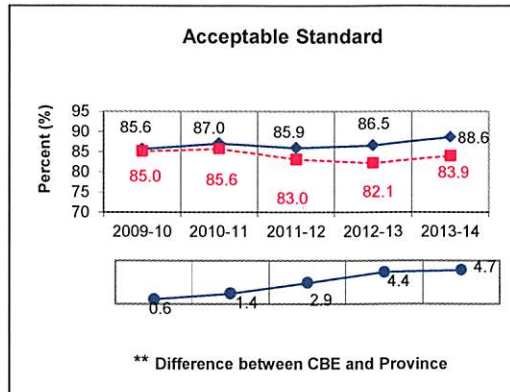
Legend

- CBE
- Prov.
- Diff.

NOTE:

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

Five-Year Diploma Examinations Results
Social Studies 30-1

- CBE student results have increased at both the acceptable standard and at the standard of excellence since 2012-13.
- Over five years, CBE results are improving at both the acceptable standard and at the standard of excellence.
- CBE student results are 8.1 percentage points above the province at the standard of excellence and 4.8 percentage points above the province at the acceptable standard.
- CBE participation has increased slightly since last year.

Acceptable Standard

** Difference between CBE and Province

Standard of Excellence

** Difference between CBE and Province

Participation

** Difference between CBE and Province
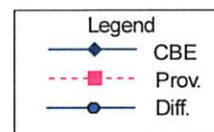
Legend

- CBE
- Prov.
- Diff.

NOTE:

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

- CBE student results have increased both at the acceptable standard and at the standard of excellence since 2012-13.
- Over five years, CBE results are improving at both the acceptable standard and at the standard of excellence.
- The percentage of CBE students achieving the standard of excellence is 9.6 percentage points above that of the province. At the acceptable standard, it is 4.7percentage points above that of the province.
- CBE participation has increased slightly since last year.

Acceptable Standard

** Difference between CBE and Province

Standard of Excellence

** Difference between CBE and Province

Participation

** Difference between CBE and Province
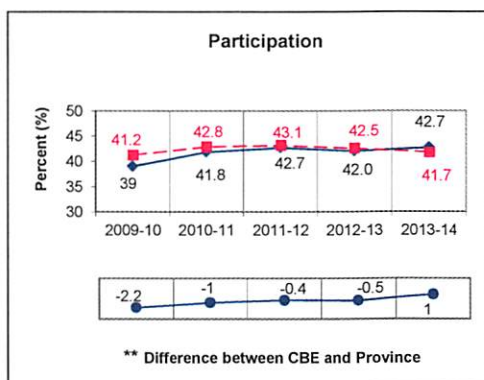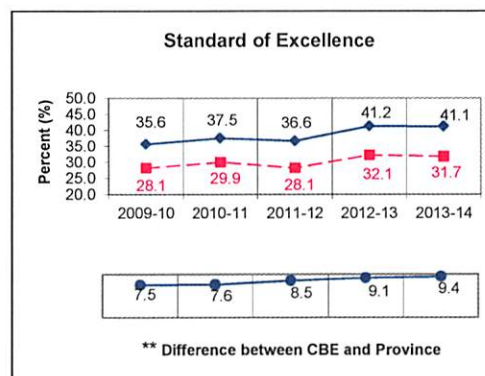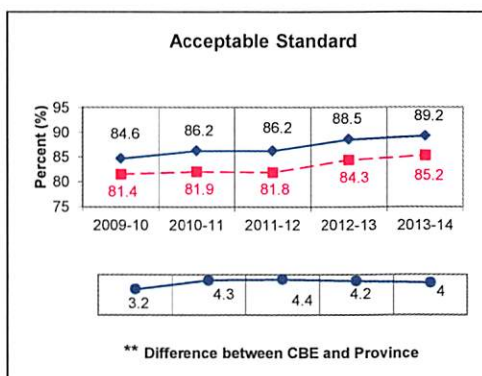
Legend
- CBE
- Prov.
- Diff.

NOTE:

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

- By comparison with 2012-13, the percentage of CBE Students achieving at the acceptable standard increased by 0.7 percentage points to 89.2%, 4.0 percentage points above that of the province.
  Results trend consistently upward from 2009 (84.6%) to the present (89.2%).
- By comparison with 2012-13, the percentage of CBE students achieving the standard of excellence decreased by 0.1 percentage point to 41.1%, 9.4 percentage points above that of the province.
  At the standard of excellence also, results trend fairly consistently upward from 2009 (35.6%) to the present (41.1%).
- The participation rate in CBE increased by 0.7 percentage points over that of 2012-13 and is now 1 percentage point above that of the province as a whole.

Acceptable Standard

	2009-10	2010-11	2011-12	2012-13	2013-14
CBE	84.6	86.2	86.2	88.5	89.2
Prov.	81.4	81.9	81.8	84.3	85.2
Diff.	3.2	4.3	4.4	4.2	4

** Difference between CBE and Province

Standard of Excellence

	2009-10	2010-11	2011-12	2012-13	2013-14
CBE	35.6	37.5	36.6	41.2	41.1
Prov.	28.1	29.9	28.1	32.1	31.7
Diff.	7.5	7.6	8.5	9.1	9.4

** Difference between CBE and Province

Participation

	2009-10	2010-11	2011-12	2012-13	2013-14
CBE	39	41.8	42.7	42.0	41.7
Prov.	41.2	42.8	43.1	42.5	42.7
Diff.	-2.2	-1	-0.4	-0.5	1

** Difference between CBE and Province
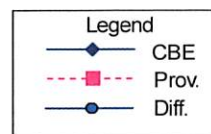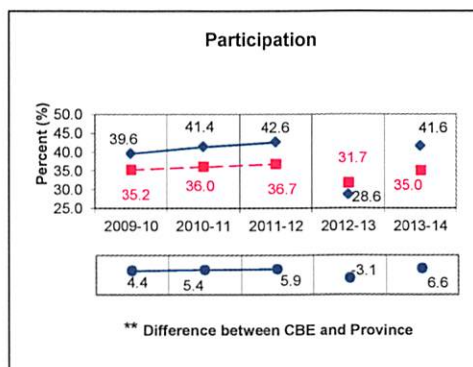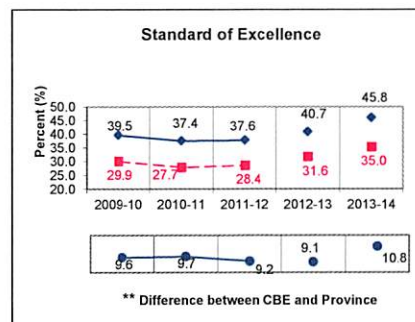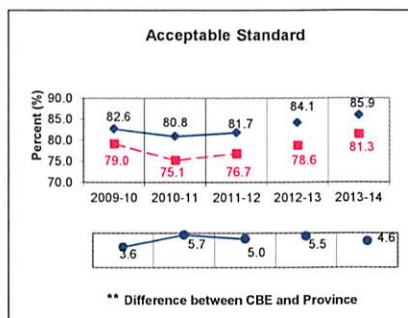
Legend

- CBE
- Prov.
- Diff.

NOTE:

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

- Results for 2012-13 do not include students who were exempted from writing the diploma examination because of the flooding in Calgary. Accordingly, it is not possible to make comparisons with those data, and any year over year comparisons have been made with results of the 2011-12 administration.
- By comparison with 2011-12, the percentage of CBE Students achieving the acceptable standard increased by 4.2 percentage points to 85.9%, 4.6 percentage points above that of the province.
- Results trend upwards over the four years for which full cohort data are available, from 82.6% in 2009-10 to 85.9% in 2013-14.
- By comparison with 2011-12, the percentage of CBE students achieving the standard of excellence increased by 8.2 percentage points to 45.8%, 10.8 percentage points above that of the province.
- Results trend upwards over the four years for which full cohort data are available, from 39.5% in 2009-10 to 45.8% in 2013-14).
- The participation rate in CBE remains consistent over the four years for which full cohort data are available.

Acceptable Standard

	2009-10	2010-11	2011-12	2012-13	2013-14
CBE	82.6	80.8	81.7	84.1	85.9
Prov.	79.0	75.1	76.7	78.6	81.3
Diff.	3.6	5.7	5.0	5.5	4.6

** Difference between CBE and Province

Standard of Excellence

	2009-10	2010-11	2011-12	2012-13	2013-14
CBE	39.5	37.4	37.6	40.7	45.8
Prov.	29.9	27.7	28.4	31.6	35.0
Diff.	9.6	9.7	9.2	9.1	10.8

** Difference between CBE and Province

Participation

	2009-10	2010-11	2011-12	2012-13	2013-14
CBE	39.6	41.4	42.6	31.7	41.6
Prov.	35.2	36.0	36.7	28.6	35.0
Diff.	4.4	5.4	5.9	3.1	6.6

** Difference between CBE and Province

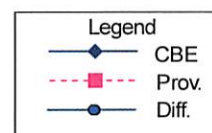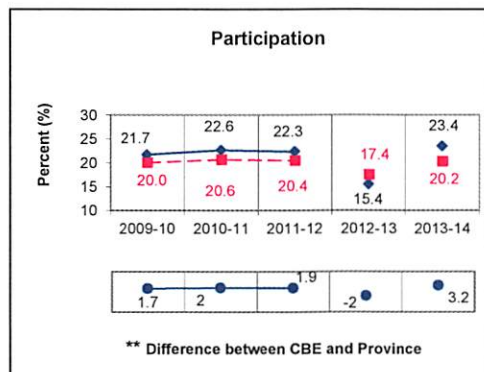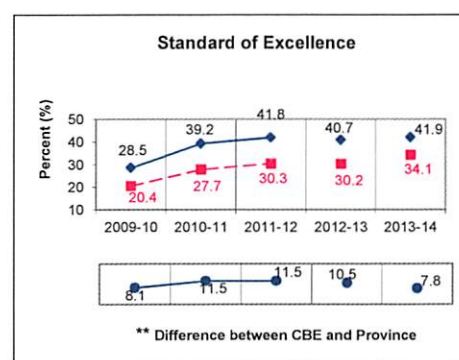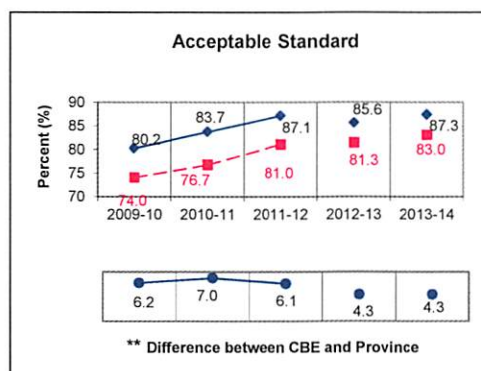**Legend**
- CBE
- Prov.
- Diff.

NOTE:

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

Five-Year Diploma Examinations Results
Physics 30

- Results for 2012-13 do not include students who were exempted from writing the diploma examination because of the flooding in Calgary. Accordingly, it is not possible to make comparisons with those data, and any year over year comparisons have been made with results of the 2011-12 administration.
- The percentage of CBE students achieving the acceptable standard increased by 1.7 percentage points to 87.3%, 4.3 percentage points above that of the province.
- The percentage of CBE students achieving the standard of excellence increased by 1.2 percentage points to 41.9%, 7.8 percentage points above that of the province.
- The participation rate in CBE rose to 23.4%, an increase of 1.1 percentage points from the 2011-12 year.

Acceptable Standard

	2009-10	2010-11	2011-12	2012-13	2013-14
CBE	80.2	83.7	87.1	85.6	87.3
Prov.	74.0	76.7	81.0	81.3	83.0
Diff.	6.2	7.0	6.1	4.3	4.3

** Difference between CBE and Province

Standard of Excellence

	2009-10	2010-11	2011-12	2012-13	2013-14
CBE	28.5	39.2	41.8	40.7	41.9
Prov.	20.4	27.7	30.3	30.2	34.1
Diff.	8.1	11.5	11.5	10.5	7.8

** Difference between CBE and Province

Participation

	2009-10	2010-11	2011-12	2012-13	2013-14
CBE	21.7	22.6	22.3	15.4	23.4
Prov.	20.0	20.6	20.4	17.4	20.2
Diff.	1.7	2	1.9	-2	3.2

** Difference between CBE and Province
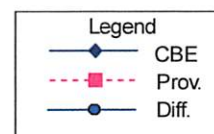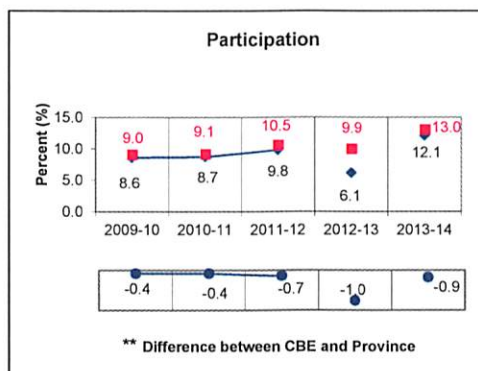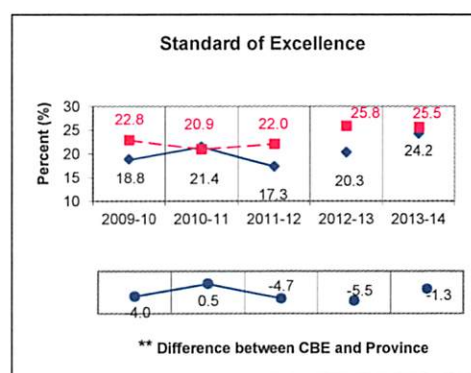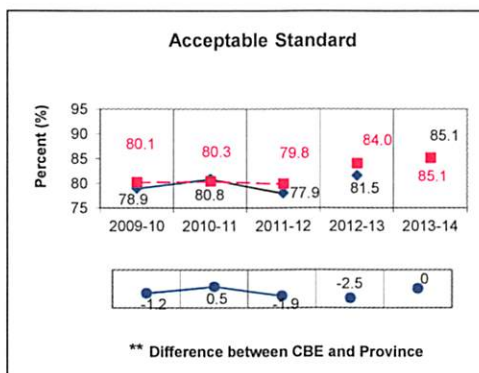
Legend
- CBE
- Prov.
- Diff.

NOTE:

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

Calgary Board of Education

- Results for 2012-13 do not include students who were exempted from writing the diploma examination because of the flooding in Calgary. Accordingly, it is not possible to make comparisons with those data, and any year over year comparisons have been made with results of the 2011-12 administration.
- The percentage of CBE students achieving the acceptable standard was 85.1 percentage points, equal to that of the province as a whole and 7.2 percentage points above CBE achievement in 2011-12.
- The percentage of CBE students achieving the standard of excellence was 24.2 percentage points. While this was lower by 1.3 percentage points than the percentage of students achieving the standard of excellence in the province as a whole, it is an increase of 6.9 percentage points over CBE achievement in 2011-12.
- The participation rate remains lower than that of the province as a whole but has increased by 2.3 percentage points over participation in 2011-12

Acceptable Standard

Standard of Excellence

Legend
- CBE
- Prov.
- Diff.

Participation

NOTE:

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

Other Measures of Student Success

The Accountability Pillar Report includes the following Student Outcome Measures:

- **High School Completion Rate (3-year):** the percentage of students in the grade 10 cohort who have completed high school by the end of their third year. High school completion is defined as receiving an Alberta high school diploma, a certificate of high school achievement or high school equivalency (GED), entering a post-secondary level program at an Alberta postsecondary institution, registering in an Alberta apprenticeship program or earning credit in five grade 12 level courses, including four diploma examination courses.
- **Post-Secondary Transition Rate (6-year):** the percentage of students in the grade 10 cohort who have entered a post-secondary-level program at an Alberta post-secondary institution or registered in an Alberta apprenticeship program within six years of entering grade 10. An estimate of out-of-province post-secondary enrollment is applied.
- **Diploma Exam Participation Rate (4+Exams):** the percentage of students in the grade 10 cohort who have written four or more diploma exams by the end of their third year in high school. Students are not considered a diploma examination participant if they do not have an examination mark.
- **Drop Out Rate** is the percentage of students aged 14-18 registered in the K-12 system who drop out the following year. A student who was in Alberta's education system is considered to have dropped out if there is no evidence of their participation in the education system the following school year (including post-secondary and apprenticeship programs) or they did not complete high school.
- **Rutherford Scholarship Eligibility Rate** is the percentage of Alberta grade 12 students who have met the eligibility criteria for a Rutherford Scholarship based on course marks in grades 10, 11 and/or 12. Students must have completed at least one grade 12 course.

As the chart below shows, CBE has maintained and in some cases even improved on already high achievement.

Measure Category	Measure Category Evaluation	Measure	Calgary School District No. 19			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Learning Opportunities	Good	Drop Out Rate	3.3	3.5	3.6	3.3	3.5	3.6	High	Improved	Good
		High School Completion Rate (3 yr)	74.0	73.7	72.3	74.9	74.8	73.8	High	Improved Significantly	Good
Student Learning Achievement (Grades 10-12)	Good	Rutherford Scholarship Eligibility Rate (Revised)	59.5	59.0	59.3	60.9	61.3	60.8	High	Maintained	Good
	n/a	Diploma Exam Participation Rate (4+ Exams)*	49.2	62.2	61.3	50.5	56.6	55.9	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	60.5	59.2	59.1	59.2	59.5	59.1	High	Improved	Good

* As a result of the flooding in Southern Alberta last June, students were given the option of an exemption from diploma exams in Math 30-1, Math 30-2, Chemistry 30, Physics 30 and Science 30. The students who chose to take the exemption are not included in the Diploma Exam Participation Rate, which therefore appears to have decreased.

Calgary Board of Education

Conclusion

The results of Provincial Achievement Tests and Diploma Examinations continue to supply one measure of our success in providing a learning environment in which each student can achieve success every day and to provide a source of information upon which we build the capital on which to draw to personalize learning for each one of our students.

In Results 2: Academic Success, the Calgary Board of Education expresses its commitment to success for each and every student:

Each student will be literate and numerate, able to integrate and apply the knowledge, skills and competencies acquired across all academic disciplines. Students will achieve at individually and appropriately challenging levels of complexity, demonstrating the higher order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation and creativity.

By achieving solid results on the Provincial Achievement Tests and Diploma Examinations, the students of the Calgary Board of Education continue to demonstrate the quality of their learning, the depth of their understanding and their application of higher order thinking skills.

The Chief Superintendent congratulates students of the Calgary Board of Education on their accomplishment and commends the contribution made by Calgary Board of Education staff, parents and the broader community to the achievement of these results.

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

2014-2015 Student Enrolment Summary

Date	October 14, 2014
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson Chief Superintendent of Schools
Purpose	Information
Originator	Frank J. Coppinger, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-5: Financial Planning OE-8: Communication With and Support for the Board OE-9: Communication with the Public OE-12: Facilities
Resource Person(s)	Darlene Unruh, Director, Planning & Transportation Anne Trombley, Manager, Planning

1 | Recommendation

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

2 | Issue

There is a need to provide, in a timely manner, September 30th student enrolment information to the Board of Trustees and Administration within the Calgary Board of Education.

3 | Background

The purpose of this report is to provide a student enrolment summary in advance of the detailed School Enrolment Report.

The 2014-2015 School Enrolment Report will be presented on or about November 25, 2014 and it will contain the following detailed information which is not possible to have available by October 14th:

- number of students enrolled in each school, by grade and program, including alternative programs, special education programs and system classes, and the number of out of attendance area students enrolled in each school as of September 30th in the current school year;

- provincial capacity of each school, including the number of modular classrooms

- utilization rate of each school facility, not including lease exemptions

- utilization rate, including lease exemptions as of September 30th, for each school building

- amount of surplus space available for leasing but not yet leased

- list of the leases and amount of space leased, for each building

4 | Analysis

Provision of this enrolment summary, in advance of the detailed School Enrolment Report, may result in minor discrepancies in reported enrolment between the two reports. These minor discrepancies may be due to factors such as duplicate registrations and other anomalies that were not resolved prior to the September 30th enrolment count.

These discrepancies, if any, will become apparent as a detailed examination of the September 30th count data occurs between now and the completion of the School Enrolment Report.

The following **Table 1** provides a comparison of actual September 30, 2014 student enrolment to the district enrolment projection:

Total student enrolment, as of September 30, 2014, was **114,472 students**, including CBe-learn and Chinook Learning Services. Enrolment is above the district enrolment projection by 477 students. The district projection is 99.7% accurate.

TABLE 1: Comparison of September 30 Enrolment to Projected Enrolment

	September 30, 2014 Enrolment	2014 Projected Enrolment	Difference
Pre-Kindergarten	181	210	-29
Kindergarten	9,196	9,017	179
Grades 1-3	27,636	27,521	115
Grades 4-6	23,603	23,649	-46
Grades 7-9	22,237	22,300	-63
Grades 10-12	26,420	26,184	236
Sub-Total (Pre-K to GR12)	109,273	108,882	391
Home Education	248	336	-88
Outreach Programs	1,280	1,159	121
Unique Settings	690	636	54
CBe-learn	588	548	40
Chinook Learning Services	2,393	2,434	-41
Total	114,472	113,995	477

totals may not add due to rounding for 2014 Projected Enrolment

Table 2 provides a comparison of enrolment from September 30, 2013 to September 30, 2014. Enrolment increased by 3,709 students over the previous year's enrolment. The most significant increases occurred at Grades 1-3 (1,677 students) and Grades 4-6 (1,051 students).

Comparison of September 30, 2013 to September 30, 2014

	September 30, 2013	September 30, 2014	Difference
Pre-Kindergarten	162	181	19
Kindergarten	8,919	9,196	277
Grades 1-3	25,959	27,636	1,677
Grades 4-6	22,552	23,603	1,051
Grades 7-9	21,751	22,237	486
Grades 10-12	26,270	26,420	150
Sub-Total (Pre-K to GR12)	105,613	109,273	3,660
Home Education	297	248	-49
Outreach Programs	1,129	1,280	151
Unique Settings	643	690	47
CBe-learn	566	588	22
Chinook Learning Services	2,515	2,393	-122
Total	110,763	114,472	3,709

Calgary Board of Education

5 | Financial Impact

The financial impact of the student enrolment increase will be reported in the first quarter financial report to the Board of Trustees.

6 | Conclusion

This report provides timely information to the Board of Trustees regarding the September 30, 2014 student enrolment in the Calgary Board of Education.

D. Stevenson

DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

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report to
Board of Trustees

Trustee Liaison Report – ASBA Zone 5

Date	October 14, 2014
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Amber Stewart Trustee Liaison, ASBA Zone 5
Purpose	Information
Governance Policy Reference	Governance Culture GC-3 Board Job Description

1 | Recommendation

THAT the ASBA Zone 5 Liaison Report containing the following ASBA Zone 5 meeting minutes be received for information:

March 7, 2014
April 4, 2014
May 23, 2014

2 | Background

The attached minutes are prepared, approved and publically posted by ASBA Zone 5 on their website. As the Board of Trustees' representative to ASBA Zone 5, I am providing this report for your information.

Please note that a meeting was not held in June 2014.

Attachments: Minutes as noted above

Calgary Board
of Education

Alberta School Boards Association – Zone 5
Friday, March 7, 2014
Rocky View Schools
2651 Chinook Winds Drive
Airdrie, AB

In Attendance

Sylvia Eggerer (Chair)	Rocky View Schools
Larry Tucker	Golden Hills
Genevieve Poulin	Conseil FrancoSud
Cheryl Low	Calgary Catholic
Arlene Rheaume	Canadian Rockies
Bev LaPeare	Rocky View Schools
Angie Warwick	Prairie Land
Colleen Munro	Rocky View Schools
Phil Butterfield	Alberta Education
Ron Taylor	Alberta Education
Joanne Van Donzel	Christ the Redeemer Catholic
Doug Gardner	Foothills School Division
Kim Bater	Canadian Rockies
Judy Hehr	Calgary Board of Education
Pamela King	ASBA (CBE Director)
Anne-Marie Boucher (Vice Chair)	FrancoSud
Helen Clease	ASBA
David Anderson	ASBA

Call to Order

Chair Sylvia Eggerer called the meeting to order at 9:33 a.m. Introductions were made.

Approval of Agenda

Moved by Judy Hehr that the Agenda for the March 7, 2014, meeting be approved as submitted. **Carried**

Approval of Minutes

Moved by Angie Warwick that the Minutes of the February 7, 2014, meeting be approved as presented. **Carried.**

Business Arising from the Minutes

- None

Defibrillators – need to know how many you have. Please get numbers and send to Lynne/Rita. An email was sent to you on this matter.

Correspondence

- None

Chair Report

- Bylaws and Policies – provincially – this is our last meeting before they have to be submitted. No emergent bylaws are allowed; they would need to be brought to the fall meeting.
- Edwin Parr nominations should be in to Rocky View Schools by March 21st.

Vice Chair Report

- Brian Callahan is working with education, policy and implementation. Their material is not ready, but Terry Gunderson will come next month to speak to this. This may make the next meeting run a bit late – 12:30 to 1 p.m. If Brian doesn't have his material at this time, he will come in the fall.
- Budget presentation may also be included in the April meeting, or it may go to the Executive meeting following Edwin Parr.
- The Financial Report is very straightforward.

Call for Directives for Action

- Sylvia Eggerer called for any Directives for Action. No response.
  Sylvia Eggerer called a second time for any Directors for Action. No response.
  Sylvia Eggerer called a third time for any Directors for Actions. No response.

  It was declared there were no responses to the Call for Directives for Action.

ASBA Executive/Staff

Helen Clease:
- Budget Day was yesterday, experienced lock down, gallery and reporters. It is a 'hold the line' budget, nothing to cover inflation, etc. Seems to be the universal message.
- Thank you to all who attended the conference. Our deadline is the spring general meeting, Calgary is March 24 at the Sheraton Cavalier.
- Timelines are brutal. The Government deadline is the end of May. We want it to go to our June 2nd AGM. Have requested some flexibility.
- Met with Scott McCormack and was heartened by the fact we were pretty much in alignment.
- Next Budget and Development meeting will be looking at planning.
- Strengthening reports and some interesting suggestions.
- Road symposium – it is covered now for good.
- Mentioned will do meeting with us next Thursday for opening dialogues (Building Relationships). We are doing "Inspiring Education".
- Speaking to Student Voice Initiative.
- Call for resolutions going out for Spring A.G.B.
- Telling our own stories – we are doing some really good work.
- Did interview, it went well.
- Looking at making some changes on our own structure; boards and zones are doing great work. Trying to get the word out to everyone. Resolutions can be forwarded but generally it goes to the Zone.
- Could someone at ASBA resend information on policies – then we could have a decision by May 23rd.
- Professional Learning by Heather will be done again.

David Anderson:
- Pharmaceutical companies discovered there are some liabilities and school board employees may not be covered by the Good Samaritan Act because they are employees. Make sure your policies are adjusted. No ruling by the courts at the present time.

Alberta Education, Ron Taylor

- New Curriculum Development Prototyping Partners – announced by Minister Jeff Johnson at the Inspiring Education Symposium February 19, 2014.
- On April 11-12, 2014, the Alberta Association for Community Living will hold its 22nd Annual Family Conference with over 700 participants, including more than 100 children

and teenagers. Workshops and conference sessions on inclusive education for teachers, administrators and parents, and a youth forum, will be available.
- Teacher Workload – Internal Jurisdiction Review – the provincial steering advisory committee (AB Ed, ATA, ASBA, Cass) has scheduled a C2 provincial meeting for April 15, 2014 in Calgary so representatives can meet to discuss reducing teacher workload and increasing teacher efficacy, hearing about promising practices and collaborating on strategy development to manage changes.
- MOU for First Nations Education in Alberta – a long term strategic action plan has been developed.
- Implementation of Capital Projects – Government of Alberta has committed to constructing 50 new schools and modernizing 70 existing schools. All these projects have now been announced and many have had a kick-off meeting.
- Full Day Kindergarten – not yet been determined.
- Curriculum redesign – is helping shift focus of education to centre on the learner and the learner's needs, which provides authorities with more flexibility to address learning needs of all students and focuses less on content and more on building competencies.
- Utilization rate formula is being adjusted including requirements for reporting and revisions to the formula and rated capacities of spaces. Changes take effect in September, 2014 but will not be used until November, 2014.
- Will bring information on the following:
  - a) long-term plan for infrastructure
  - b) effects of changing school age to 21, and the space crunch this could cause.
     AB ED will fund but regular high schools may not have to take the students.

Second Language Caucus, JoanneVan Donzel

- Letter was sent February 4th, 2014, re survey on Second Language and ESL. Please check this has been sent in. (Lynne will resend.)

Networking Group, Doug Gardner, Judy Hehr

- Considering inviting MLA's to the Edwin Parr banquet. We do not want this to become a political event. Think the invitation would be on behalf of the group. We will work in conjunction with the Edwin Parr Committee. All Zone 5 boards will email their MLA list to Doug Gardner gardnerd@fsd38.ab.ca.

Edwin Parr, Anne-Marie Boucher

- We will be working on this after the present meeting concludes.

Field Experiences Policy Advisory, Joanne Van Donzel

- Attended PSAC meeting last Wednesday. Majority of questions were on change of name. Year 2 students are in the schools.
- There is a real rise in mental health issues, so it is important that schools get strong mental people.
- The university has opened 400 spots for 1000 applicants.
- Large interest in enrolling in secondary sciences with a French cohort.
- Student teachers time table discussion.
- ELM.
- Will send report to Lynne.

Labour Relations, Colleen Munro

- Working group had first teleconference in February.

  Phase I: These sessions (scheduled between March 11 and March 31) will provide participants with an overview of the events that led to the current situation, a brief review of the background materials which will help inform this situation, a discussion around any parameters that are known at that point which may focus our deliberations, and then a series of questions and table activities to elicit participant discussion and feedback.

  Phase II: School boards will be called upon to consider the matter of teacher bargaining at the local jurisdiction level and consider any official submission they wish to provide (submissions required by April 29).

  Phase III: School boards will be asked to consider and vote on recommendations offered by the ASBA Board of Directors at the ASBA Spring General Meeting on June 2, 2014.

  We appreciate these timelines are very short and that school boards will only have a number of weeks in order to provide submissions to ASBA by April 29.

Regional Consortium, Joanne Van Donzel

- Get from Joanne Van Donzel.

In Camera

Moved by Bev LaPeare that the ASBA Zone 5 Board move into In Camera at 11:20 a.m.   **Carried**

Moved by Angie Warwick that the ASBA Zone 5 Board move out of In Camera at 11:35 a.m. **Carried**

PRESENTATION

Zone/Provincial Collaberation and Conference Presentation, Kim Bater

Adjournment

Moved by Doug Gardner that the ASBA Zone 5 Meeting of March 7, 2014, be adjourned at 12:50 p.m. **Carried**

Alberta School Boards Association – Zone 5
Friday, April 4, 2014
Rocky View Schools
2651 Chinook Winds Drive
Airdrie, AB

In Attendance

Sylvia Eggerer (Chair)	Rocky View Schools
Anne-Marie Boucher (Vice Chair)	FrancoSud
Holli Smith	Prairie Land
Heather Rogers	ASBA
Terry Gunderson	ASBA
Donna Engel	ASBA
Kim Bater	Canadian Rockies
Doug Gardner	Foothills School Division
Bev LaPeare	Rocky View Schools
Serafino Scarpino	Calgary Catholic
Cheryl Low	Calgary Catholic
Judy Hehr	Calgary Board of Education
Ron Taylor	Alberta Education
Ron Schreiber	Christ the Redeemer
Joyce Bazant	Golden Hills
Arlene Rheaume	Canadian Rockies
Genevieve Poulin	Conseil FrancoSud
Colleen Munro	Rocky View Schools
Jean Boisvert	Zone 2/3 Director

Call to Order

Chair Sylvia Eggerer called the meeting to order at 9:31 a.m. Introductions were made.

Approval of Agenda

Moved by Doug Gardner that the Agenda for the April 4, 2014, meeting be approved as submitted.   **Carried**

Approval of Minutes

Moved by Bev LaPeare that the Minutes of the March 7, 2014, meeting be approved as presented. <u>**Carried.**</u>

Business Arising from the Minutes

- Question re **Teacher Workload** – who's coming? Response: Ron Taylor is emceeing it and there is an invited group coming to the meeting on April 15. Q: how does this work fit and does it fit and what is the crossover? How are we going to negotiate / coordinate this? R: One is an ASBA initiative and one a Government. The intent of the C2 is to discuss the main issue of teachers which is work load. Trying to arrive at a way to work this out. Q: there seems to be a tight timeline with respect to the bargaining aspect – how are we connecting this altogether? R: the C2 committee and bargaining committee are 2 separate processes. The Minister has given a timeline to have a bargaining model completed before the end of May and ASBA has used that as a target to complete their work as well. C2 work is almost around everything but the bargaining model and salaries. A resolution was passed at the FGM that a task force be struck with a report ready for the SGM. Yes the 2 are separate but will eventually come together. Not sure there is any control over what the government is doing but perhaps we can contact the government to express some of our concerns. Kim and Jean will follow-up with this.
  Q: how do we feel about provincial bargaining vs board bargaining and does ASBA have an opinion? R: that's what ASBA has put in place – provincial input and board input. There will be an opportunity to speak to this at the SGM. Need input 3 weeks before June 2/3. This is a work in progress and may have some sort of a model at the SGM.

Correspondence

- None

Chair Report

- Put the call out at the last meeting for any proposed policy and have not received any.
- Cindy in Finance Dept has issued bills to each board for membership fees.
- Need to hire a new secretary for the new school year and are open to any recommendations.
- May 23 is the next regular Zone meeting followed by an Executive Meeting right after lunch.

Vice Chair Report

- Nothing to report at this point.

Call for Directives for Action

- Sylvia Eggerer called for any Directives for Action. No response.
  Sylvia Eggerer called a second time for any Directors for Action. No response.
  Sylvia Eggerer called a third time for any Directors for Actions. No response.

  It was declared there were no responses to the Call for Directives for Action.

REPORTS

ASBA Director's Report, Kim Bater

- ASBA Strategic Plan was approved at the March meeting and begins September 2014.
- ASBA Task Force: Strengthening Provincial Voice (David Price, Chair) – The Task Force believes that the role of Board Chair could be elevated so they can act on behalf of their board. A Council of Chairs could guide the direction for ASBA in some of these bigger provincial issues. Four groups could forward issues to this Council of Chairs – boards, zones, ASBA Board, ASBA President.
- Reminder: April 29 is the deadline for boards to submit their ideas to the Task Force on teacher bargaining.
- Curriculum Redesign – Minister Johnson just completed a new document (which was sent out to all board chairs) and he encouraged everyone to take the time to read it.

ASBA Executive/Staff Report

No report (President, Vice-President and Executive Director away on ASBA business).

Alberta Education, Ron Taylor

- There are links to the *Curriculum Redesign* if you wish to read it online. Thanked boards and schools who are talking publicly about the good things that are happening, especially in the area of curriculum redesign. There is so much good stuff in there that people have been in search of for quite some time. There are just a few who don't want change.
- First Nations languages developed as locally developed courses – For the last 2 years, staff at Alberta Education have worked collaboratively with members of five school authorities to create 3 locally developed course series based on First Nations Languages.

3

All of these K-12 course series have been developed to include high school courses.\ that will allow students to earn credits at the high school level while learning the indigenous language and culture of their community.

- Regional Collaborative Service Delivery (RCSD) – going through growing pains but optimistic about the growth of this initiative which will be positive for children.
- 2014 Excellence in Teaching Awards Semifinalist events – April 8 in Edmonton and April 10 in Calgary.
- Inspiring Education – Out of all the conversations, a broad policy framework document was developed to describe the overall direction, principles and long-term goals for education in Alberta.
- Moving Forward with High School Redesign – Mr. Taylor referred to a small K-12 school that has taken the initiative to redesign their small high school with great success. Chair Eggerer commented that perhaps we need to let people know that curriculum redesign doesn't mean we are going to change what children are learning. Mr. Taylor added that numeracy and literacy is key to all learning.
- Learning Resource Centre – now that it has been disbanded, will be using other wholesale providers to provide even better learning resources deals.
- Funding for capital projects continues to be a challenge for Alberta Education but understand the need.
- A link re Student Completion Rates will be forwarded to board reps.

Networking Group, Doug Gardner, Judy Hehr

- Judy advised that CBE's communication team has sent out the invitations to the MLA's for the Edwin Parr Banquet. Rita will send out the list of which MLAs have responded after May 8.
- Will send a reminder to MLAs 2 weeks before and then a week before the banquet, reps will contact the MLAs again who haven't responded.

Edwin Parr, Anne-Marie Boucher

- Interviews set for April 11. Prairie Land and Canadian Rockies did not submit any nominations.
- Make sure reps talk to their trustees and administration about the evening.
- Invitations will be sent electronically soon.
- Anne-Marie described how the evening's format.

Labour Relations, Colleen Munro

- The facilitated workshops have finished. Good attendance at all of them.

- Timelines are tight so will need to get a report to the Education Minister by the end of May.
- Board of Directors meets on May 12 and that will then go to the SGM.
- Boards are encouraged to submit their input by April 29 to the Task Force.
- If you would like to put your own thoughts into the email sent by Heather, then do so and email her back.
- Judy Hehr reiterated her concerns for Colleen's benefit (working conditions, hours of instruction, class size). Colleen responded that all those questions have come up at the workshops she attended. The committee is working to culminate all the concerns and address those through recommendations to the Board of Directors which will then go to the SGM. C2 and Task Force are working in parallel.

Recessed at 10:34 a.m.
Reconvened at 10:45 a.m.

PRESENTATIONS

ASBA Budget – presented by Jean Boisvert, Zone 2/3 Director, and Heather Rogers, ASBA. Following the presentation, discussion ensued with respect to 'value for fees paid' and 'voting equality'. Reps were encouraged to take the Budget questionnaire sheets back to their boards.

Transforming School Board Governance – Anne-Marie introduced Terry Gunderson, who has been working as a consultant with ASBA and will be presenting this morning's session, **"Growing in Governance".** Seven habits: Be proactive; begin with the end in mind; put first things first; think win/win; seek first to understand… then to be understood; synergize; sharpen the saw.

Suggestions/Questions/Observations:
- Natural Persons Power – it would be good to bring suggestions and have a PD in Zones or even the provincial association.
- Thought-stream license – contact ASBA if interested.
- Some jurisdictions struggling with where to put their students – are engaging parents more but with that comes expectations which can't always be fulfilled (e.g. facilities). Perhaps need to ask for input with practical resolutions.
- Have become so accountability-focused, not sure how to move forward. Boards need to be careful to move along with the community – not too far behind or ahead. Continue to community/generative modes. What can we do or say to affect a change? Have to find a way to work within all these challenges. The best way to engage stakeholders (generative governance approach) is to ask the right questions. Kim will forward Canadian Rockies' generative process.

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- Need to stand up and speak out and one of the ways to do that is to propose directives for action to ASBA.
- May need to create a new form for board meetings to be more generative (e.g. questions before and after a board meeting and include the public).

Anne-Marie thanked Terry for the presentation. Reps were reminded to bring ideas for what you'd like to see happen at next year's zone meetings.

Sylvia asked reps to remind their trustees to register for the upcoming SGM.

Adjournment

>**Moved by Ron Schreiber that the ASBA Zone 5 Meeting of April 4, 2014, be adjourned at 1:25 p.m.**   **Carried**

Alberta School Boards Association – Zone 5
Friday, May 23, 2014
Rocky View Schools
2651 Chinook Winds Drive
Airdrie, AB

In Attendance

Sylvia Eggerer (Chair)	Rocky View Schools
Anne-Marie Boucher (Vice Chair)	FrancoSud
Donna Engel	ASBA
David Anderson	ASBA
Helen Clease	ASBA
Phil Butterfield	Alberta Education
Kim Bater	Canadian Rockies
Doug Gardner	Foothills School Division
Joanne Van Donzel	Christ the Redeemer
Bev LaPeare	Rocky View Schools
Joyce Bazant	Golden Hills
Angie Warwick	Prairie Land
Arlene Rheaume	Canadian Rockies
Larry Tucker	Golden Hills
Judy Hehr	Calgary Board of Education
Colleen Munro	Rocky View Schools
Cheryl Low	Calgary Catholic
Mary Martin	Calgary Catholic

Call to Order

Chair Sylvia Eggerer called the meeting to order at 9:30 a.m. Gifts of appreciation were presented to the staff of RVS who've helped so much with Zone 5 work.

Approval of Agenda

Moved by Angie Warwick that the Agenda for the May 23, 2014, meeting be approved as submitted.   <u>**Carried**</u>

Approval of Minutes

> **Moved by Joanne Van Donzel that the Minutes of the April 4, 2014, meeting be approved as presented.** <u>**Carried.**</u>

Business Arising from the Minutes

Correspondence

- None

Chair Report

- Gifts of Appreciation will be covered by the budget.
- Reported on the meeting held with Zone Chairs.

Vice Chair Report

- Briefly reviewed the financial statement as at May 22, 2014.

Call for Directives for Action

- Discussion regarding the 2 items submitted by Calgary Catholic as to whether they would be considered 'Directives for Action' or 'Policies'. Helen explained the difference between these two types of submissions. Every Zone is allowed to submit 3 policy positions. Sylvia invited Calgary Catholic to speak to their submissions and Mary Martin responded to this request. They as a board, Calgary Catholic also had the discussion as to whether this was a DFA or Policy. They felt that the policy as currently written should be more targeted and direct. The ELL funding is becoming more urgent as more students from other nationalities are moving to the province. Also felt the same about the Curriculum Redesign policy. Helen suggested this could go either way but it doesn't hurt to have this in policy. Question: will this still be relevant when the redesign is complete? David agreed it could go either way. Is there nothing in the Redesign referring to ELL? Phil Butterfield responded that he understands that the Curriculum Redesign is looking at it (ELL) and will find out a bit more. Sylvia reminded the reps that these policies were sent out earlier to the Zone 5 boards so they could be discussed prior to this meeting.

  Discussion ensued regarding sending them both in as policy.

Moved by Cheryl Low that the Policies (Directives for Action) formulated by Calgary Catholic be submitted to ASBA.   <u>**Carried**</u>

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REPORTS

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ASBA Director's Report, Kim Bater

- Referred to May 8 & 9 Board of Directors meeting.
- Working through the summer with respect to a bargaining model. There will be more information coming from ASBA at the SGM as to the next steps.
- Teacher Excellence Task Force Report – ASBA will follow this process to develop a response to the task force recommendations. The goal is to complete this process by early June. More detailed information will be forthcoming.

ASBA Executive/Staff Report, Helen Clease

- Advised of all the functions that she has been involved in recently.
- Curriculum Redesign request from the Minister – did receive feedback from about one-third of the boards and the general feeling was the same as ASBA's.
- Inspiring Education – posted examples on the website of how this initiative has benefitted students. About 10 or 11 on the website right now and if any other boards want to submit something, please do.
- Membership Fee Review Task Force – anyone want to participate in this?
- Important that we make sure all the paperwork is done properly (GSA's).
- Provincial budget – ASBA would appreciate copies of any letters sent to the government relating to their concerns with the budget.
- Regulation Review – anticipating that the draft will be ready by the end of summer.
- Teaching Excellence Task Force. ASBA took a thoughtful stance at looking at it. The plan is to discuss this between 3:00 & 4:00 on Sunday, June 1. June 10 will be final response date.
- Bargaining – information has been sent out. That will be part of the SGM business session.
- SGM – make sure you are registered. Some time has been allowed on Wednesday to have a discussion with Alberta Education. David added that AB Ed has agreed to put on a session with an Inspiring Education focus. There's a link on the ASBA website to register for this session (no cost).
- Reserves and ATA – their information was very wrong. Need to sit down with the ATA to help them understand what reserves are all about. Across the province, boards are not 'rolling in the money'. Need to step up and talk about budget and reserves – the reserves

are needed. Discussion – RVS has asked their administration for a breakdown of the reserves so trustees understand them and can then speak knowledgeably with the public. ASBA may ask boards again where they're at with their reserves. Want to draft some key messages that boards can share with the public.

- Scott McCormack has accepted the role of Executive Director.
- Great evening last night – all nominees deserved the recognition.
- Judy appreciated Helen's comments about the reserves and working together as a team. CBE will be meeting with some of the MLAs and have a package of information to share with them. All this information is posted on the CBE website and available for anyone to use.

Alberta Education, Phil Butterfield

- Curriculum Redesign Tools Available Online – the ELL benchmarks are not going away and Alberta Education realizes that.
- Curriculum Development Prototyping Update – the target is to have draft programs of study in selected areas developed (not implemented) by 2016. If more development time is required, more time will be given.
- Supporting Teachers and Parents with the Current Math Program – Alberta Education has a number of resources available to assist school authorities in responding to inquiries (see Director's Report for more information).
- New Career and Technology Studies Pathways Coming Soon – for more information, Alberta Education has a link to different strategies (http://tinyurl.com/kjw8dx6). A question was asked about Bow Valley College's role in this. Phil Butterfield will check on that.
- Final Report for the Early Years Continuum Project – this project has concluded and project sites identified six keys for establishing effective continuums of services and supports for families: strong project management, community coordinators, evaluation support, community controlled resources, strategic assessment/planning and actions, and adequate time. The findings will help inform the work of the Alberta Approach to Early Childhood Development.
- Mental health Awareness Week – would like to reinforce and encourage schools to participate. Comment: there is still some confusions about the funding that is available.
- Examining Teacher Workload – Under the *Assurance for Students* Act and the modified Framework Agreement, a commitment was made to conduct a third party review of teacher workload.
- TWINS (Teacher Workforce Information System) – the new teacher registry system was launched on March 17, 2014 and replaces the current Teacher Registry System (TRS).
- Respect in School Program – 2.5 hour free training program. Want to make sure all schools and administrators, drivers, custodians, etc. are aware of this.

    o   Comments: Task Force on Teacher Excellence (media coverage skewed this); Charter Schools – charters and privates are a two-tiered school system – why would we want this? Why would you have a two-tiered education system and who does it serve? Phil will take the comments forward.

Second Language Caucus, Joanne Van Donzel

- Will be a session at the SGM (4:30 on Sunday) – all Second Language reps are invited to attend and review the survey results.

Networking Group, Doug Gardner & Judy Hehr

- Tried hard to get the MLAs to come to the banquet, however, a funeral service for MLA Ron Stevens occurred on the same day. Comment: pleased with the number of MLAs who did come.
- Idea: information session with MLAs in the fall.

Edwin Parr, Angie Warwick

- An exciting process and enjoyed meeting with the candidates. Have some commitment from the group to being involved again next year.
- Some tweaking does need to be made as far a process is concerned.

Field Experiences Policy Advisory, Joanne Van Donzel

- She will forward the report of the last meeting to Zone 5 reps.
- Have created a Rural and Remote BEd program. The intent is to keep the rural/remote people as teachers.
- A Dress Code paper – expectations of teachers.

Labour Relations, Colleen Munro

- The Task Force received 38 submissions out of 63 boards. Will do an 'interim' report for the SGM as there wasn't enough of a consensus in order to recommend a bargaining model. **1-866-595-3735 id #144698129** – that is an audio file and listen to Scott McCormack's comprehensive review of the task force and what the goal is. The TF feels there is enough to go forward to say we want a bargaining model but don't know exactly what that will look like.

Regional Consortium

- Waiting for the outcome of the hiring of a new director.

Moved by Bev LaPeare that the Executive Meeting be moved to September and that the first Zone 5 meeting be held on September 5 at Rocky View Schools.   **Carried**

Recessed at 11:02 a.m.
Reconvened at 11:13 a.m.

PRESENTATIONS

Public Interest Disclosure (Whistleblower Protection) Act "Your Voice Protected – Ted Miles, Director, Public Interest Commissioner's Office

Peter Hourihan (Ombudsman) also present. Website: www.yourvoiceprotected.ca
Would like to be aware of who the chief and designated officers are in each jurisdiction. They are more than willing to do presentations in schools and for boards. Thanked the group for their attention. Left the meeting at 11:50 a.m.

Technology Policy Implementation – Brian Callaghan

Presentation & discussion. Need a similar contract to speak to Curriculum Redesign (like we have with Technology Policy Implementation) in order to get this discussion 'out there'.

Adjournment

Moved by Judy Hehr that the ASBA Zone 5 Meeting of May 23, 2014, be adjourned at 12:42 p.m.   **Carried**

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