

public agenda

Regular Board Meeting

February 3, 2015
12:00 p.m.

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

R-1: Mission |

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

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

Time	Topic	Who	Policy Ref	Attachment
12:00 p.m.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		GC-2	
10 mins	3 Awards and Recognitions			
	3.1 Lighthouse Award	C. Faber	GC-3	
	4 Results Focus			
60 mins	4.1 R-3: Citizenship – Annual Monitoring	D. Stevenson	R-1; 3	Page 4-1
	5 Operational Expectations			
20 mins	5.1 OE-12: Facilities – Annual Monitoring	D. Stevenson	OE-8; 12	Page 5-1
	6 Public Comment [PDF]		GC-3.2	
Max 20 mins	Requirements as outlined in Board Meeting Procedures			
	7 Matters Reserved for Board Action	Board	GC-3	
	8 Consent Agenda	Board	GC-2.6	
	8.1 Approval of Minutes			
	<ul style="list-style-type: none"> ▪ Regular Meeting held January 13, 2015 ▪ Regular Meeting held January 20, 2015 ▪ Regular Meeting held January 27, 2015 (THAT the Board approves the minutes of the Regular Meetings held January 13, 20 and 27, 2015)			Page 8-10 Page 8-16 Page 8-22



Time	Topic	Who	Policy Ref	Attachment
	8.2 OE-6: Financial Administration – Annual Monitoring <i>(THAT the Board approves that the Chief Superintendent is in compliance with OE-6, with exceptions.)</i>	Board	OE-6	Page 8-9
	8.3 Items Provided for Board Information		OE-8	
	8.3.1 Correspondence			Page 8-6
	8.3.2 Trustee Liaison Report re: ASBA Board of Directors		GC-3	Page 8-1
3:00 p.m.	9 Adjournment			
	Debrief	Trustees	GC-2.3	

Notice |

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

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

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

results
monitoring
report

Results 3: Citizenship

Monitoring report for the
school year 2013-2014

Report date:
February 3, 2015

CHIEF SUPERINTENDENT CERTIFICATION

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

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

Signed: *D. Stevenson*
David Stevenson, Chief Superintendent

Date: *Jan - 20/15*

BOARD OF TRUSTEES ACTION

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

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

Summary statement/motion of the Board of Trustees:

Signed: _____
Chair, Board of Trustees

Date: _____

Results 3: Citizenship

Results 3: Each student will be a responsible citizen.

Introduction |

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

The Chief Superintendent's reasonable interpretation for Results 3: Citizenship was approved on April 2, 2013. The Board of Trustees last monitored Results 3: Citizenship on February 4, 2014.

The report presented today represents organizational data available since the last monitoring report, representing the 2013-2014 school year. This report provides the Board of Trustees with several types of information.

1. It provides the most recent data for the indicators of the Chief Superintendent's Reasonable Interpretation as approved by the Board of Trustees. This information is presented as part of trend data where possible and in relation to organizational targets previously approved by the Board of Trustees.
2. It provides additional data collected and evaluated by Alberta Education through the Accountability Pillar survey of parents, students and teachers regarding student citizenship.
3. It identifies organizational performance targets for 2014-2015.

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

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

Monitoring Information |

Executive Summary |

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

Data from the 2013-2014 school year shows high, sustained and improving levels of organizational performance in relation to Results 3: Citizenship. Trends of strong results are becoming clear as many indicators now include data sets across multiple years. Information from student report cards and surveys indicate both strong results in 2013-2014 and organizational confidence that students enrolled in the Calgary Board of Education experience success as active, informed and positively contributing young citizens. Data from 2013-2014 also indicates an opportunity for ensuring confidence in grade 12 students that they understand and act upon the rights and responsibilities of citizenship.

Reasonable progress in the area of Citizenship is represented by the accomplishment of, or progress toward, the majority of targets for 2014 with success noted across the sub-sections of Results 3: Citizenship. It is also represented by the Alberta Education's overall evaluation of "very high" achievement and "significant improvement" in provincial citizenship measures.

The following summary of the sub-sections of Results 3: Citizenship provides an overview of the results for each indicator. For each specific target it is noted if the 2013-2014 target was met or not met. More specific information for each part of the Results policy and each indicator are included within the section of this report labeled "Evidence of Reasonable Progress" (see pages 4-15).

- 3.1 Students will participate in developing and maintaining our Canadian civil, democratic society.
 - Indicator 1: Target met
 - Indicator 2: Target not met
 - Indicator 3: Target met

- 3.2 Students will understand the rights and responsibilities of citizenship in local, national and international contexts.
 - Indicator 1: Target met
 - Indicator 2: Target not met; results remain very high
 - Indicator 3: Target not met; results remain very high

- 3.3 Students will respect and embrace diversity
 - Indicator 1: Target met
 - Indicator 2: Target met
 - Indicator 3: Target met
 - Indicator 4: Target met

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

Evidence of Reasonable Progress |

Each student will be a responsible citizen.

Alberta Education’s Accountability Pillar survey asks students, teachers and parents a number of questions related to citizenship – about students’ participation in activities that contribute to the community, about trying their best and following community rules, about helping one another and demonstrating respect to one another. These questions include elements of citizenship from across the sections of the Board of Trustees’ Results 3: Citizenship

In 2013-2014 approximately 4600 CBE parents, 4200 CBE teachers, and 22 000 CBE students in grades 4-12 responded to these survey questions. The information they provided to Alberta Education was evaluated in relation to standardized levels of accomplishment for school jurisdictions across Alberta and in relation to previous results attained by the Calgary Board of Education.

Alberta Education evaluated the Calgary Board of Education as having “very high” levels of performance, as having “improved significantly” in relation to its previous three-year average, and as having an overall rating of “excellence” in citizenship. These are the highest ratings available in each category.

Accountability Pillar 2014	Achievement	Improvement	Overall
Citizenship	Very High	Improved Significantly	Excellent

Students will:

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

Board-approved Interpretation |

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

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

Specifically, this means that students will:

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

Board-approved Indicators |

1. Percentage of students in grades 1-9 who are reported to exercise their democratic rights and responsibilities within the learning community; as measured by student report cards.
2. Percentage of grade 12 students who report that they exercise their democratic rights and responsibilities within the learning community; as measured by student surveys.
3. Percentage of grade 12 students who report they have participated in community service, school service or volunteer work to help others; as measured by student surveys.

Results |

1. Assessment and reporting of Citizenship, Personal Development and Character was introduced in grades 1-9 during the 2010-2011 school year. Citizenship, Personal Development and Character are not established as new curricula but are recognized as being embedded throughout the programs of study and students' daily learning experiences. The assessment and reporting of Citizenship, Personal Development and Character is strength-based with information collected from a number of learning events across a school year. Data for these aspects of student learning have been collected from report cards across the CBE.

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

Target for 2014: 97% or above

This target was met. A trend of increasing results is evident across the four years of available data.

Target for 2015: Continued results at or above 95%

This target is based on the expansion of this data set to include information from kindergarten report cards, as indicated in the Board of Trustees approval of modified indicators for Results 3, 4 and 5 on January 20, 2015.

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

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

Target for 2014: 85%

This target was not met. Capacity building actions for this indicator are included in an attachment to this report.

Target for 2015: 85%

3. The Calgary Board of Education Student Survey asks students in grade 12 to self-report on aspects of their learning. This includes the extent to which they agree with the statement “I do community service, school service or volunteer work to help others”.

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

Target for 2014: 66%

This target was met. Calgary Board of Education students continue to participate in service and volunteer work to help others well above the reported¹ rate of 56.7% of Alberta youth (ages 15-24) being involved in formal volunteering and the reported rate of 51.2% for youth who have not yet completed high school.

Target for 2015: Continued results at or above the rate of service/volunteering for Alberta youth as a whole.²

¹ Statistics Canada, Survey of Giving, Volunteering and Participating 2010

² The 2013 results for the Statistics Canada Survey of Giving, Volunteering and Participating is scheduled for release on January 30, 2015 and will provide updated results that will serve as a point of comparison for CBE student volunteering in 2015.

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

Board-approved Interpretation |

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

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

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

Board-approved Indicators |

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

Results |

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

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

³ Government of Canada, Citizenship and Immigration Canada, Study Guide – Discover Canada: The rights and responsibilities of citizenship. Retrieved April 25, 2012 from <http://www.cic.gc.ca/english/resources/publications/discover/section-04.asp>

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

Target for 2014: Continued results above 92% (this target recognized the addition of data from junior /middle schools for the 2013-2014 school year).

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

Board-approved target for 2015: Continued results at or above 93%

- The Calgary Board of Education Student Survey asks students in grade 12 to self-report on aspects of their learning. In 2010 and 2011 this included the extent to which they agreed with a statement regarding their understanding of what it meant to be a responsible citizen. In 2012 and 2013 this question was divided in two: "I understand what it means to be a responsible citizen in my local and national communities" and "I understand what it means to be a responsible global citizen".

I understand what it means to be a responsible citizen (*in my local and national communities)					
Student Survey	2010	2011	2012*	2013*	2014*
Strongly Agree	40.8%	44.6%	44.0%	38.9%	30.7%
Agree	52.6%	49.6%	50.0%	54.8%	61.0%
Disagree	3.6%	3.8%	3.9%	4.0%	5.7%
Strongly Disagree	1.9%	1.9%	2.1%	2.2%	2.7%
Overall Agreement	93.4%	94.2%	94.0%	93.7%	91.7%

Target for 2014: Continued results at or above 94%

This target was not met. Student survey results on this measure remain very high and are seen to contribute to overall progress with Results 3.

Target for 2015: 93%

3. The Calgary Board of Education Student Survey asks students in grade 12 to self-report on aspects of their learning. In 2010 and 2011 this included the extent to which they agreed with a statement regarding their understanding of what it meant to be a responsible citizen. In 2012 and 2013 this question was divided in two: “I understand what it means to be a responsible citizen in my local and national communities” and “I understand what it means to be a responsible global citizen”.

I understand what it means to be a responsible (global*) citizen					
Student Survey	2010	2011	2012*	2013*	2014*
Strongly Agree	40.8%	44.6%	42.1%	39.4%	30.8%
Agree	52.6%	49.6%	50.1%	51.2%	59.2%
Disagree	3.6%	3.8%	5.6%	6.2%	5.6%
Strongly Disagree	1.9%	1.9%	2.2%	3.2%	4.4%
Overall Agreement	93.4%	94.2%	92.2%	90.6%	90.0%

Target for 2014: 92%

This target was not met. Student survey results on this measure remain very high and are seen to contribute to overall progress with Results 3.

Target for 2015: 91%

3.3 Respect and embrace diversity

Board-approved Interpretation |

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

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

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

Board-approved Indicators |

1. Percentage of kindergarten students who are reported to demonstrate respect and appreciation for self and others; as measured by student report cards.
2. Percentage of students in grades 1-9 who are reported to demonstrate respect and appreciation for diversity; as measured by student report cards.
3. Percentage of grade 12 students who report they value other cultures; as measured by student surveys.
4. Percentage of grade 12 students who report they appreciate and learn from the perspectives of others; as measured by student surveys.

Results |

1. A number of student learning outcomes within the Personal and Social Responsibility section of Alberta Education's Kindergarten Program Statement are noted to be consistent with the values and understandings for student success identified in the Board of Trustees' policy for Results 3: Citizenship. Data for these aspects of student learning within and through the kindergarten learning program has been gathered from kindergarten report cards across the CBE.

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

Target for 2014: Continued results at or above 95%

This target was met. Kindergarten students in the Calgary Board of Education continue to show very strong results in demonstrating respect within their learning program. The shift across the four years of data that identifies increasing results within the highest level of student performance, as well as the continuing strong overall results are both noteworthy.

No target is being set for this measure for 2015 as data for kindergarten students will be amalgamated with data for students in grades 1-9 as indicated in the Board of Trustees approval of modified indicators for Results 3, 4 and 5 on January 20, 2015.

2. Assessment and reporting of Citizenship, Personal Development and Character was introduced in grades 1-9 during the 2010-2011 school year. Citizenship, Personal Development and Character are not established as new curricula but are recognized as being embedded throughout the programs of study and students' daily learning experiences. The assessment and reporting of Citizenship, Personal Development and Character is strength-based with information collected from a number of learning events across a school year. Data for these aspects of student learning have been collected from report cards across the CBE.

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

Target for 2014: Continued results at or above 98%

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

Target for 2015: Continued results at or above 96%

This target is based on the expansion of this data set to include information from kindergarten report cards, as indicated in the Board of Trustees approval of modified indicators for Results 3, 4 and 5 on January 20, 2015.

3. The Calgary Board of Education Student Survey asks students in grade 12 to self-report on aspects of their learning. This includes the extent to which they agreed with the statement “I value other cultures”.

I value other cultures					
Student Survey	2010	2011	2012	2013	2014
Strongly Agree	43.3%	41.3%	47.5%	43.0%	43.7%
Agree	45.0%	46.6%	43.6%	46.7%	47.0%
Disagree	7.0%	8.4%	5.2%	5.8%	5.0%
Strongly Disagree	3.8%	3.7%	3.6%	4.5%	4.4%
Overall Agreement	88.3%	87.9%	91.1%	89.7%	90.7%

Target for 2014: Continued results at or above 90%

This target was met.

Target for 2015: 91%

4. The Calgary Board of Education Student Survey asks students in grade 12 to self-report on aspects of their learning. In 2012 this included the extent to which they agreed with the statement “I appreciate and learn from the perspectives of others”.

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

Target for 2014: 91%

This target was met.

Target for 2015: Continued results at or above 91%

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

Board-approved Interpretation |

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

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

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

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

Board-approved Indicators |

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

Results |

1. The Calgary Board of Education Student Survey asks students to self-report on aspects of their learning. In 2010, 2011 and 2012 grade 12 students were asked about the extent to which they agreed with the statement "I take action to protect the environment". Beginning in 2013 information was collected from students in grades 4, 7 and 10 as well.

I take action to protect the environment					
Student Survey	2010	2011	2012	2013	2014
Strongly Agree	19.4%	27.2%	29.1%	32.5%	31.0%
Agree	54.6%	56.6%	54.3%	56.9%	58.4%
Disagree	18.5%	11.7%	11.7%	7.3%	7.2%
Strongly Disagree	6.5%	4.5%	4.9%	3.3%	3.4%
Overall Agreement	74.0%	83.8%	83.4%	89.4%	89.4%

Target for 2014: Continued results at or above 85%

This target was met.

Target for 2015: Continued results at or above 89%

2. The Calgary Board of Education Student Survey asks students to self-report on aspects of their learning. In 2012 grade 12 students were asked about the extent to which they agreed with the statement "I use resources responsibly". Beginning in 2013 survey information was collected from students in grades 4, 7 and 10 as well.

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

Target for 2014: Continued results at or above 90%

This target was met.

Target for 2015: Continued results at or above 91%

ATTACHMENT I: Capacity Building Information

ATTACHMENT II: Student-Contributed Examples of Citizenship in Action

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.

Results 3: Citizenship

Capacity Building Information

Students will:

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

Indicator 2

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

Factors contributing to success in this area:

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

Forward Looking Actions |

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

Results 3: Citizenship

Student-contributed examples of Citizenship in action

- The CBE has supported me in a way no one else could have. Many people may say that school is just a place to learn math, science or history, but that is only one of the components to this life changing experience. During my 10 years with the CBE, I have been able to develop my citizenship by respecting and embracing diversity as well as understand the rights and responsibilities in local, national and international concepts.

Growing up, I was exposed to the idea of poverty. I knew it existed. My dad would travel back and forth to Afghanistan in order to build shelters for those in need. At the age of only 9, he took me overseas to Africa, where I saw poverty first hand. I saw the passion my father had for making a change in our world. I remember as a kid, looking up to him in awe. I couldn't wait to grow up to follow his footsteps. Although I had been so passionate, it was always very intimidating to try to step up and include myself in the movement of today's world. The Calgary Board of Education has provided a platform for students like me to push for change now. Within my school, I have been involved in various projects involving people in third world countries such as Kenya, which have allowed me to grow as an individual. The school board has given me a hand up and not a hand out. I have become more accepting of diversity, empathetic for others who do not have the same rights and freedoms as we do here in Canada as well as learnt how to be an active citizen in my community. Because of my involvement with the CBE and this organization, I have been inspired to take a trip out to Kenya and see the changes I have contributed to in action.

Aside from helping others, I have been able to broaden my understanding of how amazing it is to be a citizen in Canada throughout different classes. We have always learnt about Canadian history teaching us to be thankful of all that others have done for us and the different cultures who have shaped Canada to be the way that it is. We have also covered the systems of other countries such as Ukraine allowing me to become more familiar about other communities and learn to look at who people are as individuals rather than just looking at their race or ethnicity. Overall, the CBE has greatly impacted the way I think and act upon my citizenship.

- Having only been in this education system for a year prior to my current one, I can testify that being a student in the CBE gives you no valid reasons not to be an active member in your respective community. From programs such as linkages, where you volunteer with the elderly and hear intriguing stories about their pasts, to Reading Buddies at the Calgary Public Library, in which you assist young children in developing their reading skills and improving their knowledge of the English language. Programs specifically for youth that promote young adult leadership to an extreme include Youth Central and The Mayor's Youth Council. They give us HUGE opportunities as Calgary citizens to get out there and make a TRUE difference. They take us from saying we're going to do something to actually getting us the resources and motivation to carry out our plans.

Results 3: Citizenship

- Throughout my nine-year journey in the CBE, participating in society and demonstrating good citizenship has always played a prodigious role both inside and outside the classroom. Most of this began in grade 5 and 6 when I first came to middle school. While participating in the municipal government with a class vote, I won the position of the class mayor. From this role I learned leadership skills and cooperation. Little did I realize that this role would branch into many other learning opportunities. In grade 8 I realized that I was passionate for helping the environment and helping others so I joined a club at our school that linked with the organization known as CAWST (Center for Affordable Water and Sanitation Technology). In the club we raised money and raised awareness for those that didn't have clean and affordable water. That same year I was elected by my class to represent them in our Principal's Advisory Council. While I was there I contributed in keeping a democratic and civil society by voicing the opinions of others to make our school a better place. From there my principal recommended me to be a part of the Chief Superintendent's Junior Advisory Council. By taking optional courses such as Envoy (environmental outdoor education) offered at my school, I have come to appreciate the environment and my surroundings by going on field trips and doing community service such as removing invasive species in city parks. Also to maintain our democratic and civil society my class is simulating a country in a program known as civic mirror. It turns our classroom into countries and the students into responsible citizens to simulate a real life nation.

Also, throughout my journey diversity and different cultures have played an important part. In grade one I learned about other cultures, people and religions, which led me to appreciate others even more. Even today all of my friends are from different cultures and ethnic backgrounds and that is the reason why I respect them and appreciate them a lot. Overall I feel that I have had an extensive and rich learning experience with the CBE and demonstrated good citizenship.

- As a student I felt as if I most clearly demonstrated citizenship by volunteering not only in my school but also through other organizations such as Samaritans Purse and the Mustard Seed, both of which I have volunteered at several times.

An example in which I feel that I demonstrated citizenship, was when the Calgary flood happened. I was volunteering through Samaritans Purse and we helped many people that had been displaced due to the flood. I would go a few days a week to the shelters and some of the places that the flood hit and we, myself and my group, would help in any way that we were needed. I have also been introduced to a lot of volunteer opportunities through my school in the CBE. Things such as fundraising for organizations like, In from the Cold and the Salvation Army. Also my school regularly holds bake sales to fundraise money and students have the opportunity to drop things off, such as articles of clothing and sometimes even food for the food bank. Through my experience in volunteering I have been able to develop a deep understanding of what it means to be a respectful and accepting citizen and member of society.

| attachment |

Results 3: Citizenship

- Throughout my years in CBE, I have grown up to become a responsible citizen, as stated in Results 3. The school board has helped me show the values of good citizenship through in my daily life.

A value about citizenship that I feel I have expressed is my embracement of diversity. In all the schools in CBE that I've attended, I've met so many people with different backgrounds and different stories to tell. Being around them for 5 hours almost every day has helped me accept all the differences and realize we're all human beings and that we're all special in our own way.

Being in CBE has also given me numerous opportunities for volunteering and honing leaderships skills. Some examples are just simple things like volunteering in the school cafeteria, library, and for student events. I remember being a part of the Safety Patrols and the Eco Team, when I was in Division 2 in elementary school. Another example of these opportunities was the chance of being a member of the Chief Superintendent's Student Advisory Council, which I'm very grateful for.

- I have grown to become a better citizen through social studies. In social, I have learned more about the world I live in from ancient civilizations to current events. These understandings of the past and present have caused me to think and act with others in mind. Learning about other cultures around the world has caused me to become embrace diversity even more as well. Through social studies I have also learned a lot about how Canada's history and how the Canadian government works, so now I can proudly say I am an informed Canadian citizen. I can promise you that I will be voting in the next election!

My experience with others in my school community as well as learning about other cultures in social studies has caused me to embrace and respect diversity even more than I had before. I have met many students within the CBE, all from different backgrounds, and I have come to respect and appreciate all the unique viewpoints that different people provide. For example, in class discussions in my English or social classes, I hear many perspectives about the topics we discuss and most of the other students' ideas have never even crossed my mind. From these class discussions, I learn a lot about other students' points of view and even more about our current world around us.

- I feel I am a responsible citizen in the CBE through making it my goal to understand my rights and responsibilities as a Canadian born human, as well as help others understand the importance of our charter, and how it directly affects the democracy we live in. We live in Canada, a multicultural, ethnic hotspot where people from all over the world gather and exchange ideas and cultures to create a massive, optimal, opportunity for survival. By speaking my opinions out when I feel wronged, I feel I contribute to a moral compass that our society runs on. I always question what I am told and never believe blindly that of which I am not informed of. I also encourage students to question all forms of truth they're presented and that way can find the real truth and not spread ignorance, through this I feel I help contribute to an aware, respectable community. Helping make sure students are never made fun of for ethnic values/belief or heritage is another direct influence I carry to the table of democracy.



Results 3: Citizenship

- Canada is a country where citizens have rights and freedom. The country that I come from, lack the freedoms and rights that people should have and are at times forced to agree with the society. When I came to Canada, I was scared to raise my voice on different things as I was thought I would be punished or been treated differently for expressing my own ideas. But then I realized it's completely different here. I was actually encouraged to state my opinions and express my ideas. I think it's hard for one to realize the importance or how big of a blessing it is to live in Canada unless you came from another country. A person won't know what exists outside Canada if he has spent all his life here. I or some my other friends can explain the difference very well that exists between Canada and other countries. Countries that allow their citizens to express their opinions and state their perspectives are truly a definition of freedom and equality.

Living in Canada is truly amazing. Canada is made of different cultures and different people that make this country a blessing. Everyone respects each other and is given right to speak out. There's no racism unlike other countries, where people are discriminated due to their background, culture or religion. I love Canada and will never forget people who sacrificed their life to make such a great country.

- As a CBE student, I have had many opportunities to exemplify Results 3: Citizenship within my school community. However, the citizenship I relate to most is in an international context. In fall of 2013, me and 5 of my peers traveled to Finland to work with other schools through the FinAI partnership. This partnership runs on the basis that; both Alberta and Finland have exceptional education systems, so why don't we collaborate and learn from one another? By being an active partner of FinAI, I learned a great share about the balance of responsibilities amongst the people in the systems, as well as how to accurately represent Alberta's education system, and show Finnish staff and students what true citizenship looks like on our side of the globe.

In grade 11, I was enrolled in the Outdoor Environmental Sciences program at my school, where our main focus of the year was how to establish a better more sustainable community by improving our environment. I participated in the Watershed project, where each student was required to come up with, and possibly implement, a design or method to make our school, or our community more "green". I decided on having easily decomposable plates and forks in the cafeteria in order to prevent build up in landfills. In this class, we also grew our own sustainable plants in systems called water towers, which we later made into salad and offered to all students in the school.

I believe being a good citizen can be as little as doing small acts in order to benefit one individual, or as large as implementing anything in order to benefit your community, or even benefit on a global scale. However, citizenship isn't defined by the amount of praise you receive, but rather by the difference or improvements you make, as well as how it makes you feel in turn. I think all citizens should explore different ways to contribute to their community, treating all as equals and facing adversity in a positive manner.

- With rights come responsibilities. I think that the more freedom an individual has the more responsibility that person has to go out and utilize that freedom. On a local or broader scale, whether it be voting in elections or taking part in community initiatives it is my opinion that people have the right but also the responsibility to do so. My way of utilizing the right of voice provided to me is participating in leadership opportunities in my school and at the system level. The fact that I can not only represent my voice but also that of my peers in a setting that counts is one that makes me happy to have grown up in a place with that freedom. For that reason I feel that given the opportunity to advocate for students I must always take it. I am lucky enough to have grown up in a country and city where my voice can be heard and be able to express myself in a way that I feel makes an impact. To many people; especially the younger generation today underutilize the rights provided to them. Having the freedom to for example be able to influence your own education and that of kids to come is an opportunity that sadly not all people would jump at. I'm proud to say that I do my best to always take these kinds of opportunities.
- For a long time Canada has been a very democratic society, which is something I believe all Canadians should be very proud about. The democratic system is one we use in many aspects of our lives every day. For me, the first time I was a part of, and fully understood my role in this system was when I joined student council. I have participated in student council since grade 8 and it's something I take a lot of pride in. Student council isn't just a club where we decide when to have bake sales. No, it's more than that. Everyone has opinions and ideas, but a lot of people they don't know what to do with them. So we become the voice of the student body. Much like how you can approach your MLA with comments and concerns my peers come to me with their thoughts. Being able to relay their messages and seeing their ideas being implemented is a feeling like none other; I truly view this as an honour. Through this experience I have a better knowledge and respect for the democratic system.

Lately, I've had the privilege to go to some extremely inspirational conferences that have really reminded me of our responsibilities as Canadians. Sometimes we take advantage of everything we have and we forget to give back, whether that's by not voting or not donating a food item to the food bank. Last March I was ecstatic as I got the opportunity to go to the first ever WE Day UK! Of course it was phenomenal and I left just dying for the chance to make a difference. But perhaps even more important than the actual WE Day, the day after we got to go to a conference that was set up by Free the Children. In that conference we attended many workshops that gave us the tools to make a change. After that, we volunteered with an organization from London called the London Tigers who provide kids access to sports. That is a cause that is very important to me and I realized that I needed to do more. It inspired me so much that I and a few other students formed a WE Day club back at my school. We start initiatives that work on both a global and a local scale. From food drives to bake sales to selling handmade jewellery... all the proceeds go to various organizations in and outside of Calgary. WE Day really opened my eyes and snapped me out of the idea that everyone was living like us or that I was poor because I didn't have the latest gaming console. In other words, it reminded me what being a Canadian really means.

- Results 3: Citizenship outlines how each student attending a Calgary Board of Education school will learn the essentials of being a responsible citizen. Throughout my experience with the Calgary Board of Education I have had countless opportunities to explore the topic of citizenship within the classroom, as well as in extracurricular aspects. The strongest example proving my progression as a student with regards to the previously mentioned aspects of citizenship would encompass my involvement in my school's Gay-Straight Alliance.

Being an active and involved member of my schools Gay-Straight Alliance, or GSA, has provided an immense learning opportunity for myself and my peers with regards to the outcomes that the Calgary Board of Education hopes to achieve through Results 3: Citizenship. Each member of our GSA has had the opportunity to participate in developing and maintaining the Canadian civil and democratic society as they have had the incredible opportunity to be leaders of the most modern human rights movement. GSAs have recently been incredibly controversial, especially within the province of Alberta because of the recent debate over legislation with regards to Bill 202 and Bill 10. The students within GSAs throughout the entire CBE have been given the chance to break ground on new laws and regulations to be implemented in order to better aid the future of all CBE students, while actively participating in the Canadian democracy. The GSAs across the board have also allowed its students to understand the rights and responsibilities of all Canadians to be citizens in both local and global contexts. The work that GSAs have collectively contributed across the CBE has cumulated into something much bigger than activism within Calgary, rather promoting advocacy around the world.

Lastly, and most importantly, the Gay-Straight Alliances throughout schools within the Calgary Board of Education have encouraged students to respect and embrace diversity. The promotion of diversity has vastly improved the lives of students within the LGBTQ community and has proven to develop self-confidence and even at times save lives. Within our schools we have clearly seen the advancement of acceptance with regards to students of minority and marginalized sexual orientations and gender identities. One of my peers and I went to Edmonton for the third annual GSA conference and learned about the importance of having gender-neutral washrooms within public places. We collectively worked with our principal to have a staff washroom converted into a gender-neutral washroom for the use of students who identify as transgender, transsexual, non-binary, or have eating disorders or body image issues so that they no longer need to feel uncomfortable getting changed in front of their peers for gym class. This allowed students throughout our entire school to become more accepting, aware, and socially conscious about the diversity of their peers. The GSA has also allowed students inside and outside of the club to become more respectful and embracing of their peers with regards to women's rights, cultural rights, mental illnesses, and disabilities. Overall, throughout my experiences with GSA, many other extracurricular activities, and in class experiences, I have become a better, more active citizen and thus promoting the outcomes of Results 3: Citizenship.

operational expectations monitoring report

OE-12: Facilities

Monitoring report for the school year 2013-2014

Report date: February 3, 2015

CHIEF SUPERINTENDENT CERTIFICATION

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

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

Signed: [Signature] David Stevenson, Chief Superintendent

Date: Jan. 15/15

BOARD OF TRUSTEES ACTION

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

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

Summary statement/motion of the Board of Trustees:

Signed: _____ Chair, Board of Trustees

Date: _____

OE-12: Facilities

Executive Summary

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

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

The Chief Superintendent's reasonable interpretations for OE 12: Facilities were approved on April 3, 2012. The Board of Trustees last monitored OE 12: Facilities on March 4, 2014.

12.1 Develop a plan that establishes priorities for construction, renovation and maintenance projects that is based upon the needs of the entire organization	Compliant
<ul style="list-style-type: none"> Indicator 1: not compliant Indicator 2: compliant 	
12.1 Develop a plan that establishes priorities for construction, renovation and maintenance projects that is based upon the needs of the entire organization and that: <ul style="list-style-type: none"> a. assigns highest priority to the correction of unsafe conditions 	Compliant
<ul style="list-style-type: none"> Indicator 1: compliant Indicator 2: compliant 	
12.1 Develop a plan that establishes priorities for construction, renovation and maintenance projects that is based upon the needs of the entire organization and that: <ul style="list-style-type: none"> b. includes preventive maintenance and system replacement cost estimates as necessary to enable 	Compliant

OE-12: Facilities

facilities to reach their intended life cycles	
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- Indicator 1: compliant
- Indicator 2: compliant
- Indicator 3: compliant
- Indicator 4: compliant

<p>12.1 Develop a plan that establishes priorities for construction, renovation and maintenance projects that is based upon the needs of the entire organization and that:</p> <p style="margin-left: 20px;">c. discloses assumptions on which the plan is based, including growth patterns and the financial and human impact individual projects will have on other parts of the organization</p>	Compliant
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- Indicator 1: compliant

<p>12.1 Develop a plan that establishes priorities for construction, renovation and maintenance projects that is based upon the needs of the entire organization and that:</p> <p style="margin-left: 20px;">d. ensures that facility planning and design decisions appropriately consider environmental impacts, including eco-efficiency and sustainability</p>	Compliant
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- Indicator 1: compliant
- Indicator 2: compliant
- Indicator 3: compliant
- Indicator 4: compliant

<p>12.1 Develop a plan that establishes priorities for construction, renovation and maintenance projects that is based upon the needs of the entire organization and that:</p> <p style="margin-left: 20px;">e. ensures the effective and efficient use of capital funding that demonstrates responsible stewardship of resources.</p>	Compliant
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- Indicator 1: compliant
- Indicator 2: compliant

OE-12: Facilities

12.2 Ensure that facilities are safe, clean and properly maintained	Compliant
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- Indicator 1: compliant
- Indicator 2: compliant
- Indicator 3: compliant
- Indicator 4: compliant
- Indicator 5: compliant
- Indicator 6: not compliant

12.3 Build or renovate buildings.	Compliant
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- Indicator 1: compliant
- Indicator 2: compliant

12.4 Unreasonably deny the public's use of facilities as long as student safety, student functions, and the instructional program are not compromised.	Compliant
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- Indicator 1: compliant
- Indicator 2: compliant

OE-12: Facilities

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

Board-approved Interpretation |

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

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

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

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

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

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

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



The Chief Superintendent will:

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

Board-approved Interpretation |

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

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

Board-approved Indicators and Evidence of Compliance |

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

The organization is not compliant with this indicator.

A Ten Year System Student Accommodation and Facilities Strategy was not submitted to the Board of Trustees for information for the 2013-2014 school year, as there were no significant changes identified from the previous year. In addition, as there were many capital announcements which continued through to June 2014, Administration was not in a position to have a new report which reflected the most up to date announcements.

An updated Ten Year System Student Accommodation and Facilities Strategy will be presented to the Board of Trustees in Spring of 2015.

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

The organization is compliant with this indicator.

Three-Year School Capital Plan was submitted to the Board of Trustees in March 2014 and forwarded to the Provincial Government within the 2014 submission deadline

The Three Year Modular Plan (2013-2016) was submitted to the Board in October 2013 and forwarded to the Provincial Government before 1st of November submission deadline.

12.1 a. assigns highest priority to the correction of unsafe conditions;

Board-approved Interpretation |

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

Board-approved Indicators and Evidence of Compliance |

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

The organization is compliant with this indicator.

100 percent of safety related maintenance work supported with Infrastructure, Maintenance and Renewal (IMR) funding conforms to the provincial guidelines. 145 planned and emergent safety related projects (out of a total of 431 projects) valued at \$3.4 million were acted upon during the reporting period.

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

The organization is compliant with this indicator.

94% of all formally advanced safety related concerns were addressed within the established timelines. The CBE Indoor Environment team and Safety Advisory Services attended to 156 emerging issues during the reporting period

12.1 b. includes preventive maintenance and system replacement cost estimates as necessary to enable facilities to reach their intended life cycles;

Board-approved Interpretation |

The Chief Superintendent interprets this provision to mean:

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

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

Board-approved Indicators and Evidence of Compliance |

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

The organization is compliant with this indicator.

Based on our records, 95% of our schools have had condition assessments undertaken by the Provincial Government within the last 5 years.

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

The organization is compliant with this indicator.

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

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

The organization is compliant with this indicator.

100 percent of all required preventive maintenance routines were included in the 2013/14 CBE plan. All of the 1,324 mandated inspections were scheduled to satisfy the authorities having jurisdiction and comply with associated legislation/regulation. Delivery is tracked each month and records show that all inspections were completed as scheduled.

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

The organization is compliant with this indicator.

85 percent of 26 standard preventive maintenance routines, as outlined by industry standards, were budgeted and performed. Proactive, preventive maintenance routines, not mandated by legislation, are completed by water treatment specialists, certified playground inspectors, and by qualified tradesmen for the inspection and maintenance of facility components such as heat exchangers, science fume hoods, supply and exhaust fans, and circulating pumps. CBE maintenance staff undertake over 3,000 site visits per year for this activity.

12.1 c. discloses assumptions on which the plan is based, including growth patterns and the financial and human impact individual projects will have on other parts of the organization;

Board-approved Interpretation |

The Chief Superintendent interprets *discloses assumptions* on which the plan is based to mean that a Three-Year System Student Accommodation Plan will be

developed that includes the rationale which are used for student accommodation decisions.

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

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

Board-approved Indicator and *Evidence of Compliance* |

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

The organization is compliant with this indicator.

The Three Year System Student Accommodation Plan 2014-2017 was submitted to the Board of Trustees for information on June 17, 2014.

12.1 d. ensures that facility planning and design decisions appropriately consider environmental impacts, including eco-efficiency and sustainability;

Board-approved Interpretation |

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

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

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

Board-approved Indicators and *Evidence of Compliance* |

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

The organization is compliant with this indicator.

All new CBE schools are completed to the LEED Silver standard; all new schools have received or are in the process of obtaining the LEED Silver certificate.

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

The organization is compliant with this indicator.

All modernization projects balanced innovative and energy efficient solutions within project budgets to maximize the life cycle of systems and obtain best value for money.

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

The organization is compliant with this indicator.

More than 90% of maintenance projects, that include the replacement of fixtures and equipment, incorporated energy efficient and/or sustainable products. 94 maintenance projects, valued at \$4.3 million, replaced existing fixtures (e.g. flush-o-meters, steam-traps, emergency lights, washroom basin and taps, water closets) or equipment (e.g. boilers, fire alarms, roof-top heating units, furnaces, hot water tanks) with the highest energy efficient equipment economically supportable by the project.

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

The organization is compliant with this indicator.

100 percent of the school-based naturalization or garden development requests were completed. In the reporting year, seven schools made requests and completed the approval process. The seven sites established their naturalization area or food garden, with some requiring finalization efforts in 2015.

12.1 e. ensures the effective and efficient use of capital funding that demonstrates responsible stewardship of resources.

Board-approved Interpretation |

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

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

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

Board-approved Indicators and Evidence of Compliance |

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

The organization is compliant with this indicator.

All Provincially funded capital projects are completed within approved budgets and on schedule.

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

The organization is compliant with this indicator.

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

Evidence demonstrates that 14 of the 15 indicators in sub-section 12.1 are in compliance.

12.2 Ensure that facilities are safe, clean and properly maintained	Compliant
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Board-approved Interpretation |

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

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

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

Board-approved Indicators and *Evidence of Compliance* |

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

The organization is compliant with this indicator.

100 percent of the formally advanced safety related concerns were addressed to attend to identified issues. All 90 Indoor Environment concerns were addressed. 66 Unsafe Condition Reports were filed in the reporting year with 60 being closed and 6 remedial actions ongoing beyond the end of the reporting year.

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

The organization is compliant with this indicator.

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

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

The organization is compliant with this indicator.

100 percent of all maintenance work requiring permits and subsequent inspection were completed under a permit.

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

The organization is compliant with this indicator.

210 schools were assessed during the 2013-2014 school year. 100% were found to meet the standard of “Ordinary Tidiness”.

“Ordinary Tidiness” is generally categorized as:

- *Floor and base moldings shine and/or are bright and clean. There is no build up in corners or along walls, but there can be up to two days’ worth of dust, dirt, stains, or streaks.*
- *All vertical and horizontal surfaces are clean, but marks, dust, smudges, and fingerprints are noticeable upon close observation. Fixtures are clean.*
- *Washroom and shower fixtures and tile gleam and are odor-free. Supplies are adequate.*
- *Waste containers and pencil sharpeners hold only daily waste, are clean and odor-free.*

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

The organization is compliant with this indicator.

100 percent of the 6,170 emergency maintenance and repair work requests were responded to within 24 hours. The response process includes dispatching the emergency work request to the appropriate trade personnel for assessment of the issue and subsequent resolution.

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

The organization is not compliant with this indicator.

77 percent of the 19,160 regular maintenance and repair work requests were addressed within the established timelines. Although 80 percent compliance was not attained, an additional 2,563 regular maintenance and repair work requests were completed within the reporting period. This represented a 15.5% increase in the volume of work compared to the previous reporting period.

Evidence demonstrates 5 of the 6 indicators in sub-section 12.2 are in compliance.

The Chief Superintendent shall not:

12.3 Build or renovate buildings.	Compliant
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Board-approved Interpretation |

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

Board-approved Indicators and Evidence of Compliance |

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

The organization is compliant with this indicator.

Board approval is obtained for all new school construction and major infrastructure projects greater than \$2.5 million.

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

The organization is compliant with this indicator.

Nine Construction Status Reports were provided to the Board for the 2013-2014 year.

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

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

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

The Chief Superintendent interprets *as long as student safety, student functions, and the instructional program are not compromised* to mean that appropriate guidelines and processes are in place, that ensure student safety and learning is not impacted by the public's access to schools.

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

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

Board-approved Indicators and Evidence of Compliance |

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

The organization is compliant with this indicator.

100% of lease requests were approved in school facilities where there was vacant and available space for a lease.

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

The organization is compliant with this indicator.

96 percent, or 202 CBE schools, were made available for public use rental. Some schools are permanently excluded from the public use rental inventory due to the type of school facility, or because of the program that operates in the school.

An example is Emily Follensbee School, as the gymnasium contains specialised equipment that is integral to the students' needs. Schools may also be removed from the inventory on a temporary basis. For example, Western Canada High School was not available for public use rentals while undergoing renovations.

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

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.



**report to
Board of Trustees**

OE-6: Financial Administration – Annual Monitoring

Date	February 3, 2015
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Janice Barkway Corporate Secretary
Purpose	Decision
Governance Policy Reference	Operational Expectations OE-6: Financial Administration

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves that the Chief Superintendent is in compliance with the provisions of OE-6: Financial Administration, with the exception of policy subsections 6.1 and 6.4.

2 | Issue

On January 20, 2015, the Board of Trustees unanimously supported an amendment to a main motion, to add exceptions to the compliance of OE-6; however no vote was called on the main motion as amended.

Approving this motion formalizes the Board's monitoring decision.



**report to
Board of Trustees**

Correspondence

Date	February 3, 2015
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Janice R. Barkway Office of the Corporate Secretary
Purpose	Information
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board

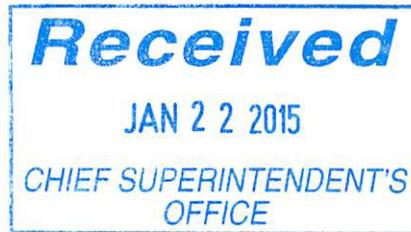
1 | Recommendation

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

- Letter dated January 14, 2015 from the Deputy Minister of Education indicating the Minister's approval of modular classrooms for the Calgary Board of Education, and that the delivery and set up will be fully funded by the ministry.

Attachments: Relevant Correspondence





AR87682

January 14, 2015

Mr. David Stevenson
Superintendent of Schools
Calgary Board of Education
1221 - 8 Street SW
Calgary AB T2R 0L4

Dear Mr. Stevenson:

The Minister of Education has recently had an opportunity to review your board's submission under Education's 2015/2016 Modular Classroom Program. I am pleased to inform you that the following modular classrooms are approved for your board:

- 2 modular classrooms for Citadel School;
- 2 modular classrooms for Coventry Hills School;
- 2 modular classrooms for Evergreen School;
- 2 modular classrooms for Glamorgan School;
- 2 modular classrooms for Le Roi Daniels School;
- 2 modular classrooms for Louis Riel School;
- 1 modular classroom for Midsun School; and
- 2 modular classrooms for Radisson Park School.

I also confirm the approval of four units communicated in the October 23, 2014 letter for:

- 2 modular classrooms for Cranston School; and
- 2 modular classrooms for William Reid School.

I trust that this added infrastructure will be welcome news to your students, parents, teachers and support staff.

.../2

Mr. David Stevenson
Page Two

For 2014/2015, the Government of Alberta is not requiring school jurisdictions to contribute their own funds toward the delivery and setup of the modular classrooms. Your board will receive the fully funded modular classrooms and the ministry will pay for 100 per cent of the reasonable costs to deliver and set up each classroom. Please contact your Capital Planning manager if you have questions regarding the reasonableness of your proposed setup costs. The construction of any link, if required, remains the responsibility of your jurisdiction.

Your board will receive 90 per cent of the provincial funding upon receipt of your completed prep sheets. Once your Statement of Final Costs has been submitted, the provincial portion of the actual expenditures up to the remaining 10 per cent will be forwarded to your board.

It will be necessary to submit your request very soon so that orders can be placed in time to have your units set up for fall 2015. Please advise your jurisdiction staff to access the necessary prep sheets at www.education.alberta.ca/departments/ipr/capitalplanning/infrastructure/resources.aspx for submission and completion as soon as possible.

Should your jurisdiction staff have any questions, please have them contact Avi Habinski, Director, Capital Planning South, at avi.habinski@gov.ab.ca or 780-427-2272 (dial 310-0000 first for toll-free access).

Sincerely,



Lorna Rosen
Deputy Minister

cc: Barry Day
Deputy Minister, Infrastructure

report to
Board of Trustees

**Trustee Liaison Report - Alberta School Boards Association
(ASBA) Board of Directors**

Date | February 3, 2015

Meeting Type | Regular Meeting, Public Agenda

To | Board of Trustees

From | Trustee Pamela King

Purpose | Information

Governance Policy Reference | Governance Culture
GC-3 Board Job Description

1 | Recommendation

The Alberta School Boards Association (ASBA) liaison report containing the ASBA Board of Directors' Meeting Highlights dated October 9 and December 11-12, 2014 and January 2015 is being provided for Board information.

2 | Issue

The attached are reports provided by the Alberta School Boards Association (ASBA) with respect to their work. As the Board of Trustees' representative on the ASBA Board of Directors, I am providing this report for your information.

Attachment I: ASBA Highlights October 9 and December 11-12, 2014 and January 2015



ASBA Board of Directors Meeting

*Board Highlights are circulated to the Board of Directors and ASBA staff after each meeting. Directors are asked to circulate these highlights to their respective constituencies. Meeting agendas, draft and ratified minutes are available on the ASBA website at www.asba.ab.ca. For more information contact **Marian Johnson** at 1.780.451.7101.*

ASBA membership fee formula stays the same

The four-member task force that reviewed the formula for assessing ASBA membership fees has recommended keeping the current formula. Task force chair Michael Janz, said, “We looked at many different permutations; we looked at how other associations assess fees and we are confident this formula is the most fair and sensible way to ensure ASBA is fairly resourced to do the work school boards expect of us.”

Who was on the task force?

Michael Janz, Vice-president, *Chair*
Pamela King, Calgary Board of Education
Terrance Riley, Medicine Hat Public
Ralph Wohlgemuth, Grande Prairie Catholic
Heather Rogers, Staff Resource

Read the task force's report

Scroll to item B2a in the October board of directors' agenda:
www.asba.ab.ca/files/pdf/minutes/agenda_oct14.pdf

Hiring committee for new ASBA executive director

The ASBA Board of Directors has named these people to the hiring committee for the ASBA's new executive director: Helen Clease, President; Michael Janz, Vice-president; Nan Bartlett, Zone 1; Jean Boisvert, Zone 2/3 and Pamela King, Calgary Board of Education.

ASBA supports AUMA efforts to slow speeding in school zones

In support of the Alberta Urban Municipalities Association's bid to slow speeding in school and playground zones, President Helen Clease will write a letter to the minister of transportation asking for a review of fines for speeding in school and playground zones.

Term for ASBA reps on the ASEBP board extended a year

The ASBA has five representatives on the Alberta School Employee Benefit Plan Board of Directors. Given the complex issues these representatives deal with – and in the interests of continuity – the board of directors has extended these representatives' terms by a year. The board of directors has asked the executive director to review the current process for appointing representatives to this board.

Who are the ASBA representatives on the ASEBP Board of Directors?

Karen Holloway, trustee, Clearview School Division (Chair of ASEBP board)

Gerry Martins, trustee, St. Albert Public Schools

Chris Cook, trustee, St. Paul Education Regional Division

Drew Chipman, Assistant Superintendent, Foothills School Division

Heather Welwood, Consultant ASBA

Upcoming events

A=Advocacy 2014 ASBA FGM

Nov. 16-18 Westin Hotel Edmonton

Program and registration: <https://www.regonline.ca/builder/site/Default.aspx?EventID=1623349>

ASBA Board of Directors Meeting

*Board Highlights are circulated to the ASBA Board of Directors and all ASBA staff following the ASBA Board of Directors meeting. Board of Directors members are asked to share Board Highlights. Please note these are not the official minutes of the meeting. Draft minutes and ratified minutes are posted on the ASBA website. See the ASBA Board of Directors section. For more information phone **Marian Johnson** at 1.780.451.7101.*

Craig Kielburger to give keynote at ASBA's Spring General Meeting

President **Helen Cleese** announced that the 2014 recipient of the ASBA President's Award, **Craig Kielburger**, co-founder of Free the Children and organizer of We Day, will be the keynote speaker at the ASBA's Spring General Meeting.

ASBA gets clean audit

Audited financial statements presented to ASBA Board of Directors

Douglas Kroetsch of Collins Barrow Edmonton LLP presented the 2013-2014 audited financial statements to the ASBA Board of Directors. Collins Barrow gave the association a clean audit report. Kroetsch told the board the ASBA is in a healthy position – it is carrying no debt and ended the year with a surplus of \$33,611. The 2013-14 audited financial statements will be posted on the ASBA website shortly. Contact **Heather Rogers** Director Finance and Administration at 1.780.451.7114.

Board of directors appointments to insurance/pension boards

Alberta School Boards Insurance Exchange

The ASBA Board of Directors reappointed **Allan Tarnoczi**, associate superintendent, Chinook's Edge School Division, and **Rod Soholt**, trustee, Northern Lights School Division, to the Alberta School Boards Insurance Exchange. Both appointments run until December 31, 2015.

Supplemental integrated Pension Plan

The board appointed **Dr. Terry Pearson**, superintendent, Wetaskiwin School Division and **Marge Belcourt**, trustee, Calgary Catholic, to the SiPP board. These appointments run until December 31, 2015.

ASBA Board of Directors Meeting

*Board Highlights are circulated to the ASBA Board of Directors and ASBA staff after each meeting. Directors are asked to share Board Highlights with their respective constituencies. See the ASBA website www.asba.ab.ca for draft and official minutes. For more information contact **Marian Johnson** at 1.780.451.7101.*

Presidents of ASBA, ASBOA, ASCA and CASS to meet with minister

In keeping with the ASBA's focus on partnerships, President Helen Clease advised that the minister of education has accepted the four partners' (ASBA, the Association of School Business Officials of Alberta, the Alberta School Councils' Association and the College of Alberta School Superintendents) invitation to meet. The meeting will take place on February 5, 2015.

Board begins work on ASBA's 2015-16 budget

The board of directors discussed the assumptions that will underpin the ASBA's 2015-16 budget. A second meeting is being scheduled to finalize these assumptions. Once the board of directors adopts the assumptions, ASBA staff will present the board of directors with budget options. The board of directors will make a decision about the draft budget it wants to present to member school boards. This draft budget will be presented at each Zone meeting. The ASBA budget process culminates with school boards considering and voting on the proposed budget at the Spring General Meeting.