

September 19, 2018

Survey June 2018: Early Exiting Students

Background: Enrolment fluctuates significantly from year to year. This creates budget risk as staffing is determined in Spring while funding is based on September 30 enrolment. To better understand the enrolment fluctuations, an Early Exit survey is sent annually (as of 2016) to parents of students who do not re-register for the upcoming year as of the end of June.

Of the approximately 58 families contacted, only 20 responded. The first 3 questions on the survey requested demographic information. Questions 1-7 focused on transportation; 8-14 program of choice; 14-22 future enrolment plans; 23-31 reasons for early exit; 32-38 assessment and reporting practices; 39-42 technology; 43-48 relationships.

Three questions were open-ended: Is there an important question that we should have asked but it wasn't on the survey? Do you have a suggestion for improving CGS so that it continues to be a program of choice for girls in grades 4-9? What was your most important reason for choosing to leave CGS?

Note that new and re-registering students who did not show up in September are not included in the survey which closed mid-July. It is not unusual for CGS to register new students and/or returning students who later decide to attend a different school.

Of interest, Alberta's school infrastructure projects are mapped at <https://projects.alberta.ca> Calgary received 53 of the 260 projects (new and modernization). Most of the new schools are in the southeast and southwest- historically our areas of largest attendance draw.

Further, Bill 1's promise of "no school fees" or "transportation fees" for students attending their designated schools excluded charter schools where transportation fees are generally higher than other public schools, due to more limited funding and much greater transportation distances.

The survey results, including all responses to the open-ended questions will be presented at the meeting.

Recommendation: That the Board receives the Early Exit Survey June 2018 as information



Dianne McBeth
Superintendent

Attachment: Early Exit Survey Results
List of Calgary New School and School Modernizations

September 19, 2018

Summary of Early Exit Survey Results

1. Distribution of Responses: Grade 4 (9) Gr. 5 (9) Gr. 6 (11) Gr.7 (12) Gr. 8 (7) Gr.9 NA
2. No of schools attended: 1 (10), 2 (7), 3 (0), 4(3) (maximum number of schools -4)
3. Responses by Quadrant: SE (4), SW (11), NE (2), NW (3)

Transportation

1. Ride within 90 min	70% agree	20% disagree	10% N/A / Don't Know
2. Congregated stops	65% agree	10% disagree	25% N
3. Fee compares to City	65%	25%	10%
4. Generally satisfied	60%	30%	10%
5. Significant in decision	15%	80%	5%
6. School responds	45%	20%	35%
7. First Student responds	25%	25%	50%

Program of Choice

8. Strength of system	90%	10%	0%
9. Outstanding program	70%	20%	10%
10. Fees compare to public	60%	35%	5%
11. Funding equity for charters	70%	15%	15%
12. Overall we're satisfied	65%	35%	0
13. Extra curricular	67%	35%	0
14. Go Girls curriculum	90%	10%	0

Future Enrolment Plans (will consider)

15. Near neighbourhood	85%	10%	5%
16. Boys & Girls public	75%	15%	10%
17. Charter	37%	48%	16%
18. B & G Private school	35%	45%	20%
19. All G Private	30%	50%	20%
20. All G public (CBE)	35%	45%	20%
21. Virtual	15%	60%	25%
22. Home Ed	25%	55%	20%

Reasons to Exit

23. Siblings	30%	30%	40%
24. Moving	5%	45%	50%
25. Difficult transportation	50%	40%	10%
26. Campus inaccessible	15%	75%	10
27. Expectations not met	40%	45%	15%

28. Tech fees	30%	60%	10%
29. Extra fees	15%	70%	15%
30. Charter high	5%	70%	25%
31. New Experience (eg Fr Imm)	45%	30%	25%

Assessment and Reporting Practice

32. Met expectations	47%	47%	5%
33. New Report –academic	16%	20%	63%
34. New Report –learner	16%	20%	63%
35. Feedback	32%	53%	16%
36. Learning Progress	56%	44%	0%
37. Self-Evaluation	43%	48%	11%
38. Supports Goals	30%	52%	16%

Technology

39. Access supports learning	75%	40%	5%
40. Tech Use appropriate	63%	31%	5%
41. Safe Use	74%	10%	11%
42. Safe data storage	58%	10%	32%

Relationships

43. Teachers approachable	90%	10%	0%
44. Teachers care	80%	15%	5%
45. Admin approachable	95%	5%	0%
46. Respectful peers	64%	36%	0%
47. I feel welcome	69%	26%	5%

Responses to open-ended questions are on the survey results report.

- Is there an important question that we should have asked but was not on this survey?
- Do you have a suggestion for improving CGS so that it continues to be a program of choice?
- Please tell us our most important reasons for choosing to leave CGS?



Survey: Parent Survey: Early Exiting Students 2018

Report: Default Report

Survey Status		Respondent Statistics		Points Summary
Status:	Closed	Total Responses:	20	No Points Questions used in this survey.
Deploy Date:	05/17/2018	Completes:	18	
Closed Date:	07/16/2018	Partials:	2	

1. What grades did your daughter(s) attend CGS?

	4	5	6	7	8	9	Total
Your daughter (check all that apply)::	9(18.75%)	9(18.75%)	11(22.92%)	12(25%)	7(14.58%)	0(0%)	48
If you have another daughter (check all that apply)::	3(17.65%)	5(29.41%)	4(23.53%)	3(17.65%)	1(5.88%)	1(5.88%)	17
Total Responded to this question:						20	100%
Total who skipped this question:						0	0%
Total:						20	100%

2. How many schools did she/they attend prior to enrolling in CGS (check one number)?										
	1	2	3	4	5	6	7	8	9	Total
Your daughter::	10(50%)	7(35%)	0(0%)	3(15%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	20
If you have another daughter::	5 (71.43%)	1 (14.29%)	1 (14.29%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	7
Total Responded to this question:								20	100%	
Total who skipped this question:								0	0%	
Total:								20	100%	

3. In what quadrant of Calgary do you reside (choose one)?

	Responses	Percent
SE: 	4	20%
SW: 	11	55%
NE: 	2	10%
NW: 	3	15%
Out of town: 	0	0%
Total Responded to this question:		20 100%
Total who skipped this question:		0 0%
Total:		20 100%

4. Transportation: To what extent do you agree or disagree with the following statements about the school's transportation services?

We are interested in the extent to which you agree or disagree with the following statements. For each statement, select and check ONE of the following responses:

1 = Strongly Agree 2 = Agree 3 = Disagree 4 = Strongly Disagree N/A = Not applicable/don't know

	1	2	3	4	N/A	Total
1. The ride to school was usually within the maximum 90 min. guideline.:	8(40%)	6(30%)	2(10%)	2(10%)	2(10%)	20
2. Congregated stops (more than one girl) increase safety and shorten route times.:	7(35%)	6(30%)	2(10%)	0(0%)	5(25%)	20
3. The transportation fees are reasonable compared to public transit.:	4(20%)	9(45%)	4(20%)	1(5%)	2(10%)	20
4. I am generally satisfied with the school's transportation services.:	5(25%)	7(35%)	3(15%)	3(15%)	2(10%)	20
5. Transportation concerns significantly influenced the decision to withdraw from CGS.:	3(15%)	0(0%)	8(40%)	8(40%)	1(5%)	20
6. The school responds appropriately whenever I report a transportation concern.:	2(10%)	7(35%)	3(15%)	1(5%)	7(35%)	20
7. First Student responds appropriately whenever I report a transportation concern.:	1(5%)	4(20%)	3(15%)	2(10%)	10(50%)	20
Total Responded to this question:					20	100%
Total who skipped this question:					0	0%
Total:					20	100%

5. Program of Choice: To what extent do you agree or disagree with the following statements about CGS as a program of choice?

We are interested in the extent to which you agree or disagree with the following statements. For each statement, select and check ONE of the following responses:

1 = Strongly Agree 2 = Agree 3 = Disagree 4 = Strongly Disagree N/A = Not applicable/don't know

	1	2	3	4	N/A	Total
8. Providing schools or programs of choice like CGS is a strength of public education.:	10(50%)	8(40%)	1(5%)	1(5%)	0(0%)	20
9. Compared to other public schools, CGS offers an outstanding program for girls.:	6(30%)	8(40%)	3(15%)	1(5%)	2(10%)	20
10. The fees at CGS are about the same as other public and public charter schools.:	6(30%)	6(30%)	4(20%)	3(15%)	1(5%)	20
11. Charter schools should receive the same provincial grant funding for transportation, inclusive learning, instructional resources, nutrition programs as other public schools.:	9(45%)	5(25%)	1(5%)	2(10%)	3(15%)	20
12. We are satisfied overall with our daughter's learning experiences at CGS.:	7(35%)	6(30%)	5(25%)	2(10%)	0(0%)	20
13. We are satisfied overall with the extra-curricular opportunities at CGS.:	5(23.81%)	9(42.86%)	5(23.81%)	2(9.52%)	0(0%)	21
14. We are satisfied that the Go Girls curriculum supports girls in overcoming gender stereotypes.:	8(40%)	10(50%)	2(10%)	0(0%)	0(0%)	20
Total Responded to this question:					20	100%
Total who skipped this question:					0	0%
Total:					20	100%

6. Future Enrolment Plans: To what extent do you agree or disagree that the programs or schools listed below are suitable choices that you would consider for your daughter?

We are interested in the extent to which you agree or disagree with the following statements. For each statement, select and check ONE of the following responses:

1 = Strongly Agree 2 = Agree 3 = Disagree 4 = Strongly Disagree N/A = Not applicable/don't know

	1	2	3	4	N/A	Total
15. A nearby neighbourhood school.:	12(60%)	5(25%)	1(5%)	1(5%)	1(5%)	20
16. A mixed (girls and boys) public school.:	8(40%)	7(35%)	1(5%)	2(10%)	2(10%)	20
17. A different charter school program.:	3(15.79%)	4(21.05%)	6(31.58%)	3(15.79%)	3(15.79%)	19
18. A mixed (girls and boys) private school.:	1(5%)	6(30%)	6(30%)	3(15%)	4(20%)	20
19. An all-girls private school.:	1(5%)	5(25%)	7(35%)	3(15%)	4(20%)	20
20. An all-girls program in the regular (not public charter) public school system.:	3(15%)	4(20%)	7(35%)	2(10%)	4(20%)	20
21. A Virtual School (online program).:	1(5%)	2(10%)	6(30%)	6(30%)	5(25%)	20
22. A home education program.:	2(10%)	3(15%)	5(25%)	6(30%)	4(20%)	20
Total Responded to this question:					20	100%
Total who skipped this question:					0	0%
Total:					20	100%

7. Reasons for Early Exit: To what extent did each of the following considerations significantly influence your decision to leave CGS?

We are interested in the extent to which you agree or disagree with the following statements. For each statement, select and check ONE of the following responses:

1 = Strongly Agree 2 = Agree 3 = Disagree 4 = Strongly Disagree N/A = Not applicable/don't know

	1	2	3	4	N/A	Total
23. It is important for siblings to be in the same school, or schools close to home.:	4(20%)	2(10%)	2(10%)	4(20%)	8(40%)	20
24. The family moved away from Calgary or to a new neighbourhood in Calgary.:	1(5%)	0(0%)	2(10%)	7(35%)	10(50%)	20
25. Transportation was too difficult (long ride, difficulty accessing convenient stop).:	2(10%)	8(40%)	0(0%)	8(40%)	2(10%)	20
26. The location of CGS campuses is inconvenient or inaccessible.:	0(0%)	3(15%)	8(40%)	7(35%)	2(10%)	20
27. The program did not meet our expectations.:	2(10%)	6(30%)	4(20%)	5(25%)	3(15%)	20
28. School fees for technology and instructional resources are too expensive.:	4(20%)	2(10%)	6(30%)	6(30%)	2(10%)	20
29. Extra costs for camp, field trips, special events were more than anticipated.:	1(5%)	2(10%)	5(25%)	9(45%)	3(15%)	20
30. Enrolling in a Charter high school necessitated a transfer at this time.:	0(0%)	1(5%)	6(30%)	8(40%)	5(25%)	20
31. Wanted to experience a different program choice (i.e. French Immersion).:	1(5%)	8(40%)	5(25%)	1(5%)	5(25%)	20
Total Responded to this question:					20	100%
Total who skipped this question:					0	0%
Total:					20	100%

8. Assessment and Reporting Practice: To what extent do you agree or disagree with the following statements about assessment of student learning and reporting of student learning to parents?

We are interested in the extent to which you agree or disagree with the following statements. For each statement, select and check ONE of the following responses:

1 = Strongly Agree 2 = Agree 3 = Disagree 4 = Strongly Disagree N/A = Not applicable/don't know

	1	2	3	4	N/A	Total
32. Reporting processes met my expectations to be well informed about my daughter's learning.:	1(5.26%)	8(42.11%)	5(26.32%)	4(21.05%)	1(5.26%)	19
33. The new report card coming Fall 2018-2019 will meet parent's expectations to be well informed about their daughter's grade level achievement on the Program of Studies.:	0(0%)	3(15.79%)	3(15.79%)	1(5.26%)	12(63.16%)	19
34. The new report card will meet parent's expectations to be well informed about their daughter's growth as a responsible learner.:	0(0%)	3(15.79%)	3(15.79%)	1(5.26%)	12(63.16%)	19
35. Verbal and written feedback increased my daughter's learning.:	0(0%)	6(31.58%)	7(36.84%)	3(15.79%)	3(15.79%)	19
36. Assessment practices met my expectations to be well informed about my daughter's learning progress.:	0(0%)	10(55.56%)	6(33.33%)	2(11.11%)	0(0%)	18
37. Learning how to evaluate her own work helped my daughter grow as a learner.:	2(10.53%)	6(31.58%)	6(31.58%)	3(15.79%)	2(10.53%)	19
38. The assessment practices at CGS support my daughter in achieving her long-range learning goals.:	1(5.26%)	5(26.32%)	5(26.32%)	5(26.32%)	3(15.79%)	19
Total Responded to this question:					19	95%
Total who skipped this question:					1	5%
Total:					20	100%

9. Technology: To what extent to do agree or disagree with the following statements about student use of technology at CGS?

We are interested in the extent to which you agree or disagree with the following statements. For each statement, select and check ONE of the following responses:

1 = Strongly Agree 2 = Agree 3 = Disagree 4 = Strongly Disagree N/A = Not applicable/don't know

	1	2	3	4	N/A	Total
39. Access to technology at school effectively supports my daughter's learning.:	5(25%)	6(30%)	6(30%)	2(10%)	1(5%)	20
40. Technology is used appropriately by students at CGS.:	4(21.05%)	8(42.11%)	5(26.32%)	1(5.26%)	1(5.26%)	19
41. CGS provides a safe environment for student use of technology.:	3(15.79%)	11(57.89%)	2(10.53%)	1(5.26%)	2(10.53%)	19
42. CGS takes necessary steps to securely store student information.:	4(21.05%)	7(36.84%)	1(5.26%)	1(5.26%)	6(31.58%)	19
Total Responded to this question:					19	95%
Total who skipped this question:					1	5%
Total:					20	100%

10. Relationships: To what extent do you agree or disagree with the following statements about relationships at CGS?

We are interested in the extent to which you agree or disagree with the following statements. For each statement, select and check ONE of the following responses:

1 = Strongly Agree 2 = Agree 3 = Disagree 4 = Strongly Disagree N/A = Not applicable/don't know

	1	2	3	4	N/A	Total
43. Teachers are approachable.:	7(36.84%)	10(52.63%)	2(10.53%)	0(0%)	0(0%)	19
44. Teachers care about my daughter.:	10(50%)	6(30%)	3(15%)	0(0%)	1(5%)	20
45. Administration is approachable.:	10(52.63%)	8(42.11%)	0(0%)	1(5.26%)	0(0%)	19
46. Administration cares about my daughter.:	8(42.11%)	6(31.58%)	1(5.26%)	1(5.26%)	3(15.79%)	19
47. My daughter was treated with respect by her peers at CGS.:	6(31.58%)	6(31.58%)	5(26.32%)	2(10.53%)	0(0%)	19
48. I feel welcome in the School Community.:	7(36.84%)	6(31.58%)	4(21.05%)	1(5.26%)	1(5.26%)	19
Total Responded to this question:					19	95%
Total who skipped this question:					1	5%
Total:					20	100%

11. Is there an important question that we should have asked but it wasn't on this survey?

	Responses	Percent
Responses: 	8	100%
Total Responded to this question:	8	40%
Total who skipped this question:	12	60%
Total:	20	100%

11. Is there an important question that we should have asked but it wasn't on this survey?

Response	Response Text
1	Should there be a parent-teacher meeting at least twice in the school year (besides student-led conferences)?
2	More questions about interpersonal relationships between the girls and how the school supports that. Particularly for new students starting mid-stream.
3	N/A
4	Nothing about the uniform. Cost, comfort, and style are all big concerns that were not addressed. The split campus. Portables added to the Lakeview campus would remove many of the logistic, community, and integration issues of attending Bellaire. Should CGS be a mid high? IE 6-12? Alternative, would 1-9 have influenced decagons or created sibling logistical improvements.
5	No
6	the questions you have in the survey are heavily slanted towards answers that you are looking for.
7	No.
8	I have brought it many times but CGS always turns deaf ears. iPad spoiled my daughter and I did not like it from day 1. What you teach in class is a mystery for parents. There is no defined curriculum or a book. When I requested the principal he never cared about it. I think my daughter went downhill after joining CGS. There is no talent promotion and I do not see the intention too.

12. Do you have a suggestion for improving CGS so that it continues to be a program of choice for girls in grades 4 through 9?

	Responses	Percent
Responses:	10	100%
Total Responded to this question:	10	50%
Total who skipped this question:	10	50%
Total:	20	100%

12. Do you have a suggestion for improving CGS so that it continues to be a program of choice for girls in grades 4 through 9?

Response	Response Text
1	12-15 year olds are capable learners and can achieve a lot when given the opportunity. The volume and quality of work expected seems to be very low - I would suggest raising the bar and challenging the students as they are more than capable. I would also like to see CGS participate in and report on the provincial standardized testing.
2	I am aware that the school is already changing the way in which the report cards will be constructed, which I feel is heading in the right direction. I also think that there should be better communication with the teachers and the parents when a student is struggling in a specific unit or subject. I often wouldn't be aware of an issue until after the final assessment was available and the Unit was completed.
3	Continue to focus on the differentiated way of learning (inquiry based) but there needs to be more oversight in relationships between students, appropriate behaviour, teaching about individuality within the school and helping those who are new to find where they fit in so they don't feel they have to change to fit in.
4	More focus on some fundamentals around spelling, reading, writing, math. My daughter could have benefited from decreased use of technology in some of the core subjects like math and LA. Some additional focus on competitive athletic development. Smaller scale unit focus with more frequent assessment would ensure learning objectives are being consistently met.
5	N/A
6	Make it more accessible to students that live within 15km. Both transportation and extra-curricular. This should be your core demographic; open to the city but priority to the communities surrounding the school. Other charters have more of a culture that families actually move closer to the school to be engaged in that community. Technically the school is open to all students in the province but not focusing on your most close neighbours first drives down effectiveness and sense of community.
7	Frequent individual assignments for students to complete at home.
8	Teach them critical thinking, instead of memorization and specific views that fit a teacher or school agenda. This became very apparent as our oldest daughter went to a different school that really challenges them to come to their own conclusions versus what the teachers and school think. The school is great for enabling the girls to determine who they are and who they want to be but falls drastically short in teaching them critical thinking.
9	The school building is dated and not clean. Several times reminded staff and teachers about it; but no change was visible. The school staff does not communicate about the progress of my daughter or any concerns. We were blind sighted most of the time.
10	You do not care to listen and this is your problem.

13. Please tell us your most important reason(s) for choosing to leave CGS?

	Responses	Percent
Responses:	14	100%
Total Responded to this question:	14	70%
Total who skipped this question:	6	30%
Total:	20	100%

13. Please tell us your most important reason(s) for choosing to leave CGS?

Response	Response Text
1	Chose to meet her needs through homeschooling.
2	We found the curriculum to be lacking in rigour when compared with our previous school (outside of Alberta). Maths are probably 2 years behind, and the expectations, particularly for junior high/middle school age, were very low, relatively speaking. I expect that this is more reflective of the curriculum and school standards in Alberta than it is of the Calgary Girls School per se. The school itself does a lot of work to create a strong community, which is appreciated.
3	Our daughter wanted to prepare for the local high school by spending the next year in the local junior high making friends in the area, etc.
4	Too much reliance on technology and rather high technology fee each year. Parents are not allowed to purchase their own laptop for the child. Why? Tech fee adds up to too much, nearly twice the cost of the computer. Uniforms and transport fees are very costly.
5	Time to make some friends that will be attending her High School.
6	My biggest issue was the lack of feedback regarding my daughter's learning. Since this school does cost extra than the regular public schools in my area, I was hoping that this school would provide the extra support and communication necessary to ensure that my daughter is successful in her studies. I often found that it was difficult to find information regarding homework and how she was doing in certain subjects until after a Unit was completed and the resulting marks indicated she struggled.
7	Our eldest was primary reason. She loved the way she learned, but she became a different child because she didn't have anywhere to fit in socially and was feeling pressure to be someone she wasn't, do things she didn't want to do and like things she didn't really like. Really a dangerous situation emotionally and personally at such a young age. No partnership with teacher when se brought up our concerns.
8	Overall GCS has been an outstanding learning environment for our daughter. She has thrived and has learned to be both independent and collaborative. She has decided to attend our local school. This will reduce her daily transportation time significantly. She is looking for a more "traditional" learning style, with some additional options available to her. She feels that she is ready for a change after an amazing 4 years and wants to try something new.
9	We are moving back to the inner city. would like to attend the community junior high close by and make friends before grade 10 at Western Canada High.
10	Be with siblings in the same school
11	To challenge to our daughter with advanced Curriculum.
12	We want our daughter to be well rounded and prepared for life and we don't feel that the evaluations and teaching styles at CGS are going to do that for her.
13	Our daughter was not enjoying because of lack of teachers attention and care. however two teachers were extraordinary, Ms. and Ms. . we found that there was limited opportunities for extracurricular school activities (debate club, science fair, etc.) and there was a lack of good options and complementaries. there was also lots of cattiness and drama between the girls as they progress through the grades. it was very cliquey and nothing was done about it.
14	I send my daughter for education and this is the only reason. If you cannot provide that you are useless for me. In the name of technology you make parents fool and squeeze money and spoil the girls.

School Projects

Our government is committed to investing in the services and supports necessary to build strong Alberta families and strong communities. This includes continued investments into constructing and modernizing Alberta's school infrastructure. New and renewed schools are foundational to the success of Alberta's families and communities and to meeting the educational needs of our growing province.

Name	Municipality	Type	Stage	Estimated Completion
<u>Chinook Learning Centre</u>	Calgary	Schools (K-12)	Planning	To be determined
<u>Notre Dame High School</u>	Calgary	Schools (K-12)	Completion	Sep 2014
<u>Auburn Bay School</u>	Calgary	Schools (K-12)	Completion	Sep 2016
<u>Prince of Peace School</u>	Calgary	Schools (K-12)	Completion	Oct 2016
<u>Guardian Angel School (Elementary School - Aspen Woods)</u>	Calgary	Schools (K-12)	Completion	Sep 2017
<u>Copperfield School</u>	Calgary	Schools (K-12)	Completion	Sep 2016
<u>Our Lady of the Rosary School</u>	Calgary	Schools (K-12)	Completion	Jan 2017
<u>Kenneth D. Taylor School</u>	Calgary	Schools (K-12)	Completion	Sep 2016
<u>New Brighton School</u>	Calgary	Schools (K-12)	Completion	Sep 2016
<u>St. Marguerite School</u>	Calgary	Schools (K-12)	Completion	Jan 2017
<u>Buffalo Rubbing Stone School</u>	Calgary	Schools (K-12)	Completion	Sep 2016
<u>Eric Harvie School</u>	Calgary	Schools (K-12)	Completion	Jan 2017
<u>Our Lady of Grace School</u>	Calgary	Schools (K-12)	Completion	Sep 2016

Name	Municipality	Type	Stage	Estimated Completion
<u>All Saints High School</u>	Calgary	Schools (K-12)	Construction	Sep 2018
<u>Marshall Springs School</u>	Calgary	Schools (K-12)	Completion	Sep 2017
<u>McKenzie Highlands School</u>	Calgary	Schools (K-12)	Completion	Mar 2017
<u>Dr. Martha Cohen School</u>	Calgary	Schools (K-12)	Completion	Mar 2017
<u>William D. Pratt School</u>	Calgary	Schools (K-12)	Completion	Sep 2016
<u>Peter Lougheed School</u>	Calgary	Schools (K-12)	Completion	Sep 2016
<u>École La Mosaïque</u>	Calgary	Schools (K-12)	Completion	Sep 2016
<u>Nelson Mandela High School</u>	Calgary	Schools (K-12)	Completion	Sep 2016
<u>École du Nouveau-Monde</u>	Calgary	Schools (K-12)	Completion	Sep 2017
<u>Niitsitapi Learning Centre</u>	Calgary	Schools (K-12)	Completion	Jan 2017
<u>Bowness High School</u>	Calgary	Schools (K-12)	Completion	Jan 2017
<u>Youth Campus Education Centre</u>	Calgary	Schools (K-12)	Completion	Oct 2017
<u>Christine Meikle School</u>	Calgary	Schools (K-12)	Completion	Jan 2017
<u>Jack James High School</u>	Calgary	Schools (K-12)	Completion	Sep 2016
<u>Montgomery School lease from CBE</u>	Calgary	Schools (K-12)	Planning	To be determined
<u>Westmount Mid-High School</u>	Calgary	Schools (K-12)	Completion	Aug 2016

Name	Municipality	Type	Stage	Estimated Completion
<u>St. Cyril School</u>	Calgary	Schools (K-12)	Completion	Sep 2016
<u>St. Vincent de Paul Elementary/Junior High School</u>	Calgary	Schools (K-12)	Completion	Jan 2016
<u>Ste. Marguerite Bourgeoys School</u>	Calgary	Schools (K-12)	Completion	Jan 2017
<u>Apostles of Jesus</u>	Calgary	Schools (K-12)	Completion	Sep 2017
<u>Holy Child School</u>	Calgary	Schools (K-12)	Completion	Sep 2017
<u>Blessed Marie-Rose School</u>	Calgary	Schools (K-12)	Construction	Sep 2018
<u>Divine Mercy Elementary School</u>	Calgary	Schools (K-12)	Construction	Sep 2018
<u>West Ridge School</u>	Calgary	Schools (K-12)	Completion	Jan 2017
<u>Joane Cardinal-Schubert High School</u>	Calgary	Schools (K-12)	Construction	Sep 2018
<u>Hugh A. Bennett School</u>	Calgary	Schools (K-12)	Completion	Dec 2016
<u>Dr. George Stanley School</u>	Calgary	Schools (K-12)	Completion	Jan 2017
<u>Dr. Roberta Bondar School</u>	Calgary	Schools (K-12)	Completion	Jan 2017
<u>Manmeet Singh Bhullar School</u>	Calgary	Schools (K-12)	Completion	Aug 2017
<u>Griffith Woods School</u>	Calgary	Schools (K-12)	Completion	Apr 2018
<u>Ron Southern School</u>	Calgary	Schools (K-12)	Completion	Nov 2017
<u>St. Francis High School</u>	Calgary	Schools (K-12)	Construction	May 2019

Name	Municipality	Type	Stage	Estimated Completion
<u>Lord Beaverbrook High School</u>	Calgary	Schools (K-12)	Construction	Sep 2018
<u>James Fowler- Modernization</u>	Calgary	Schools (K-12)	Construction	Sep 2018
<u>Phase II of Montgomery</u>	Calgary	Schools (K-12)	Planning	To be determined
<u>Auburn Bay Elementary School</u>	Calgary	Schools (K-12)	Design	To be determined
<u>Evergreen Elementary (Calgary)</u>	Calgary	Schools (K-12)	Design	To be determined
<u>Forest Lawn High School</u>	Calgary	Schools (K-12)	Design	To be determined
<u>Cranston Elementary School</u>	Calgary	Schools (K-12)	Design	To be determined
<u>Coventry Hills/Country Hills Village Elementary School</u>	Calgary	Schools (K-12)	Design	To be determined

September 19, 2018

Administrative Procedures (New &/or Amended)

Background: The Charter Board authorizes the Superintendent to enact Administrative Procedures, practices or regulations to fulfil Charter Board obligations created by the School Act, federal or provincial legislation, and board policies (as per School Act s.61(2) and Policy 11 Charter Board Delegation of Authority). Notwithstanding this delegation of authority, Board Policy 12 defines the Role of the Superintendent and includes at (5.3) “informs the Charter Board of revisions to the Administrative Procedures Manual.” The Superintendent is therefore informing the Board with respect to the following:

- AP 140 Responsible Use of Electronic Information Sources
- AP 507 Student Technology
- AP 508 Purposeful Use of Technology

The Superintendent will review the listed AP’s at the meeting. The new and/or revised documents are attached for information.

Recommendation: That the Board acknowledges receipt of the following Administrative Procedures as information: AP 140 Responsible Use of Electronic Information Sources; AP 507 Student Technology; and AP 508 Purposeful Use of Technology.



Dianne McBeth
Superintendent

Attachments: Administrative Procedures 140, 507 and 508

All use of CGS electronic information sources (also known more broadly as “technology”) shall be consistent with the vision, mission, values and mandate of the Calgary Girls’ School. All staff, students, parents, volunteers, contractors, guests, visitors, and those who are authorized to act on behalf or are associated with the Calgary Girls’ School are responsible for demonstrating appropriate, responsible and respectful behavior when using electronic information sources or participating in digital environments.

All CGS electronic assets are the property of the School and as such there is no expectation of privacy for any user of CGS electronic information resources. Authorized personnel where appropriate may audit, search, or take corrective action as part of their assigned duties.

Definitions:

- 1) “Electronic Information Resources” means any electronic assets, systems, data or networks.
- 2) “CGS Electronic Assets” are any Electronic Information Resource owned or under the custody of CGS.
- 3) “Hacking” is any activity that affects or attempts to affect the confidentiality, integrity or availability of any Electronic Resource.
- 4) “Inappropriate Electronic Material” includes but is not limited to:
 - a. any vulgar or lewd depiction or description of the human body except for artistic or historical depictions of nudity or anatomical, scientific or medical information, used in an educational context;
 - b. any material that has been publicly labelled as being strictly for adults;
 - c. any description of any sexual act which is not part of the approved program of studies used in an educational context;
 - d. graphic description or depiction of violent acts, including murder, rape, mutilation, torture or serious injury, except for material used in an educational context;
 - e. material encouraging the use of any illicit or illegal drugs, cannabis, tobacco or alcohol, except for material used in an educational context, such as drug abuse statistics;
 - f. on-line gaming or gambling services;
 - g. crude, obscene or vulgar language, gestures or pictures;

- h. material or information that advocates violence against, denigrates, or exposes a person or class of persons to hatred or contempt because of race, religious beliefs, colour, gender, sexual orientation, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income or family status, including historically inaccurate information that vilifies the person or class of person;
- i. encouragement of, tools for, or advice on carrying out criminal acts, including lock-picking, bomb-making, and computer hacking information;
- j. excretory functions, tasteless humour, graphic medical photos outside of the medical context and extreme forms of body modification such as cutting, slashing, branding, and genital piercing; and/or
- k. any unlicensed media, software, music, media or any other copyrighted materials including materials that are bootlegged or illegally available for purchase or download.

Procedures:

1. The principal, in collaboration with staff, students and parents, is responsible for:
 - a. Establishing guidelines for student use of CGS electronic information resources. The guidelines will be communicated in the form of a Responsible and Appropriate Use Agreement for all students and parents to sign prior to accessing any CGS electronic information resources.
 - b. Helping students develop their understanding of the benefits and responsibilities of working in an appropriate, connected, and collaborative way in a digital environment. Programs that support students in developing good digital citizenship are to be encouraged.
 - c. Determining the appropriate level of content filtering which may include blocking some content for all or some users. Some content may be blocked for all or some users. Content filtering also helps protect against computer viruses, malware, adware and other information security risks.
2. All users of CGS Electronic Information Resources are responsible for:
 - a. accessing only those resources for which they have been authorized;
 - b. not accessing resources for others, or ask others to access resources on their behalf, where authorization does not exist;
 - c. ensuring that passwords are kept private and are not shared;

- d. taking precautions that are consistent with the sensitivity in maintaining the privacy of data that is under their custody;
- e. ensuring that personal use is limited and does not interfere with the individual from carrying out assigned duties, roles and responsibilities; and does not interfere with the mission of the CGS;
- f. making sure that inappropriate electronic material is not accessed, stored, or distributed;
- g. ensuring security systems are not intentionally bypassed and evidence of inappropriate activities are not deleted;
- h. not carrying out hacking or illegal activities;

7. When using any Electronic Information Resources, all users shall:

- a. Use ethical and respectful behaviour when conversing or posting material.
- b. Not disclose or post confidential, personal or sensitive information pertaining to themselves or other persons, including but not limited to family members, teachers, students or friends.
- c. Respect copyright and fair use of content.
- d. Post communications that are professional, positive in tone, in good taste, and do not reflect negatively on the Calgary Girls' School.
- e. Be aware of the user requirements stipulated in the School's Responsible and Appropriate Use Agreement.

8. Any violation of this regulation, or the principles or expectations set out in it, may result in

- a. loss of access privileges;
- b. termination of volunteer position, agency, consulting or contracts;
- c. student disciplinary measures up to and including suspension and/or a recommendation for expulsion;
- d. disciplinary action, up to and including dismissal; and/or
- e. legal action, including actions taken by the Calgary Girls' School, by persons unrelated to the Calgary Girls' School and referral for criminal prosecution.

References:

Policy 18 Welcoming, Caring, Respectful, Safe and Healthy Learning and Working Environment

AP350 - Student Code of Conduct

AP460 - Employee Code of Conduct

AP507 – Technology Use

AP508 – Purposeful Use

Administrative Procedures Manual	Administrative Procedure 507
	Student Technology Devices
	APPROVED: November 2016
Page 1 of 4	AMENDED/REVIEWED: March 16, 2017, September 2018
LEGAL REFERENCE:	Alberta Education: Learning and Technology Policy Framework Ministerial Order on Student Learning (#001/2013) Bring Your Own Device: A Guide for Schools (AB Education) Guide to Education: ECS to Grade 12

Background:

Access to technology provides students with opportunity to develop the competencies noted in the Ministerial Order on Student Learning, aligns with the goals of Inspiring Education, and promotes the development of future-ready students. CGS believes that one-to-one technology provides all students with anytime, anywhere access to digital learning.

All students are expected to develop the attitudes and skills necessary for responsible, safe, digital citizenship.

The school is moving from school-owned devices that student’s access on a fee-for-use basis to bring-your-own-device (BYOD). Returning students will continue to participate in the fee for use technology program which will phase out over the next two years. As part of the phase out, ownership of school-issued devices will transfer to the students as outlined in this Administrative Procedure. New students enrolling as of September 2018 will bring their own devices.

The school loans devices for short term use when a student’s device fails. This ensures access to essential technology while a device is being repaired. As well, the school loans devices for long term use in situations of financial hardship. Requests for devices on long term loans are to be made to the Principal and noted on the Fee Subsidy Request Form as per Administrative Procedure 506 Fee Subsidy. Such requests are considered on a case by case basis.

A. 2018-19 School Year: Continuing Enrolment Students

1. Transition from School-issued Devices to BYOD (Ownership Transfer)

CGS will transfer ownership of the iPad or laptop to the Student at no additional buy-out cost subject. All fees owing must be paid prior to ownership transfer. Any remaining Apple Care will transfer with the laptop (not applicable to iPads). Once ownership transfer occurs, CGS will no longer manage the device. After ownership is transferred, the Student is now part of BYOD.

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2. Schedule for Transfer of Device Ownership from CGS to the Student

Grade 4	Not applicable. All Grade 4 effective 2018-19 are BYOD
Grade 5	Use CGS iPad. Ownership transfers at year end.
Grade 6	Use iPad which is now Student owned. Bring plug in keyboard.
Grade 7	Continue with iPad or move to other BYOD (e.g. laptop)
Grade 8	Use CGS laptop. Ownership transfers at end of Grade 9.
Grade 9	Use CGS laptop. Ownership will transfer October 1/2018
Note: Ownership transfer may vary depending on the year the device was issued and fees paid to date. The pattern applies to students enrolled continuously from Grade 4-9. These students have paid 2 years of iPad use and 3 years of laptop use. The devices are fully depreciated and ownership transfers without any buy out cost.	

3. Student Use of CGS Devices

The Student is responsible for responsible use, care and security of the CGS iPad or laptop. Use of CGS technology, including devices and the network, is subject to the Responsible Use Agreement that parents/guardians and students are expected to sign as acknowledgment of their understanding and commitment to the conditions of use. Parents/guardians are responsible for replacement costs for stolen or lost devices.

4. Device Failure

If a CGS owned device fails, the Student is to drop off the device according to a schedule and location determined by the Principal. A Help Desk ticket will be created. The Student may be issued a short-term loaner if the device needs to be sent out for repairs.

A certified Apple Service will assess the reasons for device failure. If the cause is misuse (e.g., spills, drops) the parents/guardians are responsible for costs associated with repairs or replacement (whichever is less). Apple Care covers the cost of device failure which is not related to misuse. CGS covers the cost of repairs to all CGS-owned iPads unless the device failure is due to misuse (e.g., drops, spills, exposure to extreme temperatures such as occurs when a device is locked in a vehicle during cold weather).

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5. Technology and Travel

The student is not permitted to take the iPad and/or laptop out of Canada without the written permission of the Principal or designate. Please note that CGS may require a deposit equal to replacement cost or depreciated value (as determined by the Secretary Treasurer) as a guarantee for the safe return of the device.

Devices that are taken out of the country, or out of the school for an extended period (excluding winter and spring school breaks) without specific consent may be disabled permanently through the device management system and reported as theft of school property.

6. Holiday Periods and Extended Absences

CGS may permit continuing enrolment students to borrow their assigned iPad and/ or laptop during the summer break. Parents must sign the Summer or Extended Absence Use Agreement Form (an appendix to this Administrative Procedure) which confirms continuing enrolment into the upcoming school year, confirms the device will not leave Canada, and verifies acceptance of parental responsibility for loss or damage of the device regardless of cause.

Parents are responsible for monitoring appropriate use and responsible access to social media sites.

All fees owing must be paid in full in order to permit the iPad or laptop to be retained by the student during the summer break. Students are permitted to retain their iPad or laptop during the winter and spring breaks. Please note that support services are unavailable from CGS during holiday periods.

When students will be absent for extended periods during the school year, other than the holidays noted above, parents are expected to notify the Principal and seek consent for the student to retain any CGS issued technology during the extended absence.

B. 2018-19 School Year NEW Students

CGS is phasing out the fee-for-use of iPad or laptop program in favour of Bring Your Own Device (BYOD). Devices must be able to connect to the internet. Parents who plan to

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purchase a new device (iPad, tablet, Chromebook, laptop, etc.) or a periphery such as a plug-in keyboard for the iPad or other tablet (grade 6 and beyond) can do so from any vendor of their choice. Regrettably, CGS is not able to act as a vendor.

Note: Most students will be using iPads or Mac laptops but these are not required. An iPad is preferred at Bel Aire (grades 4&5) for ease of use in the classroom. This device, with the addition of a plug in keyboard at grade 6 can last for many years.

C. Loaner Devices for Short or Long Term (Applies to Continuing Enrolment and New Students)

1. Subject to inventory, iPads and laptops are available for short term loan to students whose devices fail. The short-term loan supports learning while the student’s device is being repaired or replaced. There is no cost for use of a loaned device, but the student is responsible for any fees associated with repairs or loss due to theft or misuse.
2. In cases of financial hardship, the school may loan a device to the student. Long term loans are subject to inventory and availability. A long-term loan is intended to support students in situations of hardship, rather than replace the fee for use or BYOD expectation. Long term loan of devices will be determined on a case by case basis by the Secretary Treasurer upon referral from the Principal.
3. The Principal will establish a process for students to drop off CGS iPads/laptops if they fail and to complete a Help Desk ticket. Help Desk repairs do not apply to personally owned devices. When a device fails, whether CGS-owned or personally -owned, the school may issue a short term loaner to support the Student when a device is out for repair or replacement.

Administrative Procedures Manual	Administrative Procedure 507
	Student Technology Devices
	Appendix A
	Technology Fees
	APPROVED: November 2016
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Technology Fees for Continuing Enrolment Students: 2018-19 School Year

Grade 4 N/A	CGS Fee for Use Discontinued. All grade 4 BYOD.
Grade 5 (iPad)	\$300 (ownership transfers to student after 2 years of fees).
Grade 6 (iPad)	No Fee (Student brings her own plug in keyboard)
Grade 7 (iPad)	No Fee (Student brings her own plug in keyboard) Students may BYOD if they prefer a laptop.
Grade 8 (laptop)	\$410 (CGS laptop is 1 year old. Ownership in Grade 9). Laptop ownership will transfer at the end of Grade 9 and upon receipt of the final payment (\$410).
Grade 9 (laptop)	\$150 (balance to full depreciation. Ownership Transfers). * These students received school issued laptops midway through grade 6. Ownership transfers in October, 2018. Apple Care expires at this time.

* The fee and/year of ownership may vary depending on the Student's year of enrolment.

Administrative Procedures Manual	Administrative Procedure 507
	Student Technology Devices
	Appendix B
	Summer or Extended Leave Agreement for Use
	APPROVED: November 2016
Page 1 of 1	AMENDED/REVIEWED: September 2018 (approval pending)
LEGAL REFERENCE:	Alberta Education: Learning and Technology Policy Framework Ministerial Order on Student Learning (#001/2013) Bring Your Own Device: A Guide for Schools (AB Education) Guide to Education: ECS to Grade 12

All CGS technology devices issued to students must be returned to the school at year end in accordance with direction from the Principal. Similarly, a Student who is leaving for an extended period of time that is not the winter or spring school holiday, is expected to return her school issued device prior to the leave.

Students who are continuously enrolled for the upcoming school year, **may request permission** to retain the school issued device (iPad or laptop) during the extended leave that is not during winter or spring break. Permission may be granted subject to parental consent to the following:

Conditions:

- 1) All fees owing to the school have been paid in full.
- 2) Parents confirm that the device will remain in Canada.
- 3) Parents confirm that the device will be returned by the specified time, or upon request from the school. *Note: Removal of the device from Canada, or refusal to return a device promptly upon request will be reported as theft.*
- 4) Parents acknowledge the sole responsibility to monitor their daughter's use of CGS technology to ensure compliance with the Responsible Use Agreement.
- 5) Parents acknowledge the sole responsibility to monitor their daughter's access to the internet and use of social media sites.
- 6) Parents acknowledge the sole responsibility for all costs related to repairs necessitated by damage from any cause and/or loss or theft of the device.
- 7) Parents agree that if the device fails, the cause of the failure will be determined only by an Apple Certified service provider and the parents agree to any associated fees for this service. Fees may be waived if the cause of device failure is covered by the Apple Protection Plan.
- 8) Parents agree to pay all costs associated with any repairs that are not covered by the Apple Protection Plan.
- 9) If repairs to the device are required during the summer break, parents will ensure that such repairs are completed by an Apple Certified service provider and will also inform the Principal of any repairs to the device that may have been completed in the summer break.

My signature confirms that I have read and understood the Summer or Extended Leave Agreement for Use of CGS Technology Agreement and I consent to all of the conditions.

PARENT/GUARDIAN Signature

DATE of Signature (dd/mm/yy)

Device Type and Serial Number

Approval (Principal or Designate)

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	Student Technology Devices
	Appendix C
	Student Responsible Use Agreement
	APPROVED: November 2016
Page 1 of 1	AMENDED/REVIEWED: September 2018 (pending)
LEGAL REFERENCE:	Alberta Education: Learning and Technology Policy Framework Ministerial Order on Student Learning (#001/2013) Bring Your Own Device: A Guide for Schools (AB Education) Guide to Education: ECS to Grade 12

Appendix C: Student Responsible Use Agreement (pending)

Administrative Procedures Manual	Administrative Procedure 508
	Purposeful Use of Technology
	APPROVED: September 2018 (pending)
Page 1 of 3	AMENDED/REVIEWED:
LEGAL REFERENCE:	Freedom of Information and Protection of Privacy, School Act s. 60, Criminal Code, Canadian Charter of Rights and Freedoms, Alberta Human Rights Code

CGS promotes one-to-one technology devices for all students and staff. The use of technology, which includes but is not limited to the CGS network, iPads, laptops or other devices owned by CGS or personally owned by students, is purposeful and guided by principles of responsible use.

A. Purposeful Use: The purposeful use of Calgary Girls' School technology, including the network, CGS owned devices, and even personally owned devices that access the school's network is to support the staff in their work and the students in their learning.

1. Student access to technology may include school issued or personally owned devices which access the CGS network for educational purposes that include:
 - Achieving the learner outcomes of the Alberta Program of Studies
 - Participating in learning activities selected by the teacher
2. Staff will be given access to CGS technology for educational purposes that include:
 - Communication
 - Information acquisition
 - Information management, such as student and financial information
 - Professional development and training
 - Providing technology support to other users of CGS technology
3. Volunteers and school council (all parents of registered students are members of school council) may be given access to CGS technology for educational purposes that include
 - Communication
 - Information acquisition
 - Assisting staff in using CGS technology with students

B. Guiding Principles for Responsible Use: CGS technology must be used in ways that are consistent with the following principles.

Administrative Procedures Manual	Administrative Procedure 508
	Purposeful Use
	APPROVED: September 2018 (pending)
Page 2 of 3	AMENDED/REVIEWED:
LEGAL REFERENCE:	Freedom of Information and Protection of Privacy, School Act s. 60, Criminal Code, Canadian Charter of Rights and Freedoms, Alberta Human Rights Code

1. Appropriate Use for Work and Learning
 - CGS technology is intended for educational purposes and for business activities in the operating of the School. Personal use of electronic communication must not interfere with, or conflict with, its use for work purposes. CGS technology shall not be used for purposes that are illegal, unethical, or immoral.
2. Privacy and Personal Safety
 - Activities involving CGS technology will, as much as possible, protect the privacy of personal information of all users and the personal safety of students. All users will be educated about ways that they can protect their own personal information and personal safety.
3. Security of systems and information
 - Individuals using CGS technology shall not compromise the security and integrity of data and information stored on the CGS technology and computer systems.
4. Efficiency
 - CGS technology must function effectively for all users. Therefore, all users shall operate within the limitations, guidelines and directives provided.

C. Guidelines for Responsible Use

1. Students and staff shall adhere to the *CGS Responsible Use of Technology Guidelines*.
2. The Principal may request that students and their parents or guardians sign a *Responsible Use of Technology Agreement* that confirms their understanding of the guidelines.

Administrative Procedures Manual	Administrative Procedure 508
	Purposeful Use
	APPROVED: September 2018 (pending)
Page 3 of 3	AMENDED/REVIEWED:
LEGAL REFERENCE:	Freedom of Information and Protection of Privacy, School Act s. 60, Criminal Code, Canadian Charter of Rights and Freedoms, Alberta Human Rights Code

D. Consequences of Inappropriate or Irresponsible Use

1. All users shall be responsible and accountable for their use of CGS technology.
2. Students who deliberately use CGS technology inappropriately will be subject to some or all of the consequences listed in Policy 18 Student Code of Conduct such as losing the privilege of using technology at school or accessing the network, regular and frequent monitoring of the history of a Student’s use, suspension or even expulsion.
3. Staff who deliberately use CGS technology inappropriately will be subject to disciplinary or legal action, which may include termination of employment.
4. Other users who deliberately use district technology inappropriately will lose the privilege of using CGS technology.

September 12, 2018 **Facility & Technology (Summer Projects) Report**

Background:

The 2018 summer was relatively quiet for Calgary Girls' School Plant, Operation and Maintenance compared with the previous summers. Technology, however was exceeding busy with the transfer to Google.

Technology:

Office Solutions (OSI) was contracted to complete the migration of all emails to G Mail, and to move the school to the Google Platform. The emails were all transferred in mid-July and the school transition is on-going. Board Staff and Administration are meeting regularly with OSI to ensure that the technology needs of staff and students are met.

PO and M Lakeview:

Alberta Education finally approved and paid the additional project funding for the two replacement modular units and this was paid to us in June 2018.

A number of small projects were completed at Lakeview Campus including the painting and replacement of partitions in the students' washrooms on the main corridor, the painting of the vice principal's office and the refinishing of the office floors, as well as the reorganization of this area.

In order to accommodate technology requirements the Phys Ed office was re-designated as the technology office and the School Council office as the Phys Ed Office. This was necessary due to the lack of security and limited power outlets in the old technology office. We are currently still awaiting rekeying of this office by CBE.

CBE had planned to complete paving around the south side of the courtyard, as well as assisting with the School Council courtyard project. However due to CBE budget cuts only limited repairs were completed on the steps on the side of the school. Board staff continue to work with CBE to try to facilitate completion of these projects.

PO and M Bel Aire:

There were no major projects at Bel Aire this summer.

Josh Foat was appointed as the new Facilities Manager in May 2018, replacing Rick Byers and provided excellent oversight and coordination of projects. The PO&M Agreement with FFCA continues to serve CGS very well.

Jan Pro cleaning provided excellent summer janitorial service over the summer. We are now entering the third year of the Janitorial contract with them.

Recommendation: That the Board receives the Facility & Technology (Summer Projects) Report update as information.

Wendy Juergens
Secretary-Treasurer