



REGULAR MEETING OF THE BOARD OF TRUSTEES

PUBLIC AGENDA

TUESDAY, JANUARY 18, 2011

5:00 P.M. – 8:00 P.M.

Board Room, Plaza Level (2nd Floor), Education Centre
515 Macleod Trail SE, Calgary, Alberta

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.

<u>Attach.</u>	<u>TOPIC</u>	<u>Who</u>	<u>Time</u>
	1.0 CALL TO ORDER, NATIONAL ANTHEM AND WELCOME	Chair	5 min.
Agenda	2.0 CONSIDERATION/APPROVAL OF AGENDA	Chair	2 min.
	3.0 SCHOOL/SYSTEM PRESENTATIONS		
	3.1 Buchanan School	S. Church	15 min.
	4.0 HONOURS AND RECOGNITIONS		
	4.1 Lighthouse Award	M. Levy	15 min.
Verbal	5.0 PUBLIC CONVERSATION AND INFORMATION		30 min.
	5.1 Report from Chair and Trustees		
	5.2 Report from Chief Superintendent		
	5.3 <u>Public Question Period</u> (An opportunity for the public and/or stakeholders to raise questions and seek clarification on educational matters with the trustees. Fill out "Public Question Period" form on the table in the foyer and submit to the Corporate Secretary in writing or electronically to corpsec@cbe.ab.ca no later than 5 hours prior to the scheduled start time of the meeting. This form is also available in Appendix C of the Board Meeting Procedures. The person asking the question must be present at the meeting.)	Public	
	5.4 <u>Stakeholder Reports</u> (An opportunity for stakeholder groups or the public to verbally address the Board for 3 minutes on any educational issue, to a maximum of 5 reports per meeting. Advise the Corporate Secretary at least 10 minutes prior to the commencement of the meeting if you wish to do a stakeholder presentation.)	Public	

<u>Attach.</u>	<u>TOPIC</u>	<u>Who</u>	<u>Time</u>
	5.5 Trustee Inquiries		
	6.0 ACTION ITEMS		
P. 6-1	6.1 Proposed Accommodation Plan for Montgomery School	F. Coppinger	30 min.
P. 7-13	6.2 New Education Centre, Dr. Carl Safran School Renovation and Connaught School Renovation Projects	S. Taylor	15 min.
	7.0 MONITORING AND RESULTS		
P. 7-1	7.1 Annual Monitoring of EL-12: Asset Protection	N. Johnson	20 min.
	8.0 POLICY DEVELOPMENT AND REVIEW		
	9.0 CONSENT AGENDA		5 min.
	9.1 Board Consent Agenda		
P. 9-36	9.1.1 Approval of Minutes <ul style="list-style-type: none"> Regular Meeting held January 4, 2011 (<i>THAT the Board of Trustees approves the Minutes of the Regular Meeting held January 4, 2011, as submitted.</i>) 		
P. 9-33	9.1.2 Correspondence (<i>THAT the Board of Trustees receives the correspondence for information and for the record.</i>)		
	9.2 Chief Superintendent Consent Agenda		
P. 9-16	9.2.1 Report on Financial Status of Operating Budget as at November 30, 2010 and Forecast for the Year Ending August 31, 2011 (<i>THAT the Board receives the report for monitoring information and for the record.</i>)		
P. 9-22	9.2.2 2010/11 Capital Budget Status Report as at November 30, 2010 (<i>THAT the Board receives the report and attachments for monitoring information and for the record, and approves the specific budget requests as presented.</i>)		
P. 9-1	9.2.3 Transition Strategies for Sir William Van Horne High School Students (<i>THAT the Board receives the report for information.</i>)		
P. 9-9	9.2.4 Early Development Instrument Screening Results 2010 (<i>THAT the Board receives the report for information.</i>)		
P. 9-47	9.2.5 Administrative Response re: Electronic Broadcast of Board Meetings		
	10.0 TRUSTEE NOTICES OF MOTION		

<u>Attach.</u>	<u>TOPIC</u>	<u>Who</u>	<u>Time</u>
11.0	IN-CAMERA ISSUES		
12.0	ADJOURNMENT	Chair	

CALGARY BOARD OF EDUCATION

REPORT TO REGULAR MEETING OF THE BOARD OF TRUSTEES PUBLIC AGENDA

January 18, 2011

To: Board of Trustees

From: Naomi E. Johnson, Chief Superintendent of Schools

Re: **Proposed Accommodation Plan for Montgomery School**

Purpose: Information and Approval

Governance Policy References:

EL-1:	General Executive Constraint
EL-3:	Information, Counsel and Support to the Board of Trustees
EL-4:	Treatment of Parents and Citizens
EL-13:	Facilities
EL-14:	Student Accommodation
GP-5:	Board of Trustees' Role Description
GP-5E:	Closure of Schools

Originator: Frank J. Coppinger, Superintendent, Facilities & Environmental Services

Resource Persons: Calvin Davies, Director, Community Engagement & Operational Planning
Dianne Yee, Director, Area I
Karen Barry, System Principal, Community Engagement & Operational Planning
Angie Schulz, System Assistant Principal, Community Engagement & Operational Planning
Conor McGreish, Planning Analyst, Community Engagement & Operational Planning
Adelle Palmer, Community Engagement Consultant, Community Engagement & Operational Planning

I. RECOMMENDATIONS

It is recommended:

1. THAT the Board receives, as information and for the record, the accommodation and implementation plan outlined in this report; and

2. THAT the Board of Trustees is satisfied that there is cause to proceed with a consideration of closure of Montgomery School, and all programs therein contained, in accordance with the Closure of Schools Regulation and the Board of Trustees' Governance Process Policy 5E: Board of Trustees' Procedure – Consideration of School Closure; and
3. THAT the Board follows the procedures for the closure of schools, as outlined in Governance Policy GP-5E, sections 4 to 7.

II. ISSUE

Enrollment at Montgomery School continues to be low and is projected to decline. The low number of grades seven to nine regular program students from the residential districts of Silver Springs and Montgomery makes it challenging to provide regular programming for these students.

III. BACKGROUND

i) Schools and Programs

Montgomery School

Montgomery School offers a grades seven to nine regular program for students residing in the residential districts of Montgomery and Silver Springs. As of September 30, 2010, Montgomery School had 40 students enrolled from the residential district of Montgomery. The majority of the students in the regular program (106) who attend Montgomery School come from the residential district of Silver Springs. Montgomery School also has one Paced Learning Program class (PLP) and two Learning and Literacy (L and L) classes.

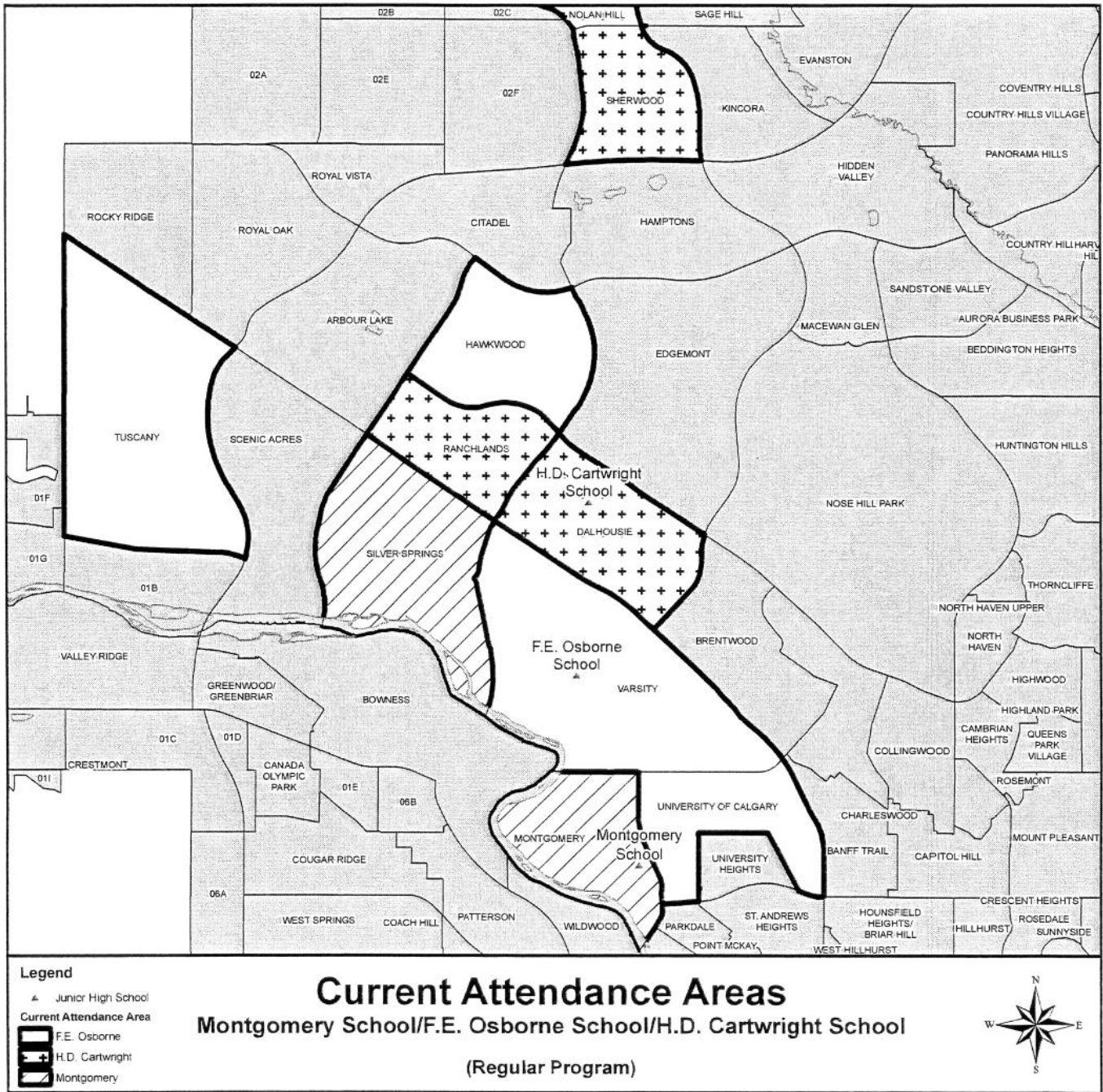
H.D. Cartwright School

H.D. Cartwright School offers a grade seven to nine regular program for students residing in the residential districts of Dalhousie, Ranchlands and Sherwood. The school has one Attitude, Community Competence, Elements of Academic Curriculum and Social Skills class (ACCESS), one Bridges class and one LEAP (Learning Essentials to Achieve Potential) class.

F.E. Osborne School

F.E. Osborne School offers a grade seven to nine regular program for students residing in the residential districts of Varsity, University of Calgary Residences, Hawkwood and Tuscany.

The map below shows the attendance areas for Montgomery, H.D. Cartwright and F.E. Osborne Schools, for the 2010-2011 school year.



ii) Accommodation Opportunities and Challenges

As a way to effectively use space and resources for both educational programming and plant operations and maintenance, the following points have been identified as opportunities and challenges:

- Enrolment at Montgomery School is low in grades seven to nine making programming, resourcing and organizing for student learning a challenge.
- H.D. Cartwright School has the capacity to provide a sustainable grade seven to nine regular program for students from the residential districts of Montgomery and/or Silver Springs.
- F.E. Osborne School has the capacity to provide a sustainable grade seven to nine regular program for students from the residential districts of Montgomery and/or Silver Springs.
- Thomas B. Riley School has the capacity to provide accommodation for the residential district of Montgomery.
- Effective and efficient transportation routes are available.

The following is a summary of the available instructional space and enrolment of each school affected by the proposed student accommodation plan:

Montgomery School

Montgomery School has instructional space to accommodate 765 students and as of September 30, 2010, had an enrolment of 201 students as shown in the detailed table below.

Montgomery School

Instructional space available = 765 (29 classrooms)

Enrolment as of September 30, 2010

	GR7	GR8	GR9	Total
Montgomery	12	11	17	40
Silver Springs	22	39	45	106
Learning and Literacy	7	7	5	19
Paced Learning Program		5	8	13
Out Of Attendance Area	4	7	12	23
Total	45	69	87	201

H.D. Cartwright School

H.D. Cartwright School has instructional space to accommodate 515 students. As of September 30, 2010, H.D. Cartwright School had an enrolment of 342 students as shown in the detailed table below.

H.D. Cartwright School

Instructional space available = 515 (19 classrooms and 2 relocatables)

Enrolment as of September 30, 2010

	GR7	GR8	GR9	Total
Dalhousie	37	44	59	140
Ranchlands	33	48	45	126
Sherwood	12	11	21	44
ACCESS	1	6	2	9
Bridges	2	3	2	7
Other	5	7	4	16
Total	90	119	133	342

Note: Students attending the LEAP class are not included in the above enrolment as it is a short term program.

F.E. Osborne School

F.E. Osborne School has the instructional space to accommodate 785 students. As of September 30, 2010, 615 students were enrolled in the grade seven to nine regular program as shown in the detailed table below. In September 2012 the enrolment at F.E. Osborne School will decline significantly as students residing in the residential district of Tuscany will be designated to the new middle school in Tuscany.

F.E. Osborne School

Instructional space available = 785 (29 classrooms and 2 portables)

Enrolment as of September 30, 2010

	GR7	GR8	GR9	Total
Varsity	41	54	55	150
University of Calgary	5			5
Hawkwood	56	70	70	196
Tuscany	73	73	85	231
Out of Attendance Area	14	9	10	33
Total	189	206	220	615

iii) Community Engagement Process

Following the Calgary Board of Education's Administrative Regulation 1090: Student Accommodation Planning Process, stakeholder representatives from Montgomery School were engaged in a meaningful and inclusive engagement planning process. Using the International Association of Public Participation (IAP2) spectrum of public participation,

the Department of Community Engagement and Operational Planning and the Area Director determined that the level of engagement would be to “inform, consult and involve” stakeholders for the purpose of reviewing and soliciting feedback on a comprehensive student accommodation plan for students designated to Montgomery School. (See Attachment I: Community Engagement Process Summary for a complete summary of the engagement process.)

In compliance with the requirements of Executive Limitation 14, this engagement process and student accommodation proposal reflects the following:

- Long range planning that incorporates the mission, vision and values of the Calgary Board of Education and focuses on the achievement of Ends.
- A clear and timely process to inform administrative decisions on student accommodation issues. This student accommodation planning process shall include appropriate dissemination of information, community input and participation of appropriate stakeholders.
- Projected school and program enrolments.
- Minimal disruptions for students due to reassignments.
- Consideration of utilization factors at both the system and school level.

From October to December 2010, an engagement process was held as part of the System Student Accommodation Planning Process. Attachments III, IV and V provide the feedback received from stakeholder group meetings, workbook submissions, online submissions through YourVoice and an Open House. Attachment VI provides answers to frequently asked questions generated by stakeholders during the community engagement process.

After consulting with stakeholders and implementing feedback where possible, the proposed accommodation plan, as it relates to the grade seven to nine regular program at Montgomery School, is as follows:

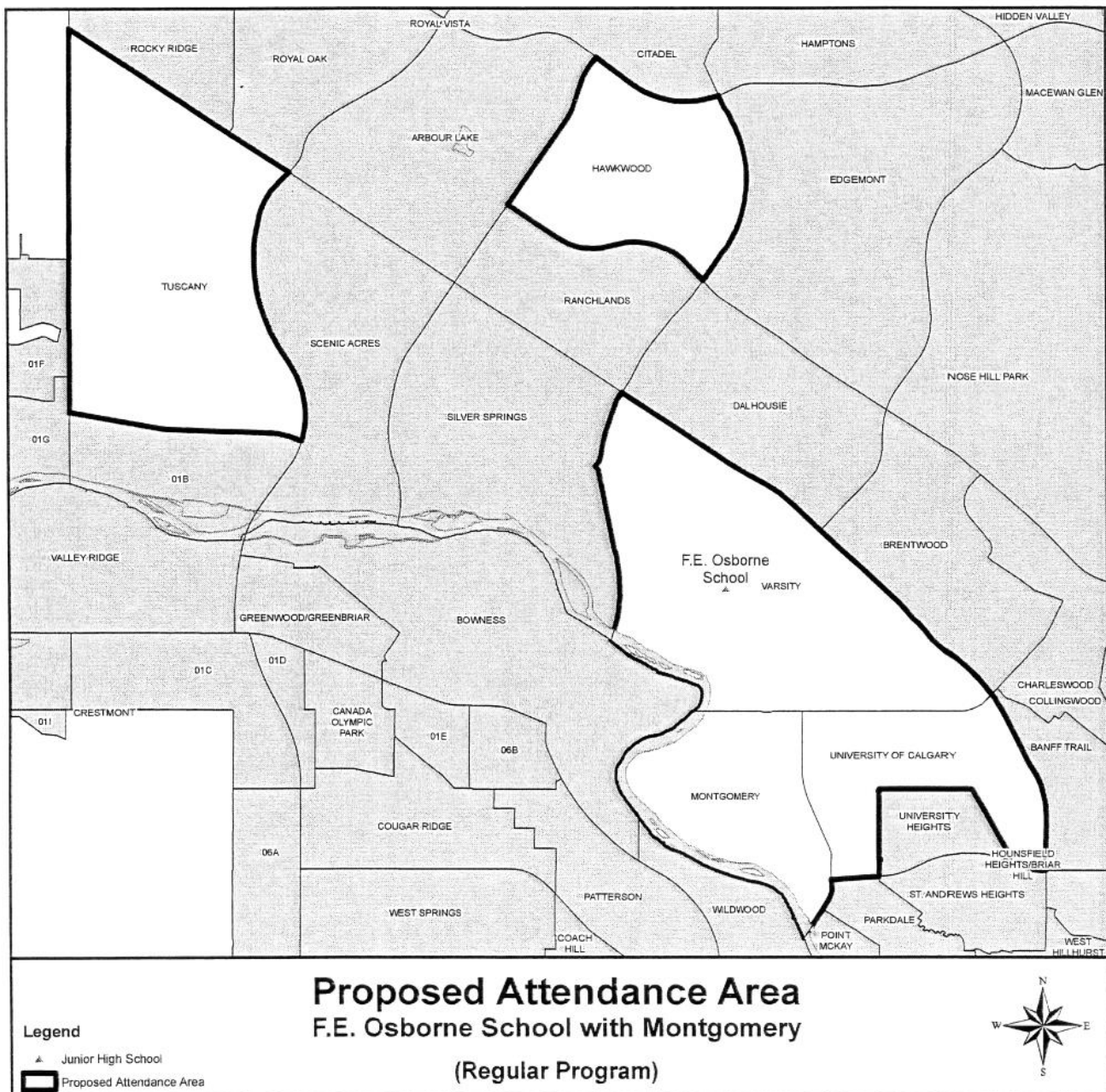
- Recommend the consideration of closure of Montgomery School, and all programs therein contained, effective June 30, 2011.

If the Board of Trustees decides to close the grade seven to nine regular program at Montgomery School, and all programs therein contained, as recommended, Administration will:

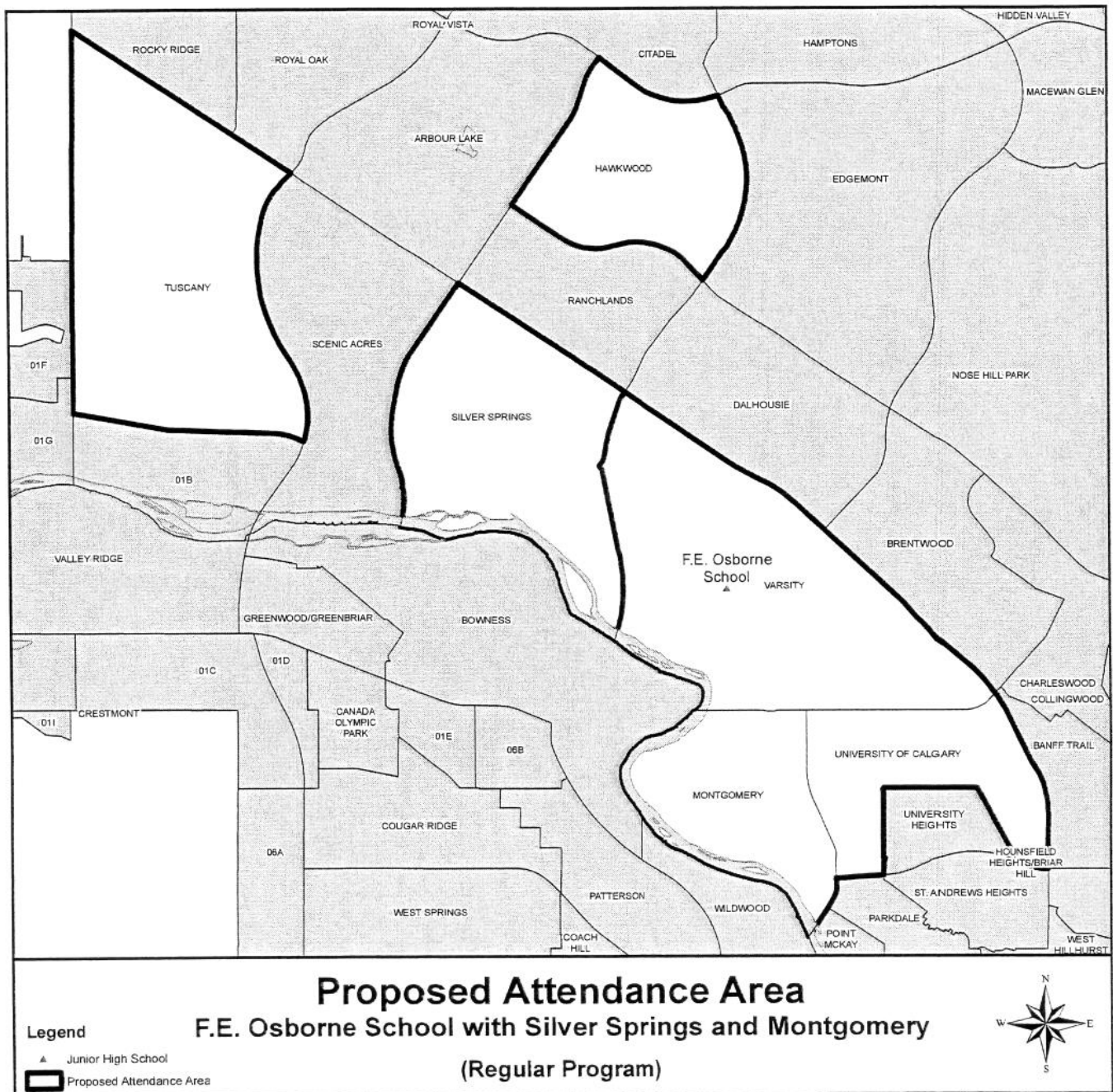
- Designate grades seven to nine students residing in the residential district of Montgomery to F. E. Osborne School.
- Designate grades seven to nine students residing in the residential district of Silver Springs to H.D. Cartwright School or F.E Osborne School; with a designation decision to be determined.

- Move in its entirety, the Learning and Literacy classes to Simon Fraser School.
- Move in its entirety, the Paced Learning Program class to F.E. Osborne School.

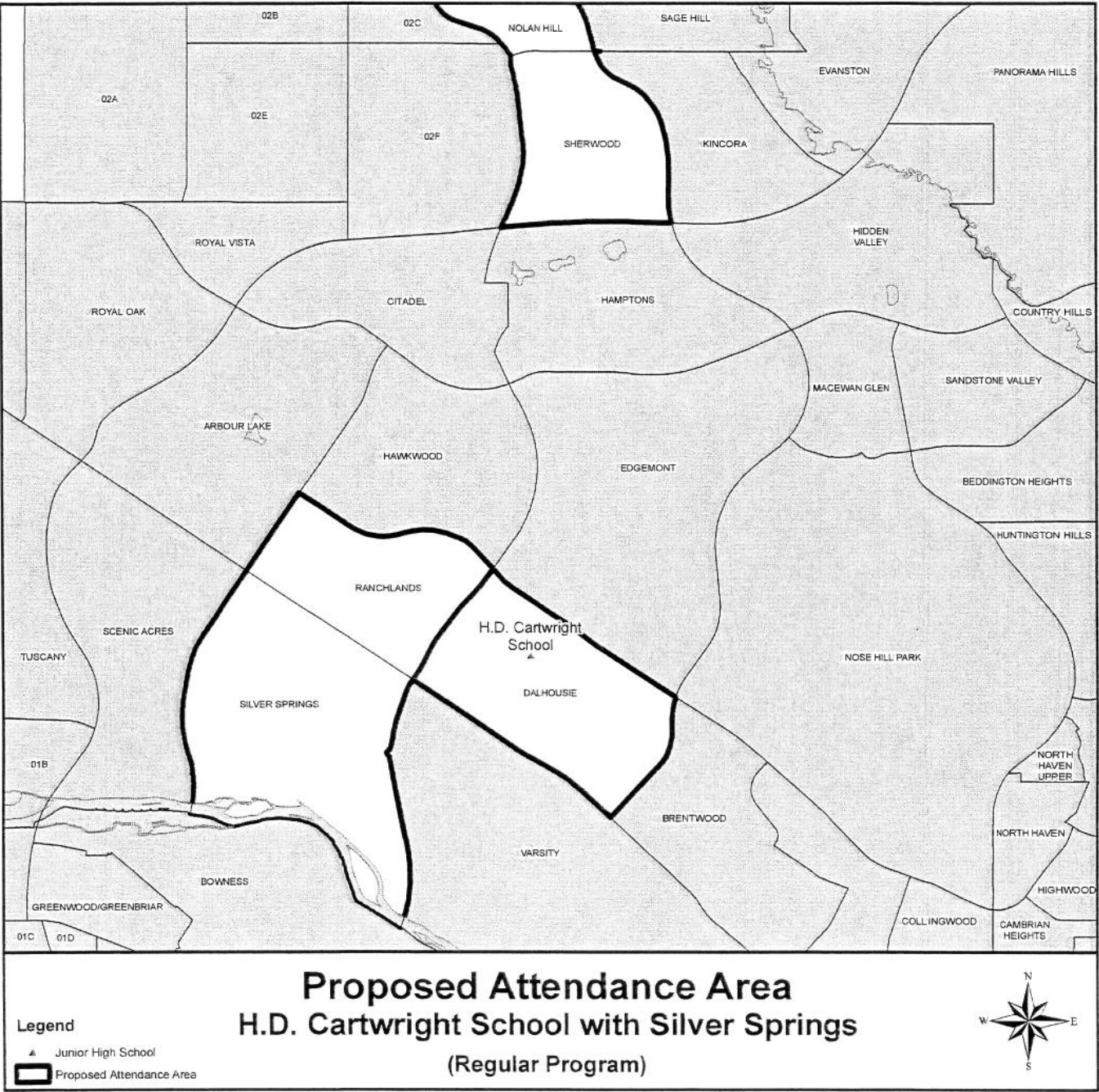
The map below illustrates the proposed attendance area, including the residential district of Montgomery, for the regular program at F.E. Osborne School for the 2011-2012 school year.



The map below illustrates the proposed attendance area, including the residential districts of Silver Springs and Montgomery, for the regular program at F.E. Osborne School for the 2011-2012 school year.



The map below illustrates the proposed attendance area, including the residential district of Silver Springs, for the regular program at H.D. Cartwright School for the 2011-2012 school year.



IV. ANALYSIS

Montgomery School

Enrolment in the grades seven to nine regular program at Montgomery School is low and is projected to decline. The table below provides the projected enrolment at Montgomery School for September 2011, assuming that the school remains open (status quo).

Montgomery School

Instructional space available = 765 (29 classrooms)

Projected for September 2011

	GR7	GR8	GR9	Total
Montgomery	14	13	12	39
Silver Springs	38	21	37	96
Learning & Literacy	7	7	6	20
Paced Learning Program	0	3	7	10
Out Of Attendance Area	0	4	7	11
Total	59	48	69	176

If the recommendation for the proposed closure of Montgomery School is not approved, Montgomery School would remain open with current designations. With less than 150 students in the regular program, students would have limited access to programming for learning, co-curricular and extra-curricular activities. Funding is provided on a per student basis via the Resource Allocation Method, as such low enrollment makes resource allocation challenging with respect to the number of teachers and the range of learning opportunities and supports available for students.

Through the community engagement process, parents from the residential districts of Silver Springs and Montgomery were given an opportunity to provide feedback for the junior high designation for their community to be one of three schools (Thomas B. Riley, H.D. Cartwright, F.E. Osborne). The parents from the residential district of Silver Springs expressed interest in having their children designated to either H.D. Cartwright School or F.E. Osborne School. Programming opportunities, distance to the school and transportation services are high priorities for the Silver Springs stakeholders. Administration has concluded that there appears to be an equal proportion of Silver Springs stakeholders expressing a desire for H. D. Cartwright School as there are for F.E. Osborne School regarding junior high school designation. As further feedback is gathered from the Silver Springs stakeholders, a final determination regarding the designation of the grades seven to nine regular program students from the residential district of Silver Springs will be made and communicated.

Parents from the residential district of Montgomery also indicated that programming opportunities, distance to the school and transportation services were high priorities. As a result of the engagement process the feedback substantiates administration's recommendation that the students residing in the residential district of Montgomery be designated to F.E. Osborne School.

The table below provides the projected enrolment at F.E. Osborne School assuming that Montgomery School, and all programs therein contained, is approved for closure and the students from the residential district of Montgomery are designated to F.E. Osborne School.

F.E. Osborne School

Instructional space available = 785 (29 classrooms and 2 portables)

Projected for September 2011

	GR7	GR8	GR9	Total
Varsity	38	46	58	142
University of Calgary	3	5	0	8
Hawkwood	52	57	76	185
Tuscany	86	74	75	235
Montgomery	14	13	12	39
Out of Attendance Area	0	14	9	23
Total	193	209	230	632

The table below provides the projected enrolment at H.D. Cartwright School assuming that Montgomery School, and all programs therein contained, is approved for closure and the students from the residential district of Silver Springs are designated to H.D. Cartwright School.

H.D. Cartwright School

Instructional space available = 515 (19 classrooms and 2 relocatables)

Projected for September 2011

	GR7	GR8	GR9	Total
Dalhousie	39	36	45	120
Ranchlands	42	34	47	123
Sherwood	14	12	12	38
Silver Springs	38	21	37	96
ACCESS	3	2	4	9
Bridges	2	2	1	5
Out Of Attendance Area	0	5	7	12
Total	138	112	153	403

The table below provides the projected enrolment at F.E. Osborne School assuming that Montgomery School, and all programs therein contained is approved for closure, and the students from both the residential districts of Montgomery and Silver Springs are designated to F.E. Osborne School.

F.E. Osborne School

Instructional space available = 785 (29 classrooms and 2 portables)

Projected for September 2011

	GR7	GR8	GR9	Total
Varsity	38	46	58	142
University of Calgary	3	5	0	8
Hawkwood	52	57	76	185
Tuscany	86	74	75	235
Montgomery	14	13	12	39
Silver Springs	38	21	37	96
Out of Attendance Area	0	14	9	23
Total	231	230	267	728

The proposed student accommodation plan provides an opportunity to more effectively meet the long term learning needs of students, by establishing a grade seven to nine regular program for students residing in the residential districts of Montgomery and Silver Springs. Both H.D. Cartwright School and F.E. Osborne School have the instructional space to accommodate the students residing in both the residential districts of Silver Springs and Montgomery.

V. FINANCIAL IMPACT

Should the closure of Montgomery School, and all programs therein contained, be approved, it is anticipated that a reduction in administrative staffing and resource costs will be realized.

It is anticipated that approximately 37 students residing in the residential district of Montgomery would be eligible for subsidized transportation services via Calgary Transit Service to F.E. Osborne School. A cost for transportation services to the Calgary Board of Education is anticipated.

Administration anticipates that all students residing in the residential district of Silver Springs will be eligible for transportation to H.D. Cartwright School or F.E. Osborne School. As these students are currently provided with charter bus service, no increase in cost for transportation services to the Calgary Board of Education is anticipated.

There are no additional costs anticipated for transporting the students from the two Learning and Literacy classes to Simon Fraser School and the students from the Paced Learning Program class to F.E. Osborne School as all three classes will continue to require charter bus service to their designated schools.

If the closure of Montgomery School, and all programs therein contained, were approved, the school would be declared surplus to need.

VI. IMPLEMENTATION CONSEQUENCES

The proposed student accommodation plan for Montgomery School is conditional upon the Board of Trustees' consideration of closure of Montgomery School and all programs therein contained and the Board's approval following the regulatory process pursuant to GP-5E: Closure of Schools and the provincial Closure of Schools Regulation. If the Board of Trustees passes a motion to close Montgomery School, and all programs therein contained, Community Engagement and Operational Planning will facilitate implementation by supporting Area I and affected schools in effectively communicating this decision and the proposed accommodation plan to all stakeholders.

VII. CONCLUSION

The proposed accommodation plan provides the residential districts of Montgomery and Silver Springs with a Kindergarten to grade nine learning continuum for students desiring the regular program. All special education classes located at Montgomery School will be moved to designated schools in order to ensure that the students will continue to have access to programs which will meet their individual learning needs. The recommendation that Montgomery School, and all programs therein contained, be considered for closure supports this accommodation plan.



NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

Attachment I:	Community Engagement Plan
Attachment II:	Proposed Walk Zone F.E. Osborne School
Attachment III:	Student Accommodation Plan – Feedback
Attachment IV:	Workbook – Compiled Feedback
Attachment V:	YourVoice Feedback
Attachment VI:	Responses to Most Frequently Asked Questions

Attachment: I Community Engagement Process Summary

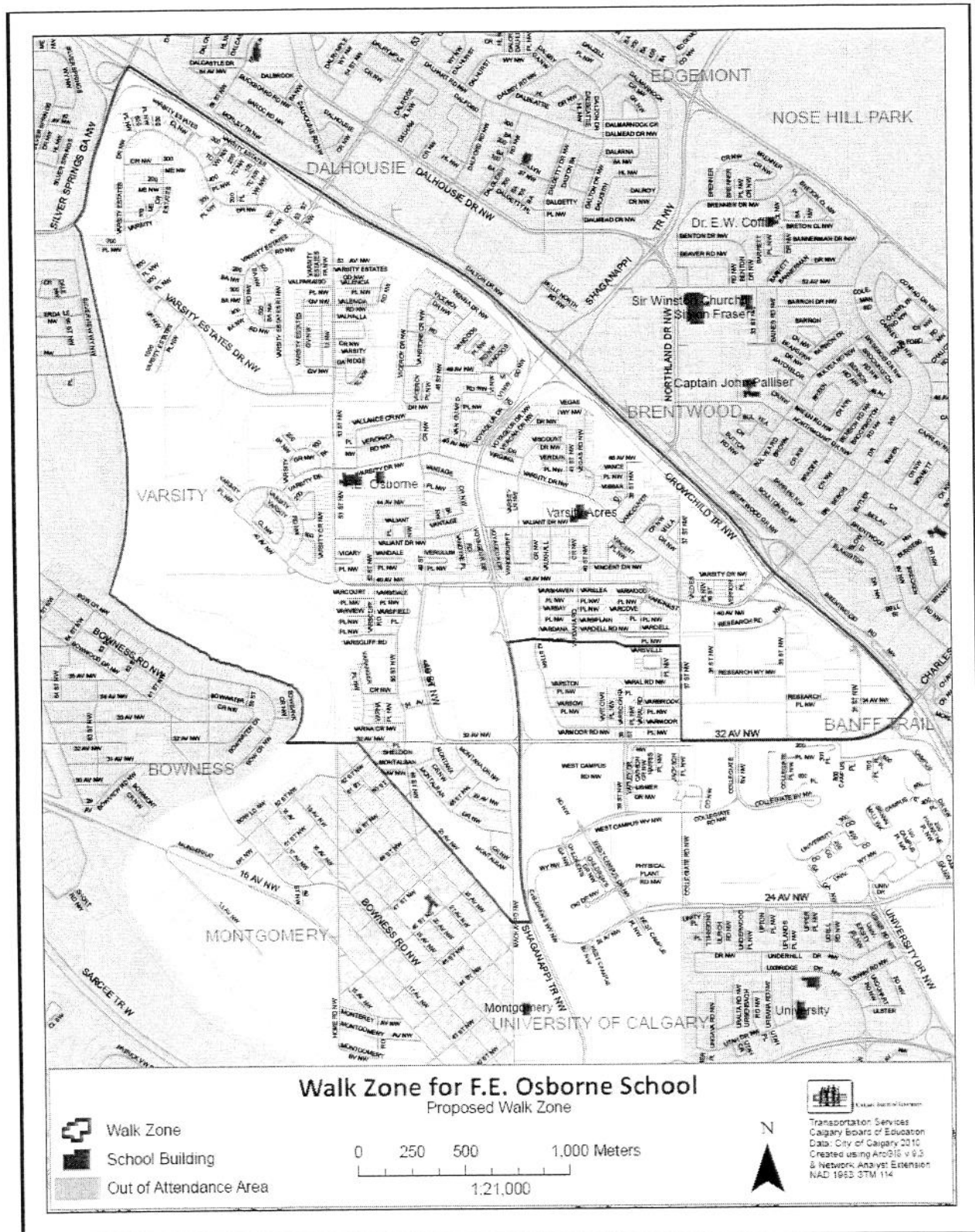
Montgomery School

Level of Public Participation: Inform/Consult/Involve
Issues: <ul style="list-style-type: none"> Declining enrolment in regular grade 7-9 program Programming, resourcing and organizing for student learning
Calgary Board of Education Alignment
<ul style="list-style-type: none"> The Mega End Statement focuses on ensuring that all students complete high school. In developing our student accommodation plans we are committed to our students and stakeholders by providing continuity for their learning through sustainable programs so that they may achieve this End. The Three Year Education Plan outcome 3.1: "The education system meets the needs of all K-12 students, our society and the economy," guides our work during and engagement process. Decisions regarding student accommodation require the respectful engagement of stakeholders with due attention paid to the values and criteria stated in Executive Limitation (EL) 14 Student Accommodation. As per EL-14, we use clear and timely processes to communicate and engage internal and external stakeholders in order to seek input and participation for each student accommodation plan, through the engagement process.
Parameters
<ul style="list-style-type: none"> Sustainable regular programming for students in grades 7-9 from the residential district of Montgomery Effective use of space and resources <ul style="list-style-type: none"> For both educational programming and plant operations & maintenance
Goal of Public Participation Process:
<ul style="list-style-type: none"> To work directly with you throughout the process to ensure that your concerns and aspirations are consistently understood and considered.
Promise to the Public:
<ul style="list-style-type: none"> We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how stakeholder input influenced the decision.
Decision Making
<ul style="list-style-type: none"> Any decisions regarding attendance area changes will be made by the Area Director and the Director of Community Engagement and Operational Planning. Any decisions regarding consideration of closure of programs and/or schools will be made by the Board of Trustees upon a recommendation from the Area Director and the Director of Community Engagement and Operational Planning. Any decisions regarding the implementation of student accommodation plans resulting from attendance area changes or closures of programs and/or schools will be made by the Area Director and the Director of Community Engagement and Operational Planning.

Community Engagement Process:	Dates:
<p>1. Start-up Meeting</p> <ul style="list-style-type: none"> Meet with principals and Area 1 Director to present information regarding the issues and the accommodation proposal To present the community engagement plan <p>Members to include: Principals, Area 1 Director and members of Community Engagement and Operational Planning</p>	<p>October 18, 2010</p>
<p>2. School Council Meetings</p> <ul style="list-style-type: none"> Principals and parent representatives to present information, student accommodation proposal and community engagement plan Gather feedback from parents via Workbook <p>Members to include: Principals, Area 1 Director, Montgomery School Council members and members of Community Engagement and Operational Planning</p>	<p>October 25, 2010 7:00 – 9:00 p.m.</p>
<p>3. Workbook & Discussion Guide</p> <ul style="list-style-type: none"> Stakeholders are encouraged to work together or in groups and complete the workbook that was distributed at the October 25, 2010 school council meeting. Copies are available at the school and on-line at the project website http://www.cbe.ab.ca/Schools/ceop/planning_process.asp 	<p>November 1, 2010 Deadline</p>
<p>4. Stakeholder Meeting</p> <ul style="list-style-type: none"> Principal and parent representatives to present information, student accommodation proposal and community engagement plan Gather feedback from parents via Workbook <p>Terrace Road School Principal, Area 1 Director, Terrace Road School Parent representatives and members of Community Engagement and Operational Planning</p>	<p>November 3, 2010 7:00 – 9:00 p.m.</p>
<p>5. Stakeholder Meeting</p> <ul style="list-style-type: none"> Principals and parent representatives to present information, student accommodation proposal and community engagement plan Gather feedback from parents via Workbook <p>Members to include: W.O. Mitchell School Principal, Silver Springs School Principal, Area 1 Director, Parent representatives from W.O. Mitchell and Silver Springs School and members of Community Engagement and Operational Planning</p>	<p>November 8, 2010 6:30 – 8:00 p.m.</p>
<p>6. Stakeholder Meeting</p> <ul style="list-style-type: none"> Presentations from Junior Principals on program offering as requested by stakeholders Discuss feedback received from workbook and stakeholder engagements Discuss recommended implementation <p>Members to include: Principals, Area 1 Director, Montgomery School Council members and members of Community Engagement and Operational Planning</p>	<p>November 18, 2010 7:00 – 9:00 p.m.</p>
<p>7. Stakeholder Meeting</p> <ul style="list-style-type: none"> Communicate Administrative Recommendation based on feedback received from stakeholder engagements. 	<p>December 15, 2010 7:00 – 8:30 p.m.</p>
<p>8. Written communication provided regarding administrative recommendation.</p>	<p>Week of January 3- 7, 2010</p>

Updated: December 2, 2010

Attachment II: Proposed Walk Zone F. E. Osborne School



Attachment III: Student Accommodation Plan – Feedback

Values Feedback from October 25, 2010 Stakeholder Meeting

* indicates the number of responses that are the same.

<ul style="list-style-type: none">• Core skills• Enthusiasm (about learning)• Dedication• Resources• Good teachers; quality of teachers• Choices; i.e. field trips, option• Stability• Community *• Honesty• Able to plan ahead• Vision (past 6 months)• Involvement• Pride *• Consistency• Confidence• Build self esteem	<ul style="list-style-type: none">• Options• Promotes inquiry• Sports• Band• Art• Full well-rounded education• Academics, strong staff• Quality teaching• Varied experiences and opportunities (exposure to different areas)• Quality education (experienced teachers for their subjects)• Quality education• Positive learning environment• Individual challenges• Personalized programming
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Junior High Proposal Feedback

November 18, 2010

F.E. Osborne – Silver Springs Residents

Opportunities

- Close
- Programs
- Shared hockey and little league programs (same kids) VS HD Cartwright
- Re-open the bus trap from Silver Springs to Varsity
- More sporting opportunities
- Good options – band, guitar, woods, foods, fashion
- Excellent school
- Wide ranging program

Challenges

- Full for first year
- Future utilization levels
- City bus (extra charge) plus \$150/year at current cost of \$200 and transfers
- We want a school bus; safer if it can use the bus trap (stay away from Crowchild)

- Split again for high school designations
- It's harder to integrate new students, in a larger school
- Public transit, higher fee? Is there capacity?
- Zoo and kids will be moving to Tuscany how will this impact programs?
- Extra expense for CTS VS First Student
- Kids would get to know kids and teachers then the Tuscany kids leave, shuffling them again and losing friends and teachers. They have been through enough turmoil.
- 2011 large population/classes

Additional questions or comments

- Is there a cafeteria?
- Given the poor treatment that existing Montgomery students have experienced due to the decline of their school the least the CBE could do is guarantee a bus route through Silver Springs.

F.E. Osborne – Montgomery Residents

Opportunities

- Close to Montgomery
- Regular program
- Diverse extra-curricular
- Diverse complementary
- Close – walking distance for some residence
- Similar to current programming
- They need us beyond 2011
- Feeder school for Bowness
- Good proximity – walk or short bus route
- Montgomery redevelopment will likely increase F.E.O. population. Montgomery will compliment Varsity
- Feeder school to S.W.C.

Challenges

- Close to capacity in 2011
- Too far from here

Additional Questions or Comments

- What communities are designated for the new high school? Bowness? And Churchill?

H.D. Cartwright – Montgomery Residents

Opportunities

- Similar programs
- Likely to stay open

Challenges

- Distance, have to cross Crowchild
- Population explosion once new communities begin building and students begin
- Travel distance/time on a bus
- Very, very far
- Not feeder for Bowness High

Additional Questions or Comments

- No comments written
-

H.D. Cartwright – Silver Springs Residents

Opportunities

- Smaller school great student/teacher ratio
- Adolescent brain research recognizes how teenage brains may differ than what currently believed
- Resources focused on one regular program VS 3 vastly different programs
- Sometimes admin thinks outside the box i.e. Spirit Day and Escape Artist (they seem to get kid's)
- Feeds mostly from one predominant community
- Band
- Wrestling
- Film
- Foods
- Spanish
- Close to Silver Springs
- Smaller numbers
- Closer community
- Focused programs
- Sports/team opportunities
- School population (projections) growth is stable (i.e. according to what was shared, this school will grow to a level and remain constant for next 5 years)
- Programming can be scaled to support growth
- Resources can be scaled to support growth

Challenges

- Bussing – I do not want my 11 year old on public transit for double the current cost!!!
- Social implications – split the kids again for high school
- Bussing
- High school designation
- Adjustments
- Not a feeder for Bowness High
- Transportation/distance

Additional Questions or Comments

- How many students are required to make bussing a viable option?
-

T.B. Riley – Montgomery Residents

Opportunities

- Close to Montgomery
- Feeder for Bowness High
- Dynamic leadership (principal)
- Easy city transit (#1 bus)

Challenges

- Too many tracks of programming
- Have to cross the river
- Future of Bowness High is grim. New N.W. High school will draw Bowness – only 1 feeder school without Montgomery Junior.

Additional Questions or Comments

- No comments written
-

T. B Riley – Silver Springs Residents

Opportunities

- No comments written

Challenges

- Not a fan of the 3 programs under 1 roof
- Over capacity in 1 year

- Want foods and sewing (fashion) offered
- City transit
- Over capacity in 1 year
- Too far
- Too full
- I am not a fan of the 3 programs in one school/segregation between programs
- Quite honestly not every an option!!

Additional Questions or Comments

- No comments written

November 18, 2010

Feedback from Montgomery stakeholders in regards to F.E. Osborne School as a possible designated school

F.E. Osborne – Montgomery Residents

Opportunities	Challenges
<ul style="list-style-type: none"> ➤ Close to Montgomery ➤ Regular program ➤ Diverse extra-curricular ➤ Diverse complementary ➤ Close – walking distance for some residence ➤ Similar to current programming ➤ They need us beyond 2011 ➤ Feeder school for Eowness ➤ Good proximity – walk or short bus route ➤ Montgomery redevelopment will likely increase FECO population. Montgomery will complement Varsity ➤ Feeder school to SWC 	<ul style="list-style-type: none"> ➤ Close to capacity in 2011 ➤ Too far from here

Feedback from Silver Springs stakeholders in regards to F.E. Osborne School as a possible designated school

F.E. Osborne – Silver Springs Residents

Opportunities	Challenges
<ul style="list-style-type: none"> ➤ Close ➤ Programs ➤ Shared hockey and little league programs (same kids) VS HD Cartwright ➤ Re-open the bus trap from Silver Springs to Varsity ➤ More sporting opportunities ➤ Good options – band, guitar, woods, food, fashion ➤ Excellent school ➤ Wide ranging program 	<ul style="list-style-type: none"> ➤ Full for first year ➤ Future utilization levels ➤ City bus (extra charge) plus \$150/year at current cost of \$200 and transfers <ul style="list-style-type: none"> ○ We want a school bus, safer if it can use the bus trap (stay away from Crowchild) ➤ Split again for high school designations ➤ It's harder to integrate new students in a larger school ➤ Public transit, higher fee? is there capacity? ➤ Zoo and kids will be moving to Tuscany how will this impact programs? ➤ Extra expense for CTO VS First Student ➤ Kids would get to know kids and teachers then the Tuscany kids leave, shuffling them again and losing friends and teachers. They have been through enough turmoil. ➤ 2011 large population/classes

Feedback from Montgomery stakeholders in regards to T.B. Riley School as a possible designated school

T.B. Riley – Montgomery Residents

Opportunities	Challenges
<ul style="list-style-type: none"> ➤ Close to Montgomery ➤ Feeder for Bowness High ➤ Dynamic leadership (principal) ➤ Easy city transit (#1 bus) 	<ul style="list-style-type: none"> ➤ Too many tracks of programming ➤ Have to cross the river ➤ Future of Bowness High is grim. New N.W. High school will draw Bowness – only 1 feeder school without Montgomery Junior.

Feedback from Silver Springs stakeholders in regards to T.B. Riley School as a possible designated school

T.B. Riley – Silver Springs Residents

Opportunities	Challenges
<ul style="list-style-type: none"> ➤ No comments written 	<ul style="list-style-type: none"> ➤ Not a fan of the 3 programs under 1 roof ➤ Over capacity in 1 year ➤ Want foods and sewing (fashion) offered ➤ City transit ➤ Over capacity in 1 year ➤ Too far ➤ Too full ➤ I am not a fan of the 3 programs in one school/segregation between programs ➤ Quite honestly not even an option

Feedback from Montgomery stakeholders in regards to H.D. Cartwright School as a possible designated school

H.D. Cartwright – Montgomery Residents

Opportunities	Challenges
<ul style="list-style-type: none"> ➤ Similar programs ➤ Likely to stay open 	<ul style="list-style-type: none"> ➤ Distance, have to cross Crowchild ➤ Population explosion once new communities begin building and students begin ➤ Travel distance/time on a bus ➤ Very, very far ➤ Not feeder for Bowness High

Feedback from Silver Springs stakeholders in regards to H.D. Cartwright School as a possible designated school

H.D. Cartwright – Silver Springs Residents

Opportunities	Challenges
<ul style="list-style-type: none"> ➤ Smaller school great student/teacher ratio ➤ Adolescent brain research recognizes how teenage brains may differ than what currently believed ➤ Resources focused on one regular program VS 3 vastly different programs ➤ Sometimes admin thinks outside the box (i.e. Spirit Day and Escape Artist (they seem to get kid's)) ➤ Feeds mostly from one predominant community ➤ Band ➤ Wrestling ➤ Film ➤ Foods ➤ Spanish ➤ Close to Silver Springs ➤ Smaller numbers <ul style="list-style-type: none"> ○ Closer community ○ Focussed programs ➤ Sports/team opportunities ➤ School population (projections) growth is stable (i.e. according to what was shared, this school will grow to a level and remain constant for next 5 years) ➤ Programming can be scaled to support growth ➤ Resources can be scaled to support growth 	<ul style="list-style-type: none"> ➤ Bussing – I do not want my 11 year old on public transit for double the current cost!!! ➤ Social implications – split the kids again for high school ➤ Bussing ➤ High school designation ➤ Adjustments ➤ Not a feeder for Bowness High ➤ Transportation/distance

**Montgomery School Stakeholder Open House Feedback
December 15, 2010**

**Administrative Recommendation for the residential district of Montgomery
Designated to F.E. Osborne School**

- We would like the transit zone to include upper Montgomery (i.e. Montalban Dr. and north to 32 Ave) so that our child doesn't have to negotiate the 4 way stop at 32 Ave and 48 Street.
- It's too bad to split the dis into the 2 schools.
- Good choice
- Leave school open for new grade 7.

**Montgomery School Stakeholder Open House Feedback
December 15, 2010**

**Administrative Recommendation for the residential district of Silver Springs
Designated to H.D. Cartwright School**

- Yellow school buses should be provided for either school
- Public Transit should not be ever considered.

- My children are in Montgomery and live in Silver Springs. I would prefer to see them go to H.D. Cartwright, because of the access to public and school buses.
- My concerns are with the long term plans for high school, my son is going to have one year at H.D. Cartwright and then to Bowness High School. With the new high school opening up – I don't want him to face the same issues that he has with Montgomery School population drop, then programs start to be eliminated. Given Bowness High School will be impacted greatly with the new high school – I don't want him to be stuck in a school with less opportunities. Wish Montgomery would stay open for one more year.
- Please consider the option of a school bus to be provided for Silver Springs kids to F.E. Osborne. Why?
 - Cost of a CT pass versus school bus
 - If a bus option is "ok" to H.D.C., why not F.E.O.?
- Would definitely lean toward the school that provides school busses. Both schools seem to offer a good variety of programs but the bussing is a big issue for our grade 7's.
- I agree this is the best option for my family, particularly because of the bussing issue.
- I would prefer to have my child attend the F.E. Osborne School. We have friends that have sent their children there. It has great programs and teachers, as well as school spirit. We live in Silver Springs it would be better for us.
- It is my impression and understanding from other Silver Springs parents that F.E.O. would be our preferred school and that bus transportation via yellow school bus is a must.
- Sounds good to me. I like the idea of a smaller school and hopefully smaller class sizes and a high teacher/student ratio. I think teachers impact learning more than a huge number of programs offered. Although, I don't like to see programs severely withdrawn a limited.
- I think the planning process is poor and designed to satisfy management rather than they students i.e. final answer is late April to take affect end of June (end of school year), students will only have two months to absorb the decision before they are out of school with nowhere to get answers.
- School Board (CBE) as a whole is very inflexible and does not look outside of the box for creative answers i.e. why can't teachers/staff be split amongst two closely located school to allow the smaller schools to exist.
- Not pleased with the recommendation, would prefer F.E. Osborne, it is easier to access it for us. It is easier to bike to F.E.O. for us. Sports programs (out of school) are combined with Varsity kids so kids will know each other. They will still be with the kids from Montgomery if they go to F.E.O. and continue on to the same high school.
- I do not want to have H.D. as the designated school because the transport option is not ideal, if you miss the school bus, F.E. Osborne is not a transfer (city bus) in the morning.
- The kids could bike or walk to F.E.O. without crossing a major road. H.D. you can't.
- The kids at H.D. Cartwright (at least 75%) will go onto Churchill. Silver Springs would go to Bowness. Can we send Silver Springs residents to Churchill?
- The kids participate in community events or sports with Varsity – no connection to Dalhousie
- Would prefer F.E. Osborne
- The opportunity for H.D. Cartwright aren't accurate and really don't make sense.

- I am thrilled my son could go to H.D. Cartwright. It's convenient, small, has a wonderful reputation. It's the best choice for our family.
- I'm pleased with this recommendation. The smaller school size and good selection of courses/options is very appealing to us.



Calgary Board of Education
STUDENT ACCOMMODATION PLANNING
Montgomery School Regular Program

WORKBOOK & DISCUSSION GUIDE

WHO ARE WE?

Community Engagement and Operational Planning (CEOP) is a department within the CBE's Facilities and Environmental Services. The department includes both educators and administrative staff.

WHAT DO WE DO?

The CEOP department is responsible for student accommodation planning, transportation and engagement of internal and external stakeholders.

WHY ARE WE HERE?

With the continually changing demographics of Calgary and its families, there are student accommodation planning challenges within the CBE that must be addressed. We recognize that stakeholders should be engaged in decisions that affect them.

JOIN THE CONVERSATION

The Calgary Board of Education (CBE) has identified the need to address student accommodation challenges at Montgomery School. As part of our process to address these challenges, we are gathering input from impacted stakeholders. You are invited to join the conversation and provide your feedback.

GET INVOLVED

The community engagement plan for this project includes several ways for stakeholders to participate and provide input:

- Use this workbook to learn about the issue and share your thoughts, ideas and suggestions.
- Host a group conversation with friends, family and colleagues using this workbook.
- Attend future meetings
- Use the YourVoice@cbe.ab.ca email address to provide your comments. Please do not submit this workbook to the YourVoice email address, we can not accept attachments.
- Completed workbooks can be returned to your child's school.
- Check the project webpage regularly for upcoming events, new information and feedback received so far. <http://www.cbe.ab.ca/Schools/ceop/default.asp>

HOW WE WILL USE YOUR FEEDBACK

Our goal is to **consult and involve** you in the conversation by working directly with you throughout the process to ensure that public issues and concerns are consistently understood and considered. We will work directly with you to ensure that your concerns and issues are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.

CBE VALUES

1. STUDENTS COME FIRST

We believe that everyone can learn. Each student is unique and worthwhile. We acknowledge, recognize and celebrate the diversity of our learners. Success for each and every student is the goal of our work.

2. LEARNING IS OUR CENTRAL PURPOSE

We believe that learning empowers students to achieve their potential. Attention to continuous improvement, high expectations, innovation and relationships will enable all students to reach their potential. Student learning is at the heart of everyone's work at the Calgary Board of Education.

3. PUBLIC EDUCATION SERVES THE COMMON GOOD

Public education is essential for a vibrant democracy. The principles of democracy drive our accountability to the public and the public's participation in our work. Our school system is owned by and accountable to Calgarians and therefore, the Calgary Board of Education is accountable to Calgary taxpayers for using resources wisely to meet students' learning needs.

TELL US ABOUT YOURSELF

Do you have a child or children in school? YES NO
If so, which school(s)?

Are they attending an alternative program? YES NO
If so, which alternative program?

Which grade(s) are they in?

What community do you live in?

Are you completing this workbook as a representative of a community organization or for another organization? If so, which one?

I am a:

- ☐ Student
- ☐ Parent
- ☐ Community Member
- ☐ School Staff
- ☐ Other?

This workbook was completed:

- ☐ On your own
 - ☐ With a group
- If as a group, how many took part?

VALUES

When it comes to your child's education, what do you most value?

- Small class sizes
- Effective learning environment for students of all learning styles
- Appropriate neighbourhood school (i.e. not a TLC program such as TB Riley)
- Strong Arts & Science programs, band
- Students able to continue schooling with their peer group
- A lack of disruption – school closure is a huge disruption and creates much uncertainty and fear in the child's life!
- Fosters self esteem
- Is inclusive
- Is creative, dynamic, innovative
- Uses technology
- Incorporates inquiry-based learning because it encourages children to ask questions and explore
- Has a "whole school" approach so that all the kids believe they contribute to the success of their learning, the school and each other.
- Is forward looking so that junior high kids are ready for senior high and senior high for university or college.
- My daughter's ability to learn and her identity as a learner. For this to occur she needs to be in a school where she doesn't feel overwhelmed with the number of students and the teachers have class sizes that facilitate them meeting Alberta Learning's, set the directions mandates. More specifically, she needs an environment where one on one help is available to work with her unique abilities (e.g. gifted verbal, LD math), where she can experience scaffolding, and where her social anxiety/performance anxiety can be limited. She has transferred once and has finally found a stable environment suited to her learning needs.
- Fun parts of learning – school is much more than learning (community)
- Teachers
 - Teaching skills
 - On hand help for the students
- Program – variety in programs offered
- Equal access to resources, i.e. computer, text books, extra-curricular activities, gym equipment, options)
- School should be close to the community where they live

GUIDING PRINCIPLES

- Effective use of space and resources
- Equitable access for all students to quality learning environments and choice of programs
- Students attend school as close to home as possible
- Long term sustainability
- Program continuity from kindergarten to grade 12
- Keep cohort groups of students together
- Minimize disruptions for students
- This is no longer all that critical as I see parents drive their kids across the city to attend West Island College, Strathcona-Tweedsmuir, Webber Academy, Science schools etc. Schools should replicate what makes these programs successful.

- I would like my child to have the same opportunities as other children in Calgary Board of Education Access to books, computers, options, sports and music
- Classmates in the area
- The right opportunity will make a difference in a child's future
- Since there isn't a grade 7-9 school in our area, the closest school would be the most convenient for students and parents.
- Engaging programming and effective program delivery
- Ease of access (i.e. facility) is really a pragmatic issue vs. educational issue to a certain extent
- Consistency, good teachers, good program close to home
- High academic standards
- An excellent education
- Extra-curricular activities
- School spirit
- Smaller class size to allow teachers more flexibility in presenting material to meet different needs/abilities/interests
- Stable learning environment to allow teachers and students to focus on learning not change management
- School close to home to foster community connections and access to all school programs and activities.
- Well-equipped and maintained school to engage learners by way access to labs/gyms/equipment for science programs, shop classes, food and textiles programs, music/band program, theatre arts and athletic beyond a few varsity teams.
- High standard of academic excellence (as seen by dedicated teachers who follow and even exceed the curriculum and provide our children with excellent work habits and ethics. e.g. with regular homework and by being inspired by what our children are interested in).
- Well-rounded program – science; arts (including music and drama); math; technology; writing/reading/comprehension; physical education/health.
- School's proximity to our home in Silver Springs either walking or biking distance – but NOT where children have to cross large thoroughfares e.g. Crowchild Tr. or Stoney Tr.
- Extra-curricular activities would be very appreciated (e.g. after school team sports; drama club; choir)
- Student enrichment via exchange trips
- Bus transportation is a necessity
- Quality of learning
- Practicality of information being taught
- All the points under guiding principles on this page
- A wide range of teacher experience
- A good selection of electives
- A strong and solid sports program
- Opportunities for programs (extra-curricular)
- Good academic programs

PROJECT INFORMATION

This information was presented at a parent representative meeting on **October 25, 2010**. The full presentation and additional information about this project can be found online on the project webpage. A link should be available from your school's website. Your school will also have access to the information if you prefer a paper copy.

ISSUE:

- Low and declining enrolment at Montgomery School
- Programming can be challenging with low enrolment.

KEY PRINCIPLES IN THE ENGAGEMENT PROCESS:

- We need sustainable regular programming for the residential district of Montgomery.
- Effective use of space and resources.

CURRENT STATUS:

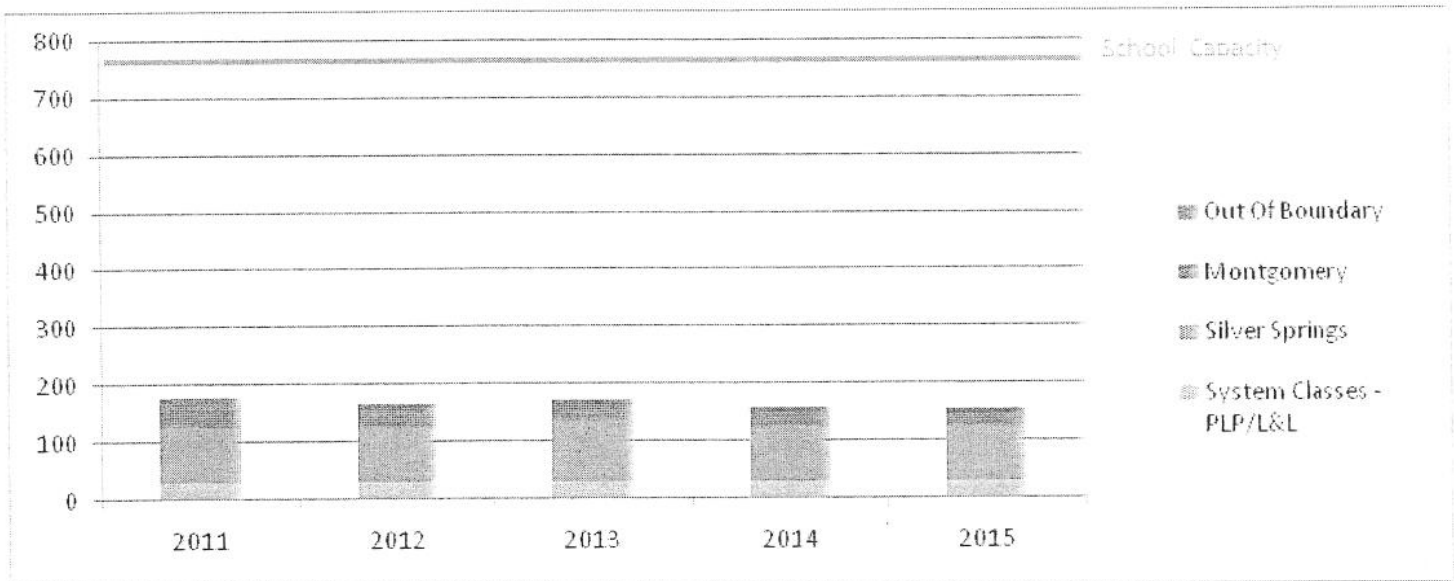
- Montgomery School accommodates grades 7-9 regular program students from the residential district of Montgomery as well as from the residential district of Silver Springs.

Community	GR7	GR8	GR9	Total
Montgomery	12	11	17	40
Silver Springs	22	39	45	106
Other (includes PLP/L&L)	11	19	25	55
Total	45	69	87	201
*September 30, 2010				

MONTGOMERY SCHOOL PROJECTION

Capacity based on Rated Rooms = 760

Capacity based on Square Metres = 742



	2011	2012	2013	2014	2015
System Classes	30	30	30	30	30
Silver Springs	96	94	106	95	93
Montgomery	39	37	36	32	31
Totals	165	161	172	157	154

WHAT ARE WE PLANNING?

- The closure of Montgomery School and the redesignation of Montgomery School students to another regular program school in Area 1.

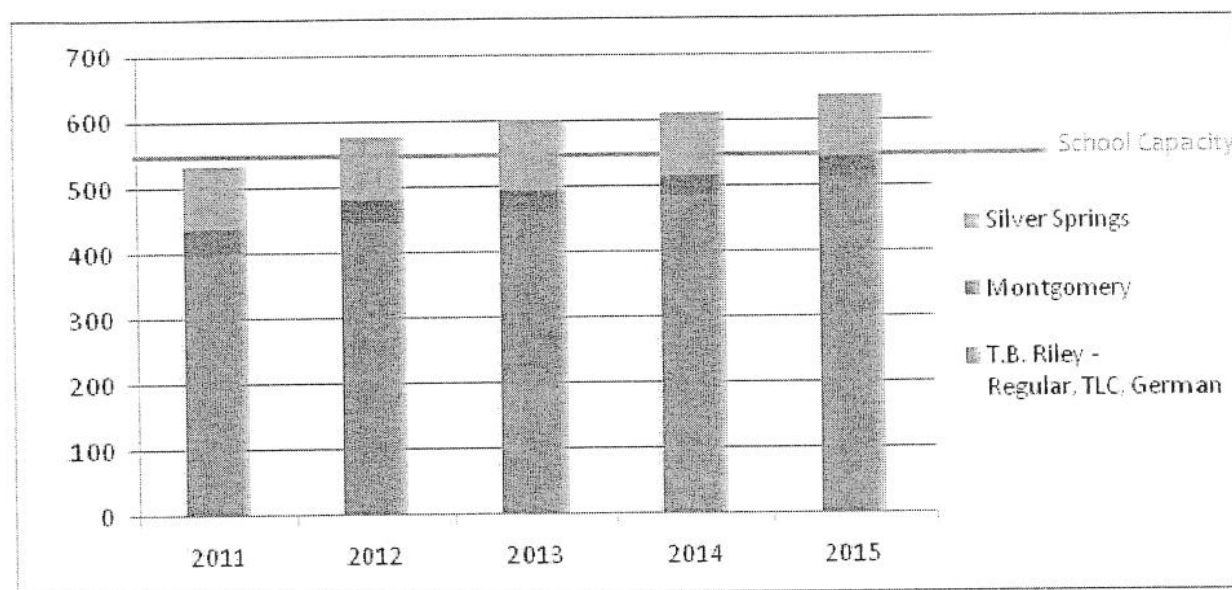
POSSIBLE OPTIONS

- Designate students at Montgomery School to three possible locations:
 - ✓ T.B. Riley
 - ✓ F.E. Osborne
 - ✓ H.D. Cartwright

Thomas B. Riley School (projection includes all students currently designated to Montgomery School)

Capacity based on Rated Rooms = 540

Capacity based on Square Metres = 664



What opportunities and challenges do you see with this possible option?

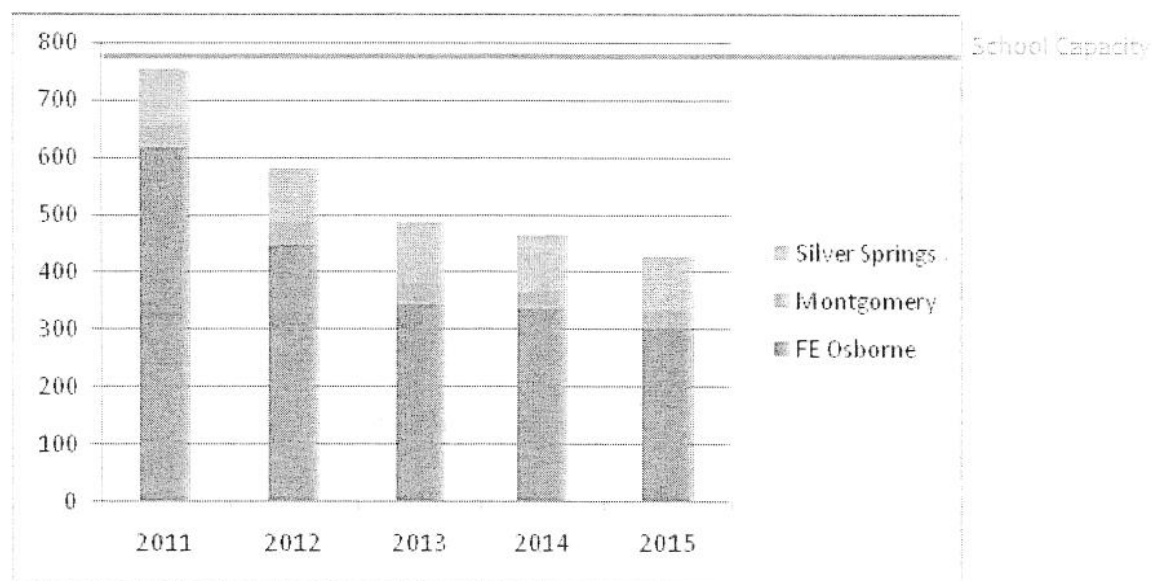
OPPORTUNITIES	CHALLENGES
<ul style="list-style-type: none"> • Good location for Montgomery/Silver Springs students • Location • TLC • Option for parents to choose TLC program or German • Silver Springs already has access to this school; it is <u>not</u> a <u>new</u> opportunity • Increased population therefore increased programs offered to students • Option for parents to choose TLC program or German • Silver Springs already has access to this school; it is <u>not</u> a <u>new</u> opportunity 	<ul style="list-style-type: none"> • Space after 2012 • How can 3 programs be run effectively under just one physical space and administration? • What kind of "rivalries" exist between the 3 programs especially when most resources would be allocated to the main TLC program • School is at overcapacity too quickly - not really an option. • TB Riley has too many different types of programs in one school. I believe this would create a problem building a "whole school" community • I'm not interested in placing my child in a TLC program. • School is close to capacity and will soon reach capacity as indicated. This would prevent the successful implementation of mandates from "set the directions" report as teachers resources would be stretched to an unmanageable point. • Too many students. How will I fit in?

- 2012 – over capacity classrooms too big, no 1 on 1 interaction between students and teacher
- Distance from Silver Springs
- Over-capacity in 2012
- Greater travelling distance from Silver Springs area over capacity by 2012.
- Distance from Silver Springs
- Over capacity
- Not sustainable for next three years
- Numbers are too high if Silver Springs students are added
- School capacity
- I do not like this option at all.
- Capacity insufficient for Silver Springs
- Location is more awkward; more natural connection north of the escarpment
- Having alternative programs (German, TLC) alongside mainstream presents many challenges
- Segmented communities within school
- Hard to provide student to student mentorship with fragmented groups
- Mainstream programs get pushed out.
- Not a cohesive staff or parent community, feelings of exclusion in both.
- By 2015 ----program could close due to overcapacity.
- This school is already close to capacity and will be well over capacity within two years of re-assignment of SS and Montgomery students.
- * Not acceptable – a Band-Aid solution, at best
- PAT results are poor
- This school has alternative schooling (German and TLC); we question whether this may affect resource allocation amongst the 3 programs.
- Further away from Silver Springs
- Having alternative programs (German, TLC) alongside mainstream presents many challenges
 - Segmented communities within school
 - Hard to provide student to student mentorship with garmented groups
 - Mainstream programs get pushed out
 - Not a cohesive staff or parent community, feelings or exclusion in both
 - By 2015 the mainstream program could close due to overcapacity.
- School capacity too high
- No capacity for SS students

F.E. OSBORNE SCHOOL (projection includes all students currently designated to Montgomery School)

Capacity based on Rated Rooms = 785 (includes 2 portables and lunchroom)

Capacity based on Square Metres = 780



What opportunities and challenges do you see with this possible option?

OPPORTUNITIES	CHALLENGES
<ul style="list-style-type: none"> • Space available • Not a long commute for students • Closer to Montgomery than HD Cartwright • Could ride my bike there • Possibly more programs offered to students • Proximity to Silver Springs • Close to home • Sufficient room • Somewhat closer • This school would be my choice of the 3 • Enough staff to provide a variety of options • I like this option overall, as long as it retains its excellent teachers and options, and the designated high school is Churchill. • Arts and tech programs good option • As Tuscany begins to feed to the new middle school, Silver Springs can replace some declining enrolment. • Biking distance from Silver Springs to Varsity • Sense of continuity of peer group for some students 	<ul style="list-style-type: none"> • Much larger school than the intimate environment students have experienced at Montgomery. • No knowledge of this school unless tour is set up • At capacity in 2011 – what does this mean for the students for that year? • Can the school remain within the 1:25 teacher student ratio? • Note: I don't know anything about the school's vision or teaching philosophies and haven't had sufficient time to find out. I would select a school based on this information and not proximity to Montgomery. • My daughter was transferred out of FEO at the recommendation of a psychologist. This was due to the fact that last year the school population was too large for teachers to give students the help they needed if there were special learning requirements. For her to return next year, when she was held back a year due to anxiety, would be devastating for her. • I have heard there are a lot of drugs there – I don't

(Varsity & Silver Springs share Hockey Association.)

- One program offers a sense of unity to students, staff and parent community.
- The population projections make it look like the influx of SS and Montgomery students will "rescue" this school from a decreasing capacity over the first couple of years
- The location is ideal for SS kids – children can bike to school without traversing major thoroughfares (not so for the other 2 middle school choices)
- PAT results from 2008-09 were great (much better than for TB Riley and Cartwright)
- From the website, the school has some terrific athletic offerings
- Have heard good things about their band program
- Close to Silver Springs
- One city bus to get there
- A variety of programs to choose from
- As Tuscany begins to feed to the new middle school, Silver Springs can replace some declining enrolment
- Biking distance from Silver Springs to Varsity
- Sense of continuity of peer group for some students (Varsity & Silver Springs share Hockey Association)
- One program offers a sense of unity to students, staff and parent community
- Bike path from Silver Spring to school
- The numbers look manageable and sustainable
- Strong programs
- Great lunch program
- Can ride bike to school (same side of Crowchild)

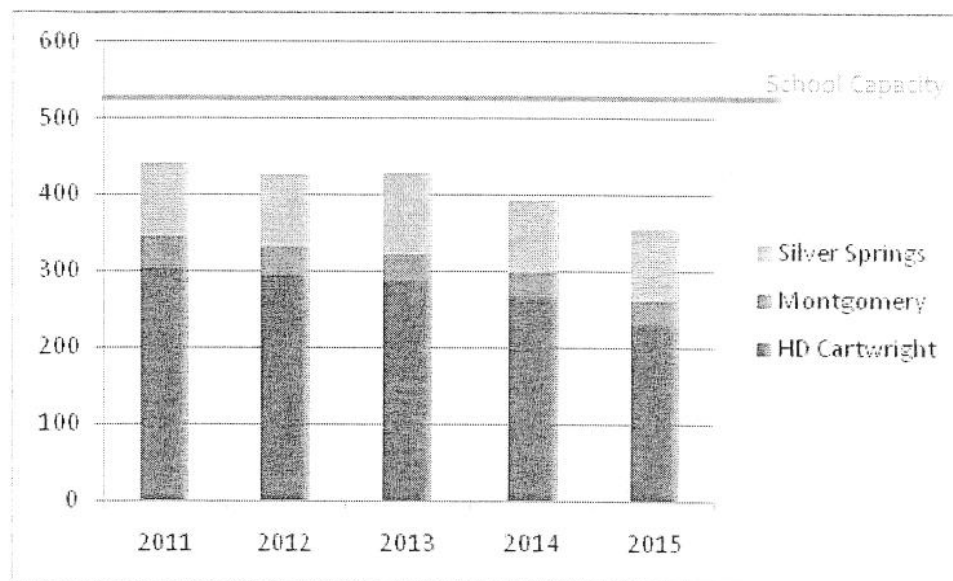
want that

- Again too many kids
- Almost at capacity classes too big
- Too many students in class not much 1 on 1 interaction between students and teachers
- Busing – end of 2012 – students will be split from friends different high schools
- Larger school
- Long term numbers unpredictable
- Large (extra-large) group of students
- Decline in enrolment, but adding grades 5 & 6 would keep numbers up, closer to school capacity.
- 5 year trend shows continued decline – is this plan only a temporary spot for Silver Springs?
- By 2015, the school will only be at just over half capacity – worry about how that may affect programs.
- Declining enrolment
- Declining numbers = teacher loss; expertise loss
- Need the numbers of Silver Springs to sustain school, without it as a designation, numbers may get too low

H.D. CARTWRIGHT SCHOOL (projection includes all students currently designated to Montgomery School)

Capacity based on Rated Rooms = 515 (includes 2 portables)

Capacity based on Square Metres = 496



What opportunities and challenges do you see with this possible option?

OPPORTUNITIES	CHALLENGES
<ul style="list-style-type: none"> • Space available • Will not be as large as FEO in 2011. Will class sizes be smaller as a result? • School population is smaller than other 2 school possibilities offered • I like the activities and school spirit • Smaller so easier to fit in • Not near full capacity • Smaller classrooms more interaction between students and teachers • School has a great reputation • Close to our community • Good extra-curricular program • I love the reputation of this school. Great area. Within walking distance or short drive, in case of appointment or late activities • Meets all the needs of our child. • Proximity • Kind of close to home • Sustainable for next 3 years • Sufficient room 	<ul style="list-style-type: none"> • Long commute for Montgomery and out of bounds (Bowness) students • No knowledge of this school unless school is willing to set up a tour • Further from Montgomery but still doable. • Will this school also face declining enrolment so that eventually FEO & HD Cartwright are brought together in 2015. • Note: please see note under FE Osborne, as the same applies to HD Cartwright. • Difficulty with transportation • A change in the learning environment when this is the first year my daughter has experienced positive esteem development in the learning domain. • Still have to move school for one year and then high school the next. • Busing – 2012, children will be split between different high schools • Without the kids from Montgomery and Silver Springs, enrolment will be so low by 2015; closure of this school might have to be considered.

- | | |
|--|--|
| <ul style="list-style-type: none"> • Enough staff to provide a variety of options • Programming is probably okay, although I do not know. • Location is close to Dalhousie LRT and transport on the way home from work (after school activities easier to do) • Learning teams and tumbling timetable often attractive flexibility; CTS and Fine Arts programs are desirable • Well within capacity over next 5 years; influx of SS and Montgomery students will keep population healthy and hopefully, all programs intact • From their website – looks like they have access to a gifted program (?) terrific! • Nice use of technology from the “school showcase” section of their website • Good PAT results • Couldn’t find info on extra-curricular activities on line • Smaller school • Projections for enrolment look stable to maintain programs and manageable class size. • Projections for enrolment look stable to maintain programs and manageable class size. • Good location | <ul style="list-style-type: none"> • Similar to FEO (and all considerations), predictions can’t be definitive • Any friends? • Adding grades 5 & 6 to keep numbers up • There is currently a “flasher” in Dalhousie, so I am not comfortable sending my daughter there. • Open classroom seating can be distracting • 5 year projection shows continued declining enrolment; will another shift be required in 7/8 years? • Again, I am not a fan of blending programs within a school. • The communities of S Springs and Dalhousie are not “partnered” in any way through sports, etc. • Not biking distance • I strongly feel that the mainstream programs are “temporary” while CBE waits for interest in the alternative programs. The mainstream program feels “least important” • Too fragmented • Crossing Crowchild – not amiable to children biking to school • Slight decline in enrolment • Two city buses from Silver Springs • Again, I am not a fan of blending programs within a school • The communities of Silver Springs and Dalhousie are not “partnered” in any way through sports, etc. • Not biking distance • I strongly feel that the mainstream programs are “temporary” while CBE alternative programs. The mainstream program feels ‘least important’. <ul style="list-style-type: none"> ○ Too fragmented • Less walkable • Unsure of special programming • No lunch program |
|--|--|

Community Engagement Timeline

Community Engagement Process:	Dates:
1. Start-up Meeting <ul style="list-style-type: none"> Meet with principals and Area 1 Director to present information regarding the issues and the accommodation proposal To present the community engagement plan <p>Members to include: Principals, Area 1 Director and members of Community Engagement and Operational Planning</p>	October 18, 2010
2. School Council Meetings <ul style="list-style-type: none"> Principals and parent representatives to present information, student accommodation proposal and community engagement plan Gather feedback from parents via Workbook <p>Members to include: Principals, Area 1 Director, School Council members and members of Community Engagement and Operational Planning</p>	October 25, 2010
3. Workbook & Discussion Guide <ul style="list-style-type: none"> Stakeholders are encouraged to work together or in groups and complete the workbook that was distributed at the October 25, 2010 school council meeting. Copies are available at the school and on-line at the project website http://www.cbe.ab.ca/Schools/ceop/planning_process.asp 	November 1, 2010 Deadline
4. Stakeholder Meeting <ul style="list-style-type: none"> Discuss feedback received from workbook regarding opportunities and challenges Review feedback from School Council meetings Discuss recommended implementation Discuss future engagement options 	November 18, 2010
5. Stakeholder Meeting to be determined	
6. Communicate Recommendations and/or Decisions	
Community Engagement Process – Internal Stakeholders:	
CEOP support for Area Director and Principals may include: Providing assistance or support in engaging all school staff <ul style="list-style-type: none"> Providing assistance or support in gathering staff feedback 	October 25, 2010
Principals communicate recommendations and/or decisions to staff	

CBE Alignment Our student accommodation planning and enrollment processes are governed by the CBE's Executive Limitations and guided by our commitment to the CBE's Me a End Statement which focuses on ensuring that all students complete high school. Our goal is to provide continuity for students' learning through sustainable programs so that they may achieve this end. Our work is also guided by the CBE's Three Year Education Plan, particularly outcome 3.1 "The education system meets the needs of all K-12 students, our society and the economy".

WHO MAKES THE FINAL DECISIONS?

What do we need to pay attention to as we move forward?

- Decisions regarding attendance area changes are made by the Area Director and the Director of Community Enrollment and Operational Planning.
- Decisions regarding consideration of closure of programs and/or schools are made by the Board of Trustees through Regulatory Process, as defined by the Provincial School Act, upon an administrative recommendation from the Area Director and the Director of Community Enrollment and Operational Planning.
- Decisions regarding the implementation of student accommodation plans resulting from attendance area changes or closures of programs and/or schools are made by the Area Director and the Director of Community Enrollment and Operational Planning.
- The community of Silver Springs has felt very left out of the CEOP process. Decisions regarding designation for Scenic Acres students (who were enrolled at WO Mitchell) were made without consulting all stakeholders. The trickle-down effect of these poor decisions has severely affected enrollment at WO Mitchell.
- Actually listen to stakeholder's concerns and suggestions and work with them as opposed to coming in with a predetermined decision.
- Montgomery school is a creative school that does not follow traditional learning approaches. Move the kids to another junior high that has a similar vision and approach to learning.
- Montgomery is experiencing revitalization, with new house development and sales. Looking towards the future, more children will be in the area needing a scholastic environment that is committed to the community.
- The set directions report proposed by Alberta Learning requires smaller teacher student ratios for successful implementation.
- Designation of communities – some school overcrowded others closing – not enough students – change are designations to keep schools open and to avoid overcrowding.
- Students – there needs and concerns
- Size of schools
- Distance from our community
- The over capacity of TB Riley school in the next few years.
- Distance from Silver Springs
- Convenience of parents to pick up children if necessary
- Transportation
- Programming preferences
- Maximizing use of existing resources
- Don't change your mind in a year or two. If the kid starts in a program in one place let them finish
- Where will the students go to high school?
- Plans for late French Immersion and Science school in Area I will affect choices
- Location of junior high should not limit choice of high school
- More communication, including acknowledgment of factors that affect our choices, even if they are out of scope for this project.

- Please continue to invoice and educate parents of children in Silver Springs and Montgomery (especially those parents of kids in grades 5 & 6)
- The community of Silver Springs has felt very left out of the CEOP process. Decisions regarding designation for Scenic Acres students (who were enrolled at WO Mitchell) were made without consulting all stakeholders. The trickle-down effect of these poor decisions has severely affected enrolment at WO Mitchell.
- Location
- Keep parents informed from beginning

Do you have any suggestions for how else we might engage stakeholders in this project?

- Actually show that you are willing to work with parents, council, and Montgomery administration for a mutually acceptable solution.
- FE Osborne and HD Cartwright should give presentations to the parents and students at Montgomery School about their schools and programs. Our decision about which school is preferred is based more on their programs and less on geography.
- School should send a note home with all students' grades 1-6.
- Ask the opinion of all parents at Silver Springs and WO Mitchell Elementary, not just the grade 6 parents. Grades K-6 at these schools will also be concerned for the future.
- Engagement/advertising with school councils, info booths at parent-teacher interview days.
- All stakeholders should be consulted i.e. Div II parents in affected communities.
- Another feedback form like this workbook but after we've been provided with info about each of the 3 schools e.g. their academic standards; alternative programs; classes offered; extra-curricular activities; other enrichment they provide for students.
- All stakeholders should be consulted i.e. Div II parents in affected communities
- Perhaps offer more opportunity for people to voice opinion (survey online or something) if this exists, then tell people about it more
- I think you are doing a good job. It is not easy making these decisions/changes!
- Info on the different schools/programs/demographic would be useful

COMMENTS

Tell us what you think.

Is there anything else we need to know or anything that you think needs to be considered?

- Allow students to visit all "proposed" schools if Montgomery is shut down.
- Very disappointed that closure may occur especially for those "out of bounds" students who specifically chose Montgomery for the strength of its programming. We are left out in the cold and feel blindsided.

WHAT IS THE TIMELINE?

Our goal is to have decisions regarding student accommodation changes made with sufficient time to allow for transition for families and students.

- See letter below:

Dear CBE Board of Trustees,

My name is Logan, I attend Montgomery Jr. High. I have only been at Montgomery for a few months but I am already having an amazing school year. The teachers are great, the other students are great, and so far everything about the school is phenomenal. But I understand that this will probably be the last year Montgomery will be open, because the numbers aren't high enough. Well, just because we don't have lots of students doesn't mean Montgomery has to be closed, but if we need our numbers to rise I have a few ideas that could keep Montgomery open. First I think we could change the bus route so more people can be bussed in (I think a bus in Bowness would work). Second maybe we could connect our school with an elementary school that has lots of students (like University Elementary). But just because we don't have lots of students doesn't mean we have to be shut down because you'd be splitting up an amazing group of people. I know that it will be difficult to make our numbers rise, but I don't think Montgomery should be closed down, because I have never been in a community where all the kids are nice, the teachers will do anything to help you learn, and where I feel so at home. Sometimes a smaller school is better because the teachers get to know you better and can help you where you're struggling. My teacher's know where I struggle and where other students struggle and it always there to help. I don't have every teacher in a class, I don't see every teacher every day, but all of them know my name, nearly every student knows my name. We all know each other, because we're not a school of 1,000 people. We're a family. So please don't close down my school, because I don't want to go to Queen Elizabeth, or FE Osborne, or TB Riley. I want to go to Montgomery. Go Montgomery Bears!

- The school that are offering "alternative" programs, such as the science schools in Lakeview or Langevin have waiting lists. University School, which offers a very creative inquiry-based program, has a waiting list. People are willing to drive their kids to schools that offer creative dynamic programs, and thus the CBE should focus on replicating these successful programs in other schools within Area 1.
- I realize this decision is a monetary one. However, it impacts individuals. Montgomery has been such a positive environment due to the small student teacher ratio, the caring principal, teachers and staff. As a result, it seems utterly short sighted to close this school and it seems to absolutely contradict Alberta Learning's stated values and mandates. Maybe instead we should look at how to best utilize its strengths.
- How many kids would go to Montgomery if it was stable (not closing). Overall Montgomery is a great school that has lost enrolment only because designations were taken away. What would happen if more kids were designated back into the school?
- Really sad that a school that has been in a community for many years has to be closed. Area designation was not well thought out.
- I believe fewer parents would send their children to alternative schools if there was a designated junior high school near their community.
- Please consider what is in the best interest of the children
- Option of junior high in Silver Springs? Post amalgamation of SS & WO
- What is the next school (discussed in big group), where will they go to high school?
- Turn WO Mitchell into a junior high school
- Could WO Mitchell be re-designated as a junior high and middle school?
- I believe Silver Springs has been seriously overlooked in CBE planning and CEOP, i.e. Scenic Acres re-designation to Arbour Lake
- Not being officially consulted at the elementary level regarding Montgomery
- Not being included in new high school designation

- Please give us more information about the 3 schools, so we can give you informed opinions:
 - School projections (which you provided herein)
 - Teacher: student ratios (now and projected)
 - Regular curriculum classes offered
 - Athletic programs offered (during school and extracurricular)
 - Arts program (music, drama etc.)
 - Gifted programs (or access to)
 - I believe Silver Springs has been seriously overlooked in CBE planning and CEOP. i.e. Scenic Acres re-designation to Arbour Lake
- Not being officially consulted and the elementary level regarding Montgomery
- Not being included in new high school designation
- I am more interested in the decisions/discussions around WO Mitchell/SS elementary a K-9. Then there are 400 elementary in one school and 400 junior high in one school – all in Silver Springs!
- Thanks for letting me share my input!

QUESTIONS

Do you have any other questions?

- Why was a decision made so quickly? A springtime meeting at Montgomery suggested there was no need for concern for the next 2 years.
- It was also suggested a 7-12 program may be made available at Bowness High. This would be much more effective in keeping Montgomery students together.
- Will there be bussing? Will a decision be made for the 2011/2012 school year?
- Will a decision be made for 2011/2012 school year?
- Where would they go in high school?

THANK YOU

Thank you for taking the time to provide us with your feedback; it is an important part of the information used to guide our recommendations and decisions. All of the input received will be compiled and provided, as it was submitted, to the people who will be making the final decisions.

HOW TO USE THIS WORKBOOK TO HOST A CONVERSATION

If you are interested in discussing this topic with family, friends or others in your community this workbook can be used as a guide for your conversation. To host a conversation:

- Gather a group together, 4-8 people works best.
- Designate someone to record the conversation. Make sure key points and concerns are written down. Feel free to use extra paper if need be but please ensure responses are labelled clearly.
- You may want to give everyone a few quiet minutes to write down their own initial thoughts. This gives people time to formulate their ideas before the group conversation begins and creates opportunities for a broader set of ideas to come forward in the discussion.
- Make sure everyone has a chance to speak. Including everyone's ideas will add to your conversation, identify connections and overlaps, and help participants understand each other's perspectives.

HOW TO SUBMIT YOUR INPUT

You can submit this workbook:

- To your school's office
- By fax to CEOP at 403-777-8769
- By mail to: CEOP – Riverside Bungalow, 711 - 2nd Avenue N.E., Calgary, Alberta, T2E 7W8

PLEASE SUBMIT YOUR WORKBOOK BY November 1, 2010

*Please do not submit this workbook to the YourVoice email address.
Attachments CAN NOT be accepted through that address.*

Attachment V: YourVoice Feedback

- I was unable to make the meeting of October 25th but need to voice my concerns for the lack of future planning on the part of CBE senior admin and planning department. I was part of the disrespectful process of closing Parkdale School without due process as the decision WAS made prior to any community or parent input. The CBE was 'killing' that school for over 8 years always putting it on the list of closure schools so parents were not confident to start their kids there. The community is thriving with young families as was presented very clearly by the community group but that did not matter and now many of the kids in our area are going to NON CBE schools. I will not engage in another process like that knowing the prior plans and outcome is made up without our input. Montgomery School is a school that could be well populated if the CBE wanted it to be. Stop killing small intercity schools to cater to the suburbia. If you buy a house in a far out suburb that does not have a school be prepared to bus your kids to a school that is already built. Parkdale is a great example of a bad decision and a multi-million dollar storage unit. The choices are very limited and the school that is close by (Queen Elizabeth) is not acceptable at this time for students with special needs other than (ESL, Hearing Impaired and Gifted) due to poor leadership and teacher development and attitude. Differentiation does not exist nor is it supported as a change in practice, assessment is 'old school' and ineffective and diversity (special needs) is not accepted. If Montgomery closes where are you going to now 'bus' our kids and give them a superior program in a family like environment, with a leader who cares about every student and is available to parents (both the principal and vice principal and Montgomery are superior!) as in Montgomery School. Where will the L and L program go and how will my child be supported to be with some students he knows and has grown up with. His social emotional needs are huge and very fragile. I am tired and concerned with my children and their education suffering from CBE bad management, leadership and decision making when it comes to supporting inter city school!!!
- To whom it may concern: As the parent of a grade 7 student I attended the parent council meeting on October 25 in order to keep abreast of developments in my son's new school. I had heard that Montgomery may be closing but there was no definite plan and I had heard from a variety of sources, including CBE staff that if it did close before my son graduated from grade 9, that there was a good possibility that he would be able to switch to Bowness High in order to minimize transitions. I must say that I was quite surprised and disappointed by the school boards proposed closure after 2 months into the school year. It's no wonder that enrolment is down, given that there is no long range plan. Many parents that I have spoken with registered elsewhere, based on this fact. At the council meeting it was brought up that parents have been requesting that alternative programs be brought into the school. The CBE representative said that it would not be possible but he never gave a reason why it was not an option. It's no wonder enrolment is down. Scenic Acres was designated to Arbour Lake and now that school is overcrowded. What did the CBE think would happen to Montgomery with no long range plan and only 2 communities being designated there? I have also heard that the CBE recently upgraded some of the facilities at Montgomery. Why did they spend tax payer's money to do this if they were not going to take steps to ensure the schools continued operation? I understand

the need to operate within a budget. However, there are many unanswered questions regarding how we have arrived at this point. I believe the CBE has the responsibility to provide parents with some answers. As the parent of a child who wants to attend a regular program where friends from the community also attend. I have to ask why the school board offers so many alternative programs, instead of focusing on regular public education. If people want their child to attend a specialized program, perhaps they should have to pay for it. There are so many choices that it seems the number of children who attend regular programs has decreased to the point where there are not enough to sustain neighborhood schools. I believe that this is unfortunate and diminishes the sense of community within a school. At the council meeting the CBE representatives said that kids come first. How does this situation reflect that? My son is currently building relationships with friends and teachers who he may have to say good-bye to in 8 months. I feel this is unfair. As I stated before, I want some answers at the next meeting!!

- Since my daughter is in grade 9 and will not be affected by the re-designation decision, my personal opinions are not relevant - however - as parent council chairperson I do represent the opinions of some of the parents who will be affected by this. It has been discussed that a better background of information be presented to parents - a 2/3 year history of enrollment plus a 6-10 year enrollment projection for Montgomery, HD Cartwright, FEO, Arbour Lake, Sir Winston Churchill, and Bowness. A projection of enrollment numbers for the new northwest high school would also be applicable. Parents want to see the entire area, your projections, and your plan - not just for a 3-4 year future. (Understanding that forecasts will change). Discussion/decisions cannot be made until ALL the pertinent information is divulged. In conjunction with this initiative, I personally would like to know (in writing) what the plans are for all the "accessories/equipment" that the Montgomery parent council has purchased for the school over the past few years. (30K worth of smart boards tables/chairs as well as resource material for the library, convection stoves/washer-dryer in foods lab, sewing machines, guitars and band equipment, etc. (I can provide a complete list). I would also hope that Montgomery school will be given extra consideration and assistance in bringing in programs (artist in residence etc.) to equalize the educational opportunities for the students (completely inadequate when compared to the other Area 1 middle/junior high schools).
- I understand that you are collecting opinions for an alternative junior high school for the communities of Silver Springs and Montgomery. We are residents of Silver Springs with our youngest daughter in grade 11 at Bowness High School. The changes will not affect our youngest daughter but we have 4 grandchildren also living in Silver Springs who will be affected by your decision. I firmly believe, as do many other residents of this community, that the neighborhoods of Silver Springs and Montgomery should not be connected in any way as the two have nothing in common. The best alternative for Silver Springs would likely not be the best alternative for Montgomery and visa- versa. Silver Springs plays all community run sports with Scenic Acres including soccer, baseball, hockey and basketball and this makes perfect sense as these two communities are side by side, just across the road from each other. We are in no way connected with Bowness or Montgomery and our children cannot even register to play sports in these two communities. When boundaries were changed and students from other districts were pulled out of Montgomery Junior High School it had a detrimental effect on Silver

Springs. Prior to the boundary changes parents in our community were very impressed with the school as it was a vibrant environment offering numerous options and there were enough students to have both junior and senior sports teams. After the change, those same parents were unwilling to send their children just entering junior high to Montgomery due to program cutbacks and not enough students to offer both junior and senior sports programs. There is definitely a problem when only 7 students from a grade six class in Silver Springs Elementary School moved on to Montgomery. In talking to parents who have children in either Silver Springs or W.O. Mitchell elementary schools, many are looking for a better alternative. They are very concerned as to the designated school for junior high (or alternatively middle school) and high school. Rumors abound in our community that Silver Springs is the only community north of the river whose students should start attending the new high school in 2012 but are not scheduled to do so. Due to our close ties to Scenic Acres and the fact that both communities are exactly the same distance from the new school it would only be fair that students from our district would also attend that school. Another important fact, as everyone living in northwest Calgary knows, is that in dry weather, driving to or riding a bus to schools south of the river is no problem but as soon as it snows the traffic traveling south on Stony Trail, the 85th street bridge or Shaganappi Trail is backed up for miles. Under normal circumstances it takes me about 10 minutes to drive to Bowness High School but in inclement weather it can take the better part of an hour. I think when changing boundaries it would be a good idea to use the river as a boundary to minimize unnecessary traffic flow. I don't think many families would send their children to TB Riley School and I am not sure about FE Osborne as although Varsity Acres and Silver Springs have only a golf course separating them there are no community ties between these two neighborhoods. It would make the most sense for students from Silver Springs to attend Arbour Lake Middle School as does Scenic Acres or room be made in the new Tuscany Middle School. As it is rumored that these two schools are going to be over capacity, perhaps there is a better long term solution. It would cost money but with the schools already built in Silver Springs with large gymnasiums and still in good condition, Silver Springs School could be the elementary school and W O Mitchell School could become a junior high or middle school for Silver Springs, Scenic Acres, Rocky Ridge and Royal Oak. There are currently students from Rocky Ridge and Royal Oak whose parents have chosen for them to attend one of the two elementary schools in Silver Springs. Families with children in grades 1-10 are starting to move from Silver Springs to Scenic Acres, Arbour Lake or especially Tuscany where they know that their children will attend junior high or middle schools close by. My daughter and several of her friends will definitely start looking to move if a long term solution is not reached. This will severely impact not only the two elementary schools in Silver Springs but those in Tuscany and Arbour Lake. My grandson in grade 2 at Silver Springs Elementary School has not received this survey. I think it should be given to every family living in Silver Springs with children who attend either of the two elementary schools so that all parents can have a voice in where their children will attend school.

- Regarding Montgomery Jr. High School Closure: If we had a vote between the other junior high schools to choose from I'd like to recommend F.E. Osborne due to the closeness of this school. I believe that bussing would be much easier and if for some reason we had rely on public transportation as well; there is one bus from Silver Springs

that goes directly to F.E. Osborne without any transfers. We've also heard a lot great things about F.E. Osborne from previous students and parents (and a teacher). I just wanted to put my vote in. I did also fill out the workbook.

- With the pending closure of Montgomery School, I would like to know where the CBE plans to place the kids currently in the L&L program at Montgomery. From what we have been able to learn from the PAC at Montgomery is that there doesn't seem to be a plan for these kids. They made mention of sending the affected kids to F.E. Osbourne. This would be fine if that school has an L&L program, which presently it does not. Another issue is with the closure of the school, our son who is in Grade 8 will spend 1 year at another school. He will then advance to high school, likely Bowness, and then will move to the new high school. It sounds like a lot of bouncing around to me and that again the CBE doesn't have the student's best interests at the top of their priorities.
- Hello, I have already submitted the workbook and am actively following the events surrounding the closure of Montgomery School and re-designation of students. A HUGE concern I have is that my child be provided with bus service to whichever school becomes the new designate for Silver Springs students (FEO, HD Cartwright, or TB Riley). Sending our kids on Calgary Transit is unacceptable. PLEASE... ensure that our junior high children are provided with CBE bus service!! Thanks so much!!!
- I would like to put my "vote" in for the Montgomery school closure designate to be F.E.Osbourne. Thanks!
- The history of Montgomery School has been one of intentional de-vitalization by the school board. Citizens of the northwest are aware that there has been an agenda pushing toward the closure of Montgomery School. Why were citizens of the northwest denied knowledge of the grand plan? The past few years have been stressful and disruptive as neighbourhoods have been re-designated out of Montgomery and parents, recognizing the school is being devitalized, have been scrambling to find a stable education for their kids. As a result, other northwest schools are now over full, children have been separated from their peers and parents have lost parental support networks. We would like to believe there was a good reason behind all of this. Why not let parents know? Montgomery School a superior building in terms of capacity, natural lighting and available facilities for programs when compared with other northwest schools. Why devitalize this school? The suggestion to parents that there was not a plan is an insult to intelligence.

Attachment VI: Responses to Most Frequently Asked Questions

What are the plans for Montgomery school when it is closed?

Plans for Montgomery School cannot and will not be made until the consideration for closure process has been completed and the Board of Trustees has made their determination.

Are we going to have a choice of what school is best for our child?

Yes, this engagement process is providing parents information about three possible Jr. High Schools that could be designated for your children. Based on the feedback received administration will make a recommendation. No decision ever satisfies everyone but we are hopeful that we will be able to make a decision that everyone can leave with as it will be reflective of the input that we receive.

Will Montgomery close at the end of this school year?

Administration will be recommending to the Board of Trustees to consider the closure of Montgomery School as of June 2011. The decision to close a school is made by the Board of Trustees.

Questions and Answers from the Montgomery School Engagement Meeting November 18, 2010

What High schools are designated for H.D. Cartwright, F.E. Osborne and Bowness?

Students attending H.D. Cartwright are designated to Sir Winston Churchill (Dalhousie and Sherwood) and William Aberhart (Ranchlands).

Students attending F.E. Osborne are designated to Sir Winston Churchill (Varsity, U of C, Hawkwood) and Bowness (Tuscany).

Bowness?? Students residing in Bowness are designated to Bowness.

What will be the designated High School for Silver Springs and Montgomery communities?

The current plan is to continue to designate Silver Springs and Montgomery to Bowness High School.

Who is designated to the new North West High School? And why is Silver Springs not?

Arbour Lake, Citadel, Scenic Acres, Hawkwood, Ranchlands and Tuscany are designated to the new North West High School. The NW High School is projected to be at or near capacity and cannot accommodate Silver Springs.

Which communities feed Bowness High School?

The following communities feed Bowness High School - Arbour Lake, Bowness, Crestmont, Greenwood/Greenbriar, Montgomery, Rocky Ridge, Royal Oak, Scenic Acres, Silver Springs, Tuscany, and Valley Ridge.

What is the impact of the new Middle School in Tuscany and when does it open and how many students will be leaving F.E. Osborne?

If grades 7/8 leave F.E. Osborne in 2012 there will be a loss of approximately 165 students.

If grades 7-9 leave F.E. Osborne in 2012 there will be a loss of approximately 240 students.

How will F.E. Osborne handle the increased student population next year? We understand that F.E.O. is currently very crowded with students sharing lockers?

F.E. Osborne is not crowded. Our current population is 616. Our capacity is 785. Our class sizes are very reasonable – the average class size on the most recent Class Size Survey Data was 24.2 students per class. The majority of students do share lockers – two students per locker. This is not unusual – I have been working for the CBE for almost 32 years, and, in every junior high or high school in which I have worked, students have always shared lockers. Presently, there are some lockers in which there is only one student and also some empty lockers. I feel confident that, even with an increased number of students in the school in the future, we will have enough locker space to accommodate all students – two students per locker.

How many openings are available for transfer students at H.D.C. and F.E.O.?

H.D. Cartwright	2011 there will be approximately 110 student spaces based on rated room capacity
	2012 there will be approximately 120 student spaces based on rated room capacity
F.E. Osborne	2011 there will be approximately 165 student spaces based on rated room

2012 there will be approximately 335 student spaces based on rated room if grades 7/8 leave F.E. Osborne

2012 there will be approximately 410 student spaces based on rated room if grades 7-9 leave F.E. Osborne

At T.B. Riley how do you create a “whole school” community with 3 diverse programs including some students in uniforms and others not?

Creating a “whole school” community with 3 diverse programs is definitely a priority for the school. Through intentionality of planning we create many opportunities for students to come together from the various programs. Whether it is through the integrating of all students in a particular grade in options, or having whole school activities such as assemblies, school dances, drama productions, lunch time intramurals, interscholastic teams, field trips or other similar learning activities staff at Thomas B. Riley are intentional about creating these positive experiences for students to learn more about and from one another. Teachers also teach across various programs to help and try to build a greater sense of whole school community. There are also some individual and more specific learning opportunities that allow various grades to “buddy” with other grades to further enhance the learning environment as well as the building of common understanding about what each other is all about. Working on building a whole school community is something that is at the forefront of all we do each and every single day at T.B. Riley School.

What are the maximum student capacities at T.B. Riley, F.E. Osborne and Montgomery and what are the projections?

Capacities H.D. Cartwright - 515 Rated Room, 496 based on square meters (includes 2 portables)

F.E. Osborne - 785 rated room, 780 based on square meters

Montgomery - 765 rated room, 742 based on square meters

Projections (Status Quo for 2011) H.D. Cartwright - 305

F.E. Osborne - 620

Montgomery – 135

What are the programs Bridges, Access and LEAP at H.D. Cartwright?

Access is a program designed to serve students with moderate to severe cognitive disabilities. The goal of Access is to prepare students for transition to adult life in the community. Presently we have nine students in the morning.

Bridges is a program which supports the needs of students who are experiencing difficulties with behaviour.

LEAP (Learning Essentials to Achieve Potential) provides short term proactive support and intervention to students in Grades 7-9 who, despite intentional supports within their community school setting, struggle with academic, social and/or emotional issues. Students attend this program for eight weeks and then return to their community school.

Will complementary courses expand with additional students?

As student numbers increase at a school, so does the need to offer more choices/selections for options. From year to year student choice does have an impact on the complementary courses offered. Course selection is also driven by teacher expertise as well as availability of resources. A simple answer is yes as student population increases so does the course selection being offered.

Complementary courses changes based on mandates from the province, the staff, facilities and student request. As the size of a school grows, so does the ability of a school to offer a greater number of courses.

CALGARY BOARD OF EDUCATION

**REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES
PUBLIC AGENDA**

January 18, 2011

RE: New Education Centre

RECOMMENDATION:

WHEREAS the Calgary Board of Education(CBE) entered into agreements related to construction and lease of a new Education Centre located at 930 – 13 Avenue S.W., renovation of Dr. Carl Safran School located at 930 - 13 Avenue S.W. and renovation of Connaught school located at 1121 - 12 Avenue S.W.; and

WHEREAS there is ongoing public interest in the cost and project management of the new CBE Education Centre, Dr. Carl Safran School renovation and Connaught school renovation; and

WHEREAS there is a desire to review and where necessary improve the project management capability of the Board of Trustees; now therefore be it

Resolved, THAT the Board of Trustees initiate an independent review of the new CBE Education Centre, Dr. Carl Safran School and Connaught School renovations ("The Project"), to answer the following questions and provide recommendations for any future projects:

- 1. Were The Project's property sale prices, lease costs, construction and management costs at a fair market value, or in other words, similar to other projects being constructed and leased at that time in the city of Calgary?**
- 2. Was The Project managed at all stages in a manner consistent with Board of Trustee policies, Board of Trustee motions, CBE policies and administrative regulations, related provincial laws and regulations, and sound business practices?**

And,

Resolved, THAT a review committee made up of two Trustees selected by the Board and the Chief Superintendent (or her designate) will take the following steps:

- 1. Compile a draft Terms of Reference for the work described above and initiate a Request for Quotation.**
- 2. Evaluate the incoming quotations and recommend to the Board for their approval the specific expert(s), Terms of Reference, and approximate costs to perform the independent review by no later than May 31, 2011.**
- 3. Ensure the final report related to independent review of The Project will be provided to the Board by no later than November 30, 2011.**

Respectfully submitted,

Trustee Sheila Taylor

CALGARY BOARD OF EDUCATION

REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES PUBLIC AGENDA

January 18, 2011

To: Board of Trustees

From: Naomi E. Johnson, Chief Superintendent of Schools

Re: **Annual Monitoring Report for Executive Limitation 12: Asset Protection**

Originator: Deborah L. Meyers, Superintendent, Chief Financial Officer, Corporate Treasurer

Resource Persons: Wayne T. Braun, Director, Corporate Financial Services
Anil Jian, Director, Procurement and Logistics
Dieter Hoerz, Director, Central Facility Services
Catherine Fradgley, Director, Facility Operations
Eugene Heeger, Director, Capital Planning and Development
Gerry VanKeeken, Manager, Technology Infrastructure Services
Sherri Lambourne, Manager, Leasing and Property Development
Nora Moughalian, Senior Manager, Corporate Risk Management
Charlie Llewellyn, Manager, Transportation Services
Greg Tetz, Manager, Purchasing Services
Jon Anderson, Manager, Budget and Corporate Reporting

I. PURPOSE OF THE REPORT

The Chief Superintendent is required to provide an annual monitoring report for the Board of Trustees with respect to Executive Limitation 12: Asset Protection. The purpose of this report is to provide evaluative information regarding the extent to which the Calgary Board of Education complies with the Chief Superintendent's Reasonable Interpretation of this Executive Limitation (EL).

II. EXECUTIVE LIMITATION 12: ASSET PROTECTION

Executive Limitation 12: Asset Protection states:

The Chief Superintendent shall not allow assets to be unprotected, inadequately maintained, inappropriately used or exposed to unnecessary risk.

Accordingly, the Chief Superintendent must not:

1. Fail to insure against theft and property losses toward replacement value and against liability losses to the organization itself, the Board of Trustees, individual trustees or staff in an amount greater than the average for comparable organizations;
2. Subject plant and equipment to improper wear and tear or insufficient maintenance, within available resources;
3. Unnecessarily expose the school district, the Board of Trustees or its staff to claims of liability, costs or damages;
4. Make any purchase or commit the organization to any expenditure of greater than \$500,000. Splitting or dividing the purchase of goods or services in order to avoid exceeding this operational limit is prohibited. The Board of Trustees' approval of the operating budget cannot be construed to be specific Board of Trustees' approval;
5. Fail to reasonably protect intellectual property, information, corporate data and files from loss, significant damage, or unauthorized access;
6. Receive, process or disburse funds under internal controls that are insufficient to meet the Board of Trustees' appointed auditor's standards;
7.
 - (a) Invest in financial instruments, which are not in accordance with the *School Act*, the *Trustee Act*, or as otherwise permitted by the Minister of Education;
 - (b) Invest in an investment position with equities which is not consistent with the "prudent person rule";
8. Acquire, encumber or dispose of real property;
9. Fail to have assets utilized for the benefit of the community within reasonable costs for both parties;
10. Refuse to examine options that would result in significant savings in costs or enhanced productivity;
11. Allow the expenditure of district funds for travel that is not specifically related to or consistent with the achievement of the district's Ends;
12. Name or rename the organization, schools, rooms within a school, school grounds, other Calgary Board of Education facilities or educational programs.

III. REASONABLE INTERPRETATION

In interpreting Executive Limitation 12 the Chief Superintendent acknowledges that, by including explicit policy provision, the Board of Trustees has narrowed the potential for interpretation. Where the Board has exhaustively interpreted the EL through detailed policy provision, no additional interpretation is necessary in order to measure compliance. In addition, the demonstration of compliance with these detailed policy provisions addresses the higher policy completely. Where there is need for interpretation at the detailed level or where the detailed policy provision is not clearly measurable, the Chief Superintendent provides an interpretation. Furthermore, if the detailed policy provision is a clear measurement in itself, then no measure rationale is required.

1. **Fail to insure against theft and property losses toward replacement value and against liability losses to the organization itself, the Board of Trustees, individual trustees or staff in an amount greater than the average for comparable organizations.**

Chief Superintendent Interpretation: For the purposes of measuring compliance for 2009/2010, the Chief Superintendent interprets “comparable” to mean School Districts of similar size and complexity within Canada.

Therefore it is necessary to find the following.

Measure 1.1

Insurance coverage has been obtained at replacement costs for all types of perils for which the Calgary Board of Education could be found liable or experience a loss, and at coverage levels greater than those at other like size school districts in Canada.

Rationale 1.1

The measure is explicit from the Executive Limitation.

Result 1.1

Calgary Board of Education (CBE) insurance is consistent with comparable school districts in Alberta via CBE’s participation in the Urban Schools Insurance Consortium (USIC). This level of coverage is greater than the Ontario School Board Insurance Exchange (OSBIE). Therefore this measure was achieved.

2. **Subject plant and equipment to improper wear and tear or insufficient maintenance, within available resources.**

Chief Superintendent Interpretation: The interpretation is explicit from the Executive Limitation.

Therefore it is necessary to find the following.

Measure 2.1

100% of provincial plant operations and maintenance funding is spent on maintenance work orders for regularly scheduled work and for emergency work order requirements.

Rationale 2.1

The measure is explicit from the Executive Limitation.

Result 2.1

105% of this funding amount was expended, and this measure was achieved.

Measure 2.2

100% of the rolling three year average for Infrastructure Maintenance Renewal (IMR) funding entitlement is expended annually on qualified IMR projects.

Rationale 2.2

IMR funding is provided annually to the CBE and is targeted towards building renewal projects. Using a three year rolling average takes into account difficulties in getting contractors, timing issues tied to weather conditions, and the need to undertake multi-year projects. The averaging approach normalizes these conditions.

Result 2.2

Average of 116% was expended, which takes into account previously deferred funding, and this measure was achieved.

Measure 2.3

No more than 3% of CBE schools audited by Alberta Infrastructure have a facility condition index of “marginal”.

Rationale 2.3

Alberta Infrastructure’s rating guide defines the “marginal” rating as “Meets Minimum Requirement”. Current provincial funding is not sufficient to maintain all plant and equipment above that level. CBE strives to ensure that 97% of ratings are “acceptable” or above and the remaining 3% are never below “marginal”.

Result 2.3

Yes, and this measure was achieved.

3. Unnecessarily expose the school district, the Board of Trustees or its staff to claims of liability, costs or damages.

Chief Superintendent Interpretation: All organizations face potential exposure to claims of liability, costs or damages. While this cannot be entirely eliminated, prudent conduct of business and adequate insurance coverage prevent unnecessary exposure. The combination of compliance with Executive Limitations related to safety, adequate insurance and conduct of business respond to the compliance of this Executive Limitation (EL) policy provision.

Therefore it is necessary to find the following.

Measure 3.1

Compliance with EL-1; EL-12, Policy Provision 1; EL-13, Policy Provision 7; and EL-16, Policy Provisions 3 and 6.

Rationale 3.1

The measure is explicit from the Interpretation.

Result 3.1

Yes, and this measure was achieved.

Measure 3.2

100% of all CBE contracts that are processed through Procurement reflect an independent business relationship with the organization.

Rationale 3.2

If contractors are deemed by Canada Revenue Agency to have an employee relationship, CBE would be liable for all outstanding statutory remittances (income tax, CPP, and EIC). The CBE has checklists and procedures to ensure that the employer-employee relationship has been considered and these procedures are monitored by Procurement staff for all contracts that are processed through their department.

Not all of these contracts are managed through Procurement. Contracts may be managed independently at the school level or by other departments. While the checklists and procedures are widely shared and available, we are not in a position to specifically measure results in these other areas. As part of the current review of procedures, a process for monitoring compliance in these areas will be established for future reporting.

Result 3.2

100% of contracts processed through Procurement reflect an independent business relationship, and this measure was achieved.

4. **Make any purchase or commit the organization to any expenditure of greater than \$500,000. Splitting or dividing the purchase of goods or services in order to avoid exceeding this operational limit is prohibited. The Board of Trustees' approval of the operating budget cannot be construed to be specific Board of Trustees' approval.**

Chief Superintendent Interpretation: The interpretation is explicit from the Executive Limitation.

Therefore it is necessary to find the following.

Measure 4.1

100% of all commitments, contracts and purchases in excess of \$500,000 receive prior approval of the Board of Trustees.

Rationale 4.1

The measure is explicit from the Executive Limitation.

Result 4.1

100%, and this measure was achieved.

5. **Fail to reasonably protect intellectual property, information, corporate data and files from loss, significant damage, or unauthorized access.**

Chief Superintendent Interpretation: This provision relates to both digital and non-digital information, corporate data and files. For digital information, protection includes: safeguarding from virus attacks; the control of Spam email; intrusion prevention; controlled access to CBE systems and data through the use of usernames, passwords and firewalls; and other forms of authentication as required.

Non-digital records protection includes storage in accordance with normal business practices (documented life cycle practices).

Therefore it is necessary to find the following.

Measure 5.1

100% of records and files are stored in accordance with current records management and retention requirements and practices.

Rationale 5.1

While the CBE Records Centre complies with current policy for all physical records sent to them, this represents only a portion of all records and files, and there is a need to develop organization-wide practices and robust policies and procedures to ensure that the CBE is in full compliance in this area.

Result 5.1

No, and this measure was not achieved.

Measure 5.2

100% of all attempted intrusions into the CBE Information Technology Services systems are successfully blocked.

Rationale 5.2

The measure is explicit from the Interpretation.

Result 5.2

100%, and this measure was achieved.

Measure 5.3

100% of access to data is controlled via password protocols.

Rationale 5.3

The measure is explicit from the Interpretation.

Result 5.3

100%, and this measure was achieved.

6. **Receive, process or disburse funds under internal controls that are insufficient to meet the Board of Trustees' appointed auditor's standards.**

Chief Superintendent Interpretation: The interpretation is explicit from the Executive Limitation

Therefore it is necessary to find the following.

Measure 6.1

The CBE received an unqualified and clean audit opinion from the external auditors.

Rationale 6.1

The measure is explicit from the Executive Limitation.

Result 6.1

Yes, the CBE received an unqualified audit opinion, and this measure was achieved.

7. (a) **Invest in financial instruments, which are not in accordance with the *School Act*, the *Trustee Act*, or as otherwise permitted by the Minister of Education;**
(b) **Invest in an investment position with equities which is not consistent with the "prudent person rule";**

Chief Superintendent Interpretation: The “prudent person rule” restricts discretion in investment to that of a prudent person seeking reasonable income and preservation of capital. This rule is also limited more specifically by the Alberta *School Act* and *Trustee Act*. The CBE further defines its interpretation of the prudent person rule through the identification of limits, allowable portfolio mix, etc. within Administrative Regulation 2034 – Investment of Cash Resources, which is regularly reviewed to ensure the parameters continue to reflect current market conditions and risk tolerance.

Therefore it is necessary to find the following.

Measure 7.1

100% of all investments are in alignment with legislated and ministerial requirements.

Rationale 7.1

The measure is explicit from the Executive Limitation.

Result 7.1

100%, and this measure was achieved.

Measure 7.2

100% of short and long term investments are consistent with the boundaries for investment established in Administrative Regulation 2034 – Investment of Cash Resources.

Rationale 7.2

The measure is explicit from the Interpretation.

Result 7.2

100%, and this measure was achieved.

8. Acquire, encumber or dispose of real property.

Chief Superintendent Interpretation: In accordance with the *School Act*, only the Board of Trustees is permitted to acquire, encumber or dispose of school properties, subject to both Provincial and Municipal requirements.

Therefore it is necessary to find the following.

Measure 8.1

100% of all real property acquisitions, disposals and encumbrances were approved by the Board of Trustees.

Rationale 8.1

The measure is explicit from the Interpretation.

Result 8.1

100%, and this measure was achieved.

9. Fail to have assets utilized for the benefit of the community within reasonable costs for both parties.

Chief Superintendent Interpretation: It is important to the community that the CBE provides facility space to community groups, where feasible, through lease agreements (licenses of occupation) and rental arrangements consistent with the Joint Use Agreement between the CBE, the City of Calgary and the Calgary Catholic School Board.

Therefore it is necessary to find the following.

Measure 9.1

100% of available surplus CBE building space is made available after school hours, where feasible, through rental arrangements to community groups in accordance with the Joint Use Agreement, and at rates approved by the Superintendents' Team that recover all related operating costs.

Rationale 9.1

The measure is explicit from the Interpretation.

Result 9.1

100%, and this measure was achieved.

Measure 9.2

100% of available surplus CBE building space is made available, where feasible, during school hours, through lease agreements with community groups, and at rates approved by the Superintendents' Team that recover all related operating costs.

Rationale 9.2

The measure is explicit from the Interpretation.

Result 9.2

100%, and this measure was achieved.

10. **Refuse to examine options that would result in significant savings in costs or enhanced productivity.**

Chief Superintendent Interpretation: The interpretation is explicit from the Executive Limitation.

Therefore it is necessary to find the following.

Measure 10.1

Operational reviews are regularly undertaken to either achieve savings or enhance productivity.

Rationale 10.1

CBE administration advocates continuous improvement through a variety of operational reviews and initiatives, such as the Phase One review of the Resource Allocation Model (RAM) process and allocations to schools. These efforts help to: ensure resources are best allocated to support the changing diverse learning needs of students; maximize service delivery; and support the Three-Year Education Plan.

Result 10.1

Yes, and this measure was achieved.

11. **Allow the expenditure of district funds for travel that is not specifically related to or consistent with the achievement of the district's Ends.**

Chief Superintendent Interpretation: Administrative Regulation 2058 – Authorization for Travel, stipulates accountability with respect to Calgary Board of Education travel outside the province and outside the country. This Regulation specifies that such travel is properly authorized by appropriate levels of management (School and Administration) dependent on the destination of the travel. As well, quarterly reports detailing specific information (dates, duration, destination, purpose, cost, etc.) for each trip made by school and department based staff are prepared for review and approval by Superintendents' Team.

Therefore it is necessary to find the following.

Measure 11.1

100% of district funds expended on travel were reviewed and approved in accordance with Administrative Regulation 2058 by the various accountability levels of the organization, and subsequently reported to the Superintendents' Team to ensure travel was in support of achieving the Ends.

Rationale 11.1

The measure is explicit from the Interpretation.

Result 11.1

100%, and this measure was achieved.

12. **Name or rename the organization, schools, rooms within a school, school grounds, other Calgary Board of Education facilities or educational programs.**

Chief Superintendent Interpretation: The interpretation is explicit from the Executive Limitation.

Therefore it is necessary to find the following.

Measure 12.1

100% of all naming or renaming of schools, portions of schools, school grounds, rooms within a school, other CBE facilities or educational programs was done by the Board of Trustees.

Rationale 12.1

The measure is explicit from the Executive Limitation.

Result 12.1

100%, and this measure was achieved.

IV. STATEMENT OF COMPLIANCE

The Chief Superintendent is required to provide an annual monitoring report to the Board of Trustees, reflecting on the extent to which the Chief Superintendent complies with Executive Limitation 12: Asset Protection.

This report includes a reasonable interpretation of EL-12 and documented results. Based on the data presented in this report, I am reporting compliance with the interpretation with exception of the following:

Measure 5.1

100% of records and files are stored in accordance with current records management and retention requirements and practices.

V. ADMINISTRATIVE RECOMMENDATIONS FOR POLICY ENHANCEMENT

1. Policy Provision 1: Administration seeks clarification with respect to why the Board of Trustees wishes to ensure that the CBE insures against losses in an amount greater than the average for comparable organizations, rather than consistent with

comparable organizations. Sound fiscal management would normally suggest that risk assessment seek to optimize the levels of coverage, in order not to over-insure. Furthermore, comparison with similar organizations may not necessarily provide assurance of adequate coverage. A better understanding of the Board of Trustees' concerns that generate this limitation will assist the Chief Superintendent in future interpretations and compliance.

2. Policy Provision 4: While the requirement of this policy provision is explicit, Administration seeks clarification of its purpose within the context of Executive Limitation 12 that states, "shall not allow assets to be unprotected, inadequately maintained, inappropriately used or exposed to unnecessary risk." A better understanding of the Board of Trustees' position on the relationship between this policy provision and the general focus of this Executive Limitation will assist the Chief Superintendent in assuring that her overall interpretation is reasonable.

A handwritten signature in cursive script that reads "Naomi Johnson". The signature is written in black ink and is positioned above the printed name and title.

NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

CALGARY BOARD OF EDUCATION
REGULAR MEETING OF THE BOARD OF TRUSTEES
PUBLIC AGENDA

JANUARY 18, 2011

CORRESPONDENCE

RECOMMENDATION:

THAT the Board of Trustees receives the following correspondence for information and for the record, in the form as submitted:

- **Email received from Keray Henke, Deputy Minister, Alberta Education, addressed to the School Board Chairs of Edmonton Public, Edmonton Catholic, Calgary Catholic and Calgary Public, regarding discussions held about the metro board challenges in serving a higher proportion of First Nations, Métis and Inuit (FNMI) students, severely disabled students and English as a Second Language students.**

Respectfully Submitted

J.R. Barkway,
Corporate Secretary's Office

TO: BOARD CHAIR

Edmonton Catholic Separate School District No. 7
Edmonton Public School District No. 7
Calgary Public School District No. 19
Calgary Roman Catholic Separate School District No. 1

I am writing in regard to our discussions about the metro school boards and the challenges resulting from serving a higher proportion of First Nations, Métis and Inuit (FNMI) students, severely disabled students and students requiring English as a Second Language (ESL) instruction.

The metro boards served approximately 248,000 full-time equivalent (FTE) students in the 2008/2009 school year or approximately 47.4 per cent of the 522,000 FTE students served by public and separate school boards across Alberta. The metro boards clearly serve the majority (77.9 per cent) of the ESL students in the province. In fact, 53.5 per cent of the ESL student population is served by the two metro boards operating in Calgary. This is significant considering these two boards serve approximately 26.8 per cent of the student population in Alberta. However, under the current funding framework, ESL is funded on a per-student basis and, therefore, the resources are allocated to those boards providing the service.

Similarly, it is evident that Edmonton Public School Board (but not the other metro boards) serves a relatively high proportion of FNMI students. Edmonton Public is not unique in this regard, as there are other boards in which FNMI students comprise a disproportionate percentage of their student population. As was the case with ESL, it is important to consider that boards receive funding for FNMI students on a per-student basis.

In addition to serving a high percentage of FNMI and ESL students, the metro boards serve approximately 42 per cent of the severely disabled students (Grades 1 to 12) in the province. This proportion compares favourably with the proportion of the total students served (47.4 per cent) by the metro boards.

Notably, incidence rates for the individual metro boards are relatively near or below the provincial average. On average, 3.23 per cent of the students in the province are severely disabled. The incidence rates for the metro boards range from 1.73 per cent for Calgary Roman Catholic Separate School Division (RCSSD) to 3.31 per cent for Edmonton Catholic Separate School District. The table below indicates metro board incidence rates as determined in the 2008/2009 realignment review.

.../2

Metro Board Severe Disability Incidence Rates

<i>Jurisdiction</i>	<i>Number of Severely Disabled Students</i>	<i>Incidence Rate</i>
Calgary RCSSD	719	1.73 per cent
Calgary Public Schools	3027	3.27 per cent
Edmonton Catholic Separate School Division	987	3.31 per cent
Edmonton Public Schools	1,910	2.63 per cent
Provincial Total/Rate	16,129	3.23 per cent

I recognize that severely disabled students have varying needs, whereby some require accessible medical facilities and other supports that may only be available in urban centres. I trust this information, based on the provincial context, will be helpful in your jurisdiction planning.

Keray Henke
Deputy Minister
Alberta Education

CALGARY BOARD OF EDUCATION

REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES

PUBLIC AGENDA

January 18, 2011

To: Board of Trustees

From: Naomi E. Johnson, Chief Superintendent of Schools

Re: **Report on the Financial Status of the Operating Budget as at November 30, 2010 and Forecast for the Year Ending August 31, 2011**

Purpose: Monitoring Information and for the Record

Governance Policy Reference: EL-10: Budgeting Process
EL-11: Financial Condition

Originator: Deborah L. Meyers, Superintendent, Chief Financial Officer, Corporate Treasurer

Resource Persons: Wayne T. Braun, Director, Corporate Financial Services
Jon R. Anderson, Manager, Budget and Corporate Reporting

I. RECOMMENDATIONS

It is recommended:

1. THAT information regarding all previously approved budget revisions and reserve transfers made during the period September 1, 2010 to November 30, 2010 inclusive (identified in this report and in Attachment I), be received for monitoring information and for the record.
2. THAT the 2010/2011 Budget Variance Report as at August 31, 2011 (identified in Attachment II) be received for monitoring information and for the record.

II. ISSUE

In accordance with the Board of Trustees' Executive Limitation 11: Financial Condition, the Chief Superintendent shall not cause or allow the development of fiscal jeopardy or a material deviation from budget policy, and shall not fail to inform the Board of Trustees in a timely manner of significant deviations or projected deviations in either the income or expenditures in the approved budget.

III. BACKGROUND

Each spring, the Calgary Board of Education prepares its operating budget for the following fiscal year. Quarterly and annual reports are presented to the Board of Trustees to provide updates on the status of the results of operations. These results are compared to the approved and current operating budget to meet the monitoring requirements of EL-11: Financial Condition.

This report includes:

- The Statement of 2010/2011 Annual Budgeted Revenue and Expenses with budget revisions and applicable transfers for the period ended November 30, 2010 (Attachment I).
- The 2010/2011 Budget Variance Report (Attachment II).

IV. ANALYSIS

Statement of 2010/2011 Annual Budgeted Revenue and Expense

A number of budget transfers were made during the first quarter of 2010/2011 to reflect revenue and expenditure adjustments. Transfers generally reflect the confirmed funding and updated plans of schools and service units.

The first quarter budget adjustments reflect both sustainable (ongoing provincial and other revenues and the associated expenditures) and non-sustainable (one-time funding only to support one-time expenditures) components. The 2010/2011 modified budget (reflecting only sustainable adjustments) is the comparator budget that is used in building the 2011/2012 CBE Operating Budget.

During the first quarter, the following sustainable net budget revisions and transfers occurred.

	<u>(\$ millions)</u>
Net revenue transfers to partially offset changes in expenditures described below, reflecting additional provincial funding announced in July 2010, increased capital support for P3 school amortization, and the finalization of Sept 30 th enrolment counts.	21.0
Net expenditure transfers related mainly to finalized enrolment counts, carryforward projects to be completed in 2010/2011, updated amortization schedules for capital assets acquired in 2009/2010, and the finalization of capital lease provisions.	(8.9)
Transfers reflecting a reduced planned draw on operating reserves as a result of increased provincial funding.	(4.7)
Increased draw on the available amounts in the amortization reserve to support operations.	2.5
Reduction in debt principal payments.	0.1
Net budgetary impact	<u><u>10.0</u></u>

During the first quarter, the following non-sustainable net budget revisions and transfers occurred.

	<u>(\$ millions)</u>
Net revenue transfers to partially offset changes in expenditures described below.	6.2
Net expenditure transfers related to one time projects deferred in 2009/2010.	(5.6)
Increased planned expenditure for one time capital projects, capital projects approved for carry forward into 2010/2011, and projects funded by one time provincial funding.	(9.7)
Increased draw on the available amounts in the amortization reserve to support one time capital projects.	0.6
Previously approved multi-year capital project expenditures unspent in 2009/10 and carried forward for completion in 2010/2011.	5.3
Approved capital reserve to support approved capital projects.	3.2
Net budgetary impact	<u><u>0.0</u></u>

2010/11 Budget Variance Report

The 2010/2011 Budget Variance Report (Attachment II) highlights variances between the current approved budget and projected revenue and expense.

All variances are less than 1% of the related annual budget.

V. FINANCIAL IMPACT

Statement of 2010/2011 Annual Budgeted Revenue and Expense

The Calgary Board of Education's budgeted net financial results do not change based on the budget revisions or transfers identified in Attachment I.

2010/2011 Budget Variance Report

As at August 31, 2011, the Calgary Board of Education is projecting a negligible net favourable variance of \$0.013 million on overall expenditures and revenues for the year ending August 31, 2011, including approved reserve provisions, on an approved expenditure budget of \$1.06 billion for 2010/2011.

VI. IMPLEMENTATION CONSEQUENCES

Superintendents' Team will continue to monitor the 2010/2011 Operating Budget to identify one time savings opportunities that could be applied to critical one-time spending initiatives.

VII. CONCLUSION

This report represents the first quarterly monitoring report to the Board of Trustees in connection with the recently approved amended 2010/2011 Operating Budget for the Calgary Board of Education, as required by Executive Limitation 11: Financial Condition.



Naomi E. Johnson
Chief Superintendent of Schools
CALGARY BOARD OF EDUCATION

- Attachment I: Statement of 2010/2011 Annual Budgeted Revenue and Expense with Revisions and Transfers during the period from September 1, 2010 to November 30, 2010 for both sustainable and non-sustainable components.
- Attachment II: 2010/11 Projected Budget Variance Report as at August 31, 2011.

CALGARY BOARD OF EDUCATION
STATEMENT OF 2010/11 ANNUAL BUDGETED REVENUE AND EXPENSE
WITH REVISIONS AND TRANSFERS DURING THE PERIOD
SEPTEMBER 1, 2010 TO NOVEMBER 30, 2010

Description	2010/11 Approved Budget Effective September 1, 2010 (\$000)	Sustainable Revisions/ Transfers September 1 to November 30, 2010 (\$000)	2010/11 Modified Budget Effective November 30, 2010 (\$000)	Non- Sustainable Revisions/ Transfers September 1 to November 30, 2010 (\$000)	2010/11 Current Annual Budget as at November 30, 2010 (\$000)
REVENUE					
Alberta Education grants					
Base provincial instruction	592,593	56,673	649,267	-	649,267
Differential cost funding and Transportation	227,457	(144)	227,312	-	227,312
Provincial priority targeted grants	59,865	(41,671)	18,193	1,948	20,141
Other provincial education grants	14,009	-	14,009	1,834	15,844
Infrastructure Maintenance Renewal (IMR) Support	18,196	52	18,248	-	18,248
Provincial Capital support	20,090	5,448	25,538	-	25,538
School generated funds(SGF)	35,375	-	35,375	-	35,375
Other revenue	48,297	634	48,931	2,447	51,378
Total revenue	1,015,882	20,991	1,036,873	6,229	1,043,103
EXPENSE					
Salaries and benefits	802,509	(230)	802,279	2,107	804,386
Supplies and services	168,838	(1,724)	167,114	3,530	170,644
Interest	2,365	3,727	6,092	-	6,092
School funded activities	35,375	-	35,375	-	35,375
Amortization of capital assets	35,839	7,149	42,988	-	42,988
Total expense	1,044,927	8,922	1,053,849	5,637	1,059,486
Excess (deficiency) of operating revenue over expense for the year	(29,045)	12,069	(16,976)	592	(16,383)
Transfer from/(to) operating reserves/designated funds	19,060	(4,686)	14,374	-	14,374
Add/(deduct) capital items paid by operating funds					
Capital assets acquired	(14,409)	-	(14,409)	(9,705)	(24,114)
Amortization reserve	16,236	2,519	18,755	570	19,325
Capital lease debt repayments	(3,420)	83	(3,337)	389	(3,337)
Transfer from (to) school purchased assets	1,593	-	1,593	-	1,593
Transfer from capital carryforward	-	-	-	5,314	5,314
Transfer from/(to) capital reserves					
Building and equipment reserves	-	-	-	3,228	3,228
Net operating surplus	(9,985)	9,985	-	-	-

CALGARY BOARD OF EDUCATION
STATEMENT OF REVENUE AND EXPENSE
FOR THE PERIOD SEPTEMBER 1, 2010 TO NOVEMBER 30, 2010
AND FORECAST FOR THE YEAR ENDING AUGUST 31, 2011

Description	Actual Year to Date 30-Nov-10 (\$000)	2010/11 Forecast Annual Revenue and Expense (\$000)	2010/11 Current Annual Budget, Effective 30-Nov-10 (\$000)	2010/11 Annual Variance Favourable/ (Unfavourable) (\$000)
REVENUE				
Alberta Education grants:				
Base provincial instruction	162,143	649,267	649,267	-
Differential cost funding and Transportation	55,797	227,405	227,312	93
Provincial priority targeted grants	5,169	20,141	20,141	-
Other provincial education grants	9,047	15,844	15,844	-
Infrastructure Maintenance Renewal (IMR) Support	18,248	18,248	18,248	-
Provincial Capital support	5,257	25,538	25,538	-
School generated funds	-	35,375	35,375	-
Other revenue	17,549	51,795	51,378	417
Total revenue	273,210	1,043,613	1,043,103	510
EXPENSE				
Salaries and benefits	189,177	805,033	804,386	(647)
Supplies and services	35,330	170,522	170,644	123
Interest	761	6,092	6,092	-
School funded activities	-	35,375	35,375	-
Amortization	10,390	42,988	42,988	-
Total expense	235,658	1,060,009	1,059,486	(524)
Excess of operating revenue over expense for the year	37,552	(16,396)	(16,383)	(13)
Transfer from (to) operating reserves/designated funds				
Utility expense stabilization	-	2,300	2,300	-
Administrative Systems Renewal	-	3,074	3,074	-
Fiscal Stability Reserve	-	3,000	3,000	-
General Instruction Reserve	-	2,000	2,000	-
Other decentralized budgets/Project funding	-	1,500	1,500	-
Other designated (unrestricted net assets)	-	2,500	2,500	-
Unrestricted operating surplus for the year, before capital items	37,552	(2,022)	(2,009)	(13)
Add/(deduct) capital items paid by operating funds				
Capital assets acquired	-	(24,114)	(24,114)	-
Amortization reserve	-	19,325	19,325	-
Capital debt repayments	-	(3,337)	(3,337)	-
Transfer from (to) building and equipment reserves	-	3,228	3,228	-
Transfer from (to) School purchased assets	-	1,593	1,593	-
Transfer from capital carry forward	-	5,314	5,314	-
Subtotal	-	2,009	2,009	-
Net operating surplus (deficit)	37,552	(13)	-	(13)

CALGARY BOARD OF EDUCATION

REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES

PUBLIC AGENDA

January 18, 2011

To: Board of Trustees

From: Naomi E. Johnson, Chief Superintendent of Schools

Re: **2010/11 Capital Budget Status Report as at November 30, 2010**

Purpose: Approval, Monitoring Information and for the Record

Governance Policy Reference: EL-11: Financial Condition
EL-12: Asset Protection

Originator: Deborah L. Meyers, Superintendent, Chief Financial Officer, Corporate Treasurer

Resource Persons: Wayne T. Braun, Director, Corporate Financial Services
Bob Coll, Capital Controller, Service Unit Financial Support Services
Eugene Heeger, Director, Capital Planning and Development
Robert Ashley, Manager, Architectural and Engineering Services

I. RECOMMENDATIONS

It is recommended:

1. THAT information regarding all budget revisions and previously approved transfers, as outlined in this report for the period September 1 to November 30, 2010 inclusive, be received for monitoring information and for the record.
2. THAT attachments I to IV, reflecting actual capital expenditures for the period September 1 to November 30, 2010 and forecast expenditures for year ending August 31, 2011, be received for monitoring information and for the record.
3. THAT the capital fund surplus of \$5.314 million, designated for project initiatives previously approved for carry forward from 2009/10, be approved for transfer and inclusion in the 2010/2011 Capital Budget.
4. THAT the \$3,400 in proceeds from the disposal of capital equipment assets be placed in Capital Reserves (Attachment IV).

II. ISSUE

In accordance with the Board of Trustees' Executive Limitation 11: Financial Condition, the Chief Superintendent shall not cause or allow the development of fiscal jeopardy or material deviation from budget policy. Accordingly, the Chief Superintendent shall not fail to inform the Board of Trustees in a timely manner of significant deviations in either the income or expenditure in the approved budget. Ongoing monitoring of actual requests against approved budgets is to occur on a quarterly and annual basis, including financial statements. This report compares actual capital expenditures incurred to November 30, 2010 to the approved 2010/2011 Capital Budget, showing the use and recommended application of capital reserves, budget transfers and revisions made during this period.

III. BACKGROUND

Each spring the Calgary Board of Education prepares its capital budget for the following school year. The capital budget is prepared in two components: Facility Related Assets (which are primarily new school buildings or school modernization projects funded by capital grants from Alberta Education since April 1, 2006, and managed by the Capital Planning and Development Department) and Non-Facility Related Assets (which are primarily larger technology acquisitions, vehicles and equipment, and capital allocations to schools funded by operating grants and reserves of the CBE).

This report is presented to the Board of Trustees to:

- provide an update on the status, to the end of the first fiscal quarter, of capital projects approved for the 2010/2011 fiscal year;
- provide quarterly status of capital reserves and designated funds; and
- meet the quarterly monitoring requirements of EL-11: Financial Condition, as they relate to the capital budget.

IV. ANALYSIS

Attachments to this report summarize the financial data for all approved 2010/2011 capital projects, as follows:

Non-Facility Related Capital Budget Status Report (Attachment I)

The revised Non-Facility Related Capital Budget, including current quarter revisions, amounts to \$19.88 million, with actual expenditures to November 30, 2010 totaling \$2.11 million. Service Units, based on actual expenditures to August 31, 2010, had requested carry forward amounts to complete projects in 2010/2011 totaling \$5.23 million which were approved by the Board of Trustees on November 2, 2010 and are imbedded in the numbers above. The Total Estimated Capital Expenditure is \$19.83 million in 2010/2011, reflecting a small favourable variance of \$0.05 million.

All Budget revisions are identified in Attachment I. The current quarter budget revisions reflect a small net budget expenditure reduction. The revisions include budget reductions/increases to various projects to reflect actual budget requirements. The budget changes include:

- reductions totaling: (\$246,281)
- increases totaling: \$162,892
- Total (\$83,389)

Facility Related Capital Budget Status Report (Attachment II)

The total Facility Related Capital Budget, including current quarter revisions, amounts to \$366.34 million, with actual expenditures to November 30, 2010 totaling \$306.65 million. Carry forwards, based on actual expenditures to August 31, 2010, totaled \$0.67 million and are imbedded in the numbers above. The Total Estimated Capital Expenditure is \$366.21 million, reflecting a small favourable variance of \$0.12 million.

The current quarter budget revisions, which net to zero, are as follows and will be reflected in the statement of final costs for ministry approval:

- an increase of \$0.25 million to address landscaping, unforeseen drainage issues, and furniture management and placement costs at Samuel W. Shaw School;
- a decrease of \$0.06 million to reflect the actual budget requirement of the Samuel W. Shaw School Portables;
- an increase of \$0.05 million to address furniture management and placement costs at McKenzie Towne School;
- a net decrease of \$0.02 million to reflect the actual budget requirement for Panorama School and Portables, including furniture management and placement costs.
- a net decrease of \$0.22 million to reflect the actual budget requirement for Taradale School and Portables, including furniture management and placement costs.

Capital Financing Summary (Attachment III)

This attachment provides information pertaining to the various funding sources required to finance the 2010/2011 Capital Budget and the status of their deployment to budgeted projects.

During this period, a net savings from amortization of \$1.21 million has been identified from non-facility and facility related projects. These savings have reduced the funding shortfall from \$1.65 million reported in the fourth quarter of 2009/2010, to \$0.44 million, in the first quarter of 2010/2011 related to the Technology Project component of the New Education Centre previously approved by the Board of Trustees. These remaining required funds of \$0.44 million will be secured later in the 2010/2011 fiscal year from a reallocation of completed capital project surpluses.

Capital Reserves, Designated Capital Funds and Alberta Government Proceeds on Disposal of Capital Assets (Attachment IV)

This attachment provides information pertaining to the various transfers in and out of specific Reserves for the year, and the commitments for approved capital projects.

As at November 30, 2010, there is \$19.69 million in Building Capital Reserves and Designated Funds. Of these funds, \$8.54 million is committed for approved projects, leaving \$11.15 million in uncommitted capital reserves.

V. FINANCIAL IMPACT

To the extent that there are funding shortfalls on capital projects funded by Alberta Infrastructure or Alberta Education, these will be addressed through the use of savings in other capital projects, modernization or infrastructure maintenance renewal (IMR) block funding allotments, accrued interest earned on capital receipts previously received from Alberta Infrastructure, approved transfers from capital reserves or, as a final resort, from operating funds or interim financing pending approved disposition of surplus properties. There are sufficient funds available from these sources to address all anticipated shortfalls on existing approved capital projects.

The actual costs of the equipment purchases or project implementation projects identified in the 2010/2011 Capital Budget will result in approximately \$5.0 million of new amortization expense for each of the next four fiscal years, beginning in 2011/2012.

VI. CONCLUSION

This report meets the quarterly monitoring requirements of Executive Limitation 11: Financial Condition.



Naomi E. Johnson
Chief Superintendent of Schools
CALGARY BOARD OF EDUCATION

Attachment I:	Non-Facility Related Assets
Attachment II:	Facility Related Assets
Attachment III:	Capital Financing Summary
Attachment IV:	Capital Reserves, Designated Capital Funds, and Alberta Government Proceeds on Disposal of Capital Asset

Calgary Board of Education
Quarterly Capital Budget Status Report
Non-Facility Related Assets
as at November 30, 2010

	Project Budget \$	Cumulative Project Expenditures \$	Budget 01-Sep-10 \$	Approved Carry Forward \$	Current Quarter Revisions \$	Revised Budget 30-Nov-10 \$	Expenditures to Date \$	Estimated Costs to Completion \$	Total Estimated Capital Expenditure \$	Forecast Project Variance \$	Estimate 2011/12 \$	Estimate 2012/13 \$
Finance and Business Services												
Procurement and Logistics Services												
Forklift Replacement	20,000	-	-	-	-	-	-	-	-	-	-	20,000
sub-total	20,000	-	-	-	-	-	-	-	-	-	-	20,000
Corporate Financial Services												
Budget and Reporting System Implementation*	573,495	424,376	-	150,000	-	150,000	881	149,119	150,000	-	-	-
Budget Sys.-Business Intelligence Tools/Web Server*	201,771	1,771	200,000	-	-	200,000	-	200,000	200,000	-	-	-
Oracle Financials Upgrade (11.5.8)	1,150,000	-	100,000	-	-	100,000	-	100,000	100,000	-	850,000	200,000
Quick Books Upgrade (2010)*	60,000	-	60,000	-	-	60,000	-	60,000	60,000	-	-	-
sub-total	1,985,266	426,147	360,000	150,000	-	510,000	881	509,119	510,000	-	850,000	200,000
Information Technology Services												
Class Upgrade	75,000	57,827	-	27,262	-	27,262	10,089	17,173	27,262	-	-	-
Development Lab	434,558	57,558	270,000	-	-	270,000	-	270,000	270,000	-	107,000	-
Directory Resource Administrator*	150,000	-	150,000	-	-	150,000	-	150,000	150,000	-	-	-
Enterprise Archiving Tool	250,000	-	250,000	-	-	250,000	-	250,000	250,000	-	-	-
Enterprise Fax Solution*	200,000	-	200,000	-	-	200,000	-	200,000	200,000	-	-	-
Enterprise Portal Deployment Expansion	11,750,229	4,907,973	1,950,000	1,150,170	-	3,100,170	295,914	2,804,256	3,100,170	-	2,038,000	2,000,000
Enterprise Project Management Solution*	86,000	-	-	86,000	-	86,000	-	86,000	86,000	-	-	-
Exchange 2010*	75,000	34,910	-	40,090	-	40,090	-	40,090	40,090	-	-	-
ITS Infrastructure Renewal and Growth	3,317,849	81,732	1,076,000	167,849	-	1,243,849	81,732	1,162,117	1,243,849	-	1,074,000	1,000,000
Office 2010	538,679	268,668	-	499,460	-	499,460	229,449	270,011	499,460	-	-	-
Print Strategy Cost Containment (Started 07/08)	1,458,559	342,862	180,000	951,333	-	1,131,333	15,636	1,115,697	1,131,333	-	-	-
Self Serve Password Reset*	100,000	-	-	100,000	-	100,000	-	100,000	100,000	-	-	-
Streaming Media Server Upgrade*	105,000	-	-	105,000	-	105,000	-	105,000	105,000	-	-	-
Student Demographic/Academic Achievem't Data Mart	610,000	513,464	-	142,578	-	142,578	46,042	96,536	142,578	-	-	-
Voice over Internet Protocol - School Demonstration*	286,937	762	-	286,937	-	286,937	762	286,175	286,937	-	-	-
Windows 7 Operating System	425,000	-	425,000	-	-	425,000	-	425,000	425,000	-	-	-
Windows 2008 Operating System	174,270	77,927	-	100,725	-	100,725	4,382	96,343	100,725	-	-	-
Wireless Capacity and Enhancement	5,422,528	5,396,783	-	285,176	-	285,176	259,431	25,745	285,176	-	-	-
sub-total	25,459,609	11,740,466	4,501,000	3,942,580	-	8,443,580	943,437	7,500,143	8,443,580	-	3,219,000	3,000,000
Facility and Environmental Services												
Capital Planning and Development												
Computerized Maintenance Management System	1,077,000	638,330	330,000	145,015	-	475,015	36,345	438,670	475,015	-	-	-
Computerized Project Management System	110,000	-	-	-	-	-	-	-	-	-	110,000	-
Facilities Strategic IT Plan	1,246,000	-	386,000	-	-	386,000	-	386,000	386,000	-	426,000	434,000
Mobile Computing	226,000	5,469	50,000	-	-	50,000	5,469	44,531	50,000	-	176,000	-
sub-total	2,659,000	643,799	766,000	145,015	-	911,015	41,814	869,201	911,015	-	712,000	434,000
Central Facility Services												
Stake Truck with Box and Lift Gate (1)	104,000	-	104,000	-	-	104,000	-	104,000	104,000	-	-	-
Mail Truck with Box	74,000	-	-	-	-	-	-	-	-	-	-	74,000
1 Ton Van with Shelving	35,000	-	35,000	-	-	35,000	-	35,000	35,000	-	-	-
2 Ton Hoist Truck (1)	68,000	-	-	-	-	-	-	-	-	-	-	68,000

*Projects temporarily on hold pending Superintendents' Team Review

Calgary Board of Education
Quarterly Capital Budget Status Report
Non-Facility Related Assets
as at November 30, 2010

	Project Budget \$	Cumulative Project Expenditures \$	Budget 01-Sep-10 \$	Approved Carry Forward \$	Current Quarter Revisions \$	Revised Budget 30-Nov-10 \$	Expenditures to Date \$	Estimated Costs to Completion \$	Total Estimated Capital Expenditure \$	Forecast Project Variance \$	Estimate 2011/12 \$	Estimate 2012/13 \$
Central Facility Services Continued												
4 x 4 Trucks with Boxes (1, 0, 1)	80,000	-	40,000	-	-	40,000	-	40,000	40,000	-	-	40,000
5 Ton Dump Truck (0, 1, 1)	205,000	-	-	-	-	-	-	-	-	-	100,000	105,000
Argon Filling Unit	9,000	-	-	-	-	-	-	-	-	-	-	9,000
Asphalt Breaker	12,000	-	12,000	-	-	12,000	-	9,650	9,650	2,350	-	-
Asphalt Roller	50,000	31,496	50,000	-	-	50,000	31,496	-	31,496	18,504	-	-
Automotive Parts Washer	13,000	-	13,000	-	-	13,000	-	13,000	13,000	-	-	-
Compact Tractor c/w Snow Removal attachments	60,000	-	-	-	-	-	-	-	-	-	-	60,000
Genie Lift	20,000	-	20,000	-	-	20,000	-	20,000	20,000	-	-	-
Glazing Shop Truck with Racks	64,000	-	-	-	-	-	-	-	-	-	-	64,000
Glazing Shop Glass Washer	45,000	-	-	-	-	-	-	-	-	-	-	45,000
Hydraulic Metal Ban Saw	6,000	-	-	-	-	-	-	-	-	-	6,000	-
Infield Ball Diamond Groomer	25,000	-	-	-	-	-	-	-	-	-	-	25,000
Metal Lathe	10,000	-	-	-	-	-	-	-	-	-	10,000	-
Municipal Tractor c/w attachments	150,000	-	-	-	-	-	-	-	-	-	-	150,000
Paint Shop Ventilation (Highfield)	285,000	-	-	-	-	-	-	-	-	-	-	285,000
Plate Tamper	5,000	-	-	-	-	-	-	-	-	-	5,000	-
Road Grader	150,000	-	-	-	-	-	-	-	-	-	150,000	-
Sanding and Plow Truck	75,000	-	75,000	-	-	75,000	-	50,000	50,000	25,000	-	-
Scan Tool Software	15,000	-	15,000	-	-	15,000	-	15,000	15,000	-	-	-
Service Truck with Box	65,000	-	-	-	-	-	-	-	-	-	65,000	-
Snow Blower Attachments (2)	20,000	12,070	20,000	-	-	20,000	12,070	-	12,070	7,930	-	-
Sod Cutter	10,000	-	-	-	-	-	-	-	-	-	10,000	-
Trade Vans with Racks (0, 8, 8)	486,000	-	-	-	-	-	-	-	-	-	243,000	243,000
Trailer for Asphalt Roller	7,000	5,141	7,000	-	-	7,000	5,141	1,859	7,000	-	-	-
Tree Spade Attachment	25,000	-	-	-	-	-	-	-	-	-	-	25,000
Trim Mowers (5)	90,000	-	90,000	-	-	90,000	-	90,000	90,000	-	-	-
Electronic Door Access	2,323,987	1,617,781	140,000	225,800	-	365,800	159,594	206,206	365,800	-	300,000	200,000
Senior High School Security Cameras - Phase II	1,210,000	225,752	275,000	260,793	-	535,793	11,545	524,248	535,793	-	260,000	200,000
sub-total	5,796,987	1,892,240	896,000	486,593	-	1,382,593	219,846	1,108,963	1,328,809	53,784	1,149,000	1,593,000
Education, Energy and Environment												
Building Automated Systems (BAS) Front End	1,508,000	-	338,000	-	-	338,000	-	338,000	338,000	-	585,000	585,000
Energy - Utility Metering	252,000	124,103	-	127,897	-	127,897	-	127,897	127,897	-	-	-
sub-total	1,760,000	124,103	338,000	127,897	-	465,897	-	465,897	465,897	-	585,000	585,000
Facility and Environmental Services Continued:												
Facility Operations												
Articulating Manlift (1, 1, 0)	140,000	-	70,000	-	-	70,000	-	70,000	70,000	-	70,000	-
Auto Scrubbers - 20" (8)	47,267	-	-	-	47,267	47,267	-	47,267	47,267	-	-	-
Auto Scrubbers - 21" (0, 15, 19)	188,000	-	77,000	-	(77,000)	-	-	-	-	-	83,000	105,000
Auto Scrubbers - 23" (8)	45,974	-	-	-	45,974	45,974	-	45,974	45,974	-	-	-
Auto Scrubbers - 24" (8, 5, 6)	138,394	-	16,000	-	34,394	50,394	-	50,394	50,394	-	40,000	48,000
Auto Scrubbers - 26" (0, 1, 3)	32,000	-	24,000	-	(24,000)	-	-	-	-	-	8,000	24,000
Auto Scrubbers - 28" (2, 4, 4)	93,444	-	36,000	-	(14,556)	21,444	-	21,444	21,444	-	36,000	36,000
BSM Computer Upgrades (5)	70,000	-	70,000	-	-	70,000	-	70,000	70,000	-	-	-
Burnishers (0, 8, 11)	95,000	-	20,000	-	(20,000)	-	-	-	-	-	40,000	55,000
CCTV Pipeline Inspection System	14,000	10,493	14,000	-	-	14,000	10,493	3,507	14,000	-	-	-
Pipe Threading Machine	13,000	-	13,000	-	-	13,000	-	13,000	13,000	-	-	-

*Projects temporarily on hold pending Superintendents' Team Review

Calgary Board of Education
Quarterly Capital Budget Status Report
Non-Facility Related Assets
as at November 30, 2010

	Project Budget \$	Cumulative Project Expenditures \$	Budget 01-Sep-10 \$	Approved Carry Forward \$	Current Quarter Revisions \$	Revised Budget 30-Nov-10 \$	Expenditures to Date \$	Estimated Costs to Completion \$	Total Estimated Capital Expenditure \$	Forecast Project Variance \$	Estimate 2011/12 \$	Estimate 2012/13 \$
Facility Operations Continued												
Ride-on Auto Scrubbers (4, 4, 5)	182,257	-	27,000	-	35,257	62,257	-	62,257	62,257	-	53,000	66,000
Ride-on-Tractors (2, 4, 5)	82,664	-	32,000	-	(17,336)	14,664	-	14,664	14,664	-	30,000	38,000
Thermal Imaging Camera	27,000	18,064	27,000	-	-	27,000	18,064	8,936	27,000	-	-	-
Towable Manlift (1)	-	-	10,000	-	(10,000)	-	-	-	-	-	-	-
sub-total	1,169,000	28,557	436,000	-	-	436,000	28,557	407,443	436,000	-	360,000	372,000
Learning Innovation												
District Planning & Monitoring Solutions	480,000	419,957	-	60,043	-	60,043	-	60,043	60,043	-	-	-
Integred Media System (IMS) Upgrade - Phase II	902,609	724,102	205,000	-	-	205,000	26,493	178,507	205,000	-	-	-
Inclusive Learning Technologies	2,768,000	736,419	1,199,000	125,312	-	1,324,312	261,731	1,062,581	1,324,312	-	969,000	-
Corporate Partnerships Database*	15,000	-	15,000	-	-	15,000	-	15,000	15,000	-	-	-
School Logic*	1,045,000	-	100,000	-	-	100,000	-	100,000	100,000	-	475,000	470,000
sub-total	5,210,609	1,880,478	1,519,000	185,355	-	1,704,355	288,224	1,416,131	1,704,355	-	1,444,000	470,000
Schools and Educational Programs												
Drama Lighting Systems	1,958,271	1,945,967	-	14,659	-	14,659	2,355	12,304	14,659	-	-	-
Program Moves & Expansions Commissioning	2,881,419	-	900,000	181,419	-	1,081,419	-	1,081,419	1,081,419	-	900,000	900,000
School Purchased Assets (current + 2 yrs)	4,593,000	295,970	1,593,000	-	-	1,593,000	295,970	1,297,030	1,593,000	-	1,500,000	1,500,000
sub-total	9,432,690	2,241,937	2,493,000	196,078	-	2,689,078	298,325	2,390,753	2,689,078	-	2,400,000	2,400,000
Unsupported Debt Principal Payments	23,850,767	2,463,597	3,420,000	-	(83,389)	3,336,611	286,354	3,050,257	3,336,611	-	5,754,000	5,779,000
Total Non-Facility Capital Assets	77,343,928	21,441,324	14,729,000	5,233,518	(83,389)	19,879,129	2,107,438	17,717,907	19,825,345	53,784	16,473,000	14,853,000

*Projects temporarily on hold pending Superintendents' Team Review

Calgary Board of Education
Quarterly Capital Budget Status Report
Facility Related Assets
as at November 30, 2010

	Budget Sep. 1, 2010 \$	Current Quarter Revisions \$	Revised Budget Nov. 30, 2010 \$	Expenditures To Date \$	Estimated Costs to Completion \$	Total Estimated Capital Expenditure \$	Forecast Variance \$
2005/2006 Capital Projects							
Samuel W. Shaw School	20,043,865	254,833	20,298,698	19,862,109	436,589	20,298,698	-
Samuel W. Shaw School - 12 new portables	2,206,634	(62,166)	2,144,468	2,144,468	-	2,144,468	-
sub-total	22,250,499	192,667	22,443,166	22,006,577	436,589	22,443,166	-
2006/2007 Capital Projects							
McKenzie Towne (K-4) School	13,035,796	50,000	13,085,796	12,648,693	437,103	13,085,796	-
Panorama (K-4) School (w/8 new portables)	13,311,887	(19,221)	13,292,666	13,187,614	105,052	13,292,666	-
Taradale (K-4) School (w/10 new portables)	14,946,492	(223,446)	14,723,046	14,384,018	215,681	14,599,699	123,347
sub-total	41,294,175	(192,667)	41,101,508	40,220,325	757,836	40,978,161	123,347
2007/2008 Major Modernization							
Western Canada High Modernization	35,000,000	-	35,000,000	16,846,724	18,153,276	35,000,000	-
sub-total	35,000,000	-	35,000,000	16,846,724	18,153,276	35,000,000	-
2008/2009 Capital Projects							
Robert Warren School Portables - Setup	187,083	-	187,083	86,444	100,639	187,083	-
P3 Schools (6) Furniture & Equipment (Bridlewood,Cranston, Evergreen,Royal Oak,Saddle Ridge,West Springs)	5,971,500	-	5,971,500	4,217,026	1,754,474	5,971,500	-
sub-total	6,158,583	-	6,158,583	4,303,470	1,855,113	6,158,583	-
2009/2010 Capital Projects							
Child Care Modular Initiative (Battalion Park, Chaparral & Taradale 2 each)	2,137,426	-	2,137,426	1,547,194	590,232	2,137,426	-
P3 Schools (Bridlewood,Cranston,Evergreen,RoyalOak,SaddleRidge,West Springs)	160,589,065	-	160,589,065	160,589,065	-	160,589,065	-
sub-total	162,726,491	-	162,726,491	162,136,259	590,232	162,726,491	-
Other Capital Projects							
Administration Building Renovations	105,000	-	105,000	5,250	99,750	105,000	-
New School Commissioning (Samuel W. Shaw)	520,255	-	520,255	473,001	47,254	520,255	-
New School Commissioning (2007/08 capital projects)	1,000,000	-	1,000,000	1,000,000	-	1,000,000	-
New School Commissioning P3 (Bridlewood, Cranston, Evergreen, Royal Oak, Saddleridge, and West Springs)	3,000,000	-	3,000,000	2,612,410	387,590	3,000,000	-
Career Technology Centre	9,000,000	-	9,000,000	579,808	8,420,192	9,000,000	-

Calgary Board of Education
Quarterly Capital Budget Status Report
Facility Related Assets
as at November 30, 2010

	Budget	Current	Revised	Expenditures	Estimated	Total	
	Sep. 1, 2010	Quarter	Budget	To	Costs	Estimated	Forecast
	\$	Revisions	Nov. 30, 2010	Date	to	Capital	Variance
	\$	\$	\$	\$	Completion	Expenditure	\$
Other Capital Projects (continued)							
Dr. Carl Safran/Conference Centre, Connaught Modernization and Addition	50,220,506	-	50,220,506	38,330,437	11,890,069	50,220,506	-
New Education Centre - Voice over Internet Protocol	573,476	-	573,476	1,553	571,923	573,476	-
New Education Centre - Technology Requirements	6,000,000	-	6,000,000	131,807	5,868,193	6,000,000	-
West High School - Ernest Manning Replacement	28,000,000	-	28,000,000	18,000,000	10,000,000	28,000,000	-
Reallocation of capital interest earned	489,004	-	489,004	-	489,004	489,004	-
sub-total	98,908,241	-	98,908,241	61,134,266	37,773,975	98,908,241	-
	366,337,989	-	366,337,989	306,647,621	59,567,021	366,214,642	123,347

**Calgary Board of Education
2010/11 Capital Budget
Capital Financing Summary
As at November 30, 2010**

	Non-Facility Related Assets Budget	Facility Related Assets Budget	Total Budget
Total Budgeted Expenditures (per Attachments I and II)	\$ 19,879,129	\$ 366,337,989	\$ 386,217,118
Financed by the Following:			
Alberta Infrastructure Funded Approvals	\$ -	\$ 298,429,748	\$ 298,429,748
Alberta Government Proceeds on Disposal of Capital Assets	-	1,307,668	1,307,668
Funded from Current Operations - Amortization	13,052,611	6,272,527	19,325,138
Funded from prior year operations and Capital Building Reserves	-	20,802,959	20,802,959
Accrued Interest Earned on Capital Grants	-	1,581,336	1,581,336
Funded from School or Departmental Resources	1,593,000	-	1,593,000
Designated Capital Funds - 2009/10 Approved Carryforward	4,640,721	673,772	5,314,493
Capital Building Reserves	-	3,227,961	3,227,961
Interim Financing from CBE/RBC Funds	-	30,000,000	30,000,000
Provincial One-time Technology Funding	592,797	-	592,797
Infrastructure Maintenance Renewal Program	-	3,600,000	3,600,000
Reallocation of completed capital project surpluses	-	442,018	442,018
Total Capital Financing	\$ 19,879,129	\$ 366,337,989	\$ 386,217,118

Calgary Board of Education
Capital Reserves, Designated Capital Funds, and
Alberta Government Proceeds on Disposal of Capital Assets
Balances as at November 30, 2010

	Plant Operations & Maintenance	Leased School Buildings	School Facility Modernization	Chinook Learning Services Relocation	Capital Reserves Total	Designated Capital Funds Note 1	Total	Alberta Government Proceeds on Disposal of Capital Assets Note 2	
	Building Reserve	Asset Replacement	Buildings Reserve	Modernization Reserve	Services Relocation	Capital Reserves Total	Capital Funds Note 1	Total	
Balances as at September 1, 2010	8,249,769	451,625	2,000,000	2,270,772	1,400,000	14,372,166	5,314,493	19,686,659	1,307,668
Transfers out									
Total Transfers out	-	-	-	-	-	-	-	-	-
Transfers in									
Equipment and Vehicle Disposal Proceeds	-	3,400	-	-	-	3,400	-	3,400	-
Total Transfers in	-	3,400	-	-	-	3,400	-	3,400	-
Balances as at November 30, 2010	8,249,769	455,025	2,000,000	2,270,772	1,400,000	14,375,566	5,314,493	19,690,059	1,307,668
Commitments:									
Represented by:									
Dr. C Safran/Conf. Ctr & Connaught (Board Meeting February 19, 2008)	2,879,310	-	-	-	-	2,879,310	-	2,879,310	-
2009/10 Capital Budget 4th Quarter Report - carry forward projects (Board Meeting November 2, 2010)	-	-	-	-	-	-	5,314,493	5,314,493	-
P3 School Commissioning (Bridlewood, Cranston, Evergreen, RoyalOak, Saddleridge, and West Springs, (2009/10 Approved Capital Budget)	348,651	-	-	-	-	348,651	-	348,651	-
Career Technology Centre (Board meeting April 27, 2010)	-	-	-	-	-	-	-	-	(1,307,668)
Total Committed Amounts	3,227,961	-	-	-	-	3,227,961	5,314,493	8,542,454	(1,307,668)
Total Uncommitted Amounts	5,021,808	455,025	2,000,000	2,270,772	1,400,000	11,147,605	-	11,147,605	1,307,668
Balances as at November 30, 2010	8,249,769	455,025	2,000,000	2,270,772	1,400,000	14,375,566	5,314,493	19,690,059	-

Notes:

1 Designated Capital Funds - capital funds carryforward for capital projects, which were in progress at fiscal year end.

Service Unit Requests	\$5,233,518
Facility Related Requests	\$673,772
less covered by one time technology funds in 2010/11	(\$592,797)
Net capital carry forward request into 2010/11	\$5,314,493

2 Alberta Government Proceeds on Disposal of Capital Assets - government portion of proceeds on disposal of capital assets, Ministerial approval is required for use of this fund. Ministerial approval was received in July, 2010 to use these funds in support of the Career and Technology Centre Project as requested.

CALGARY BOARD OF EDUCATION

REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES PUBLIC AGENDA

January 18, 2011

To: Board of Trustees

From: Naomi E. Johnson, Chief Superintendent of Schools

Re: **Transition Strategies for Sir William Van Horne High School Students**

Purpose: Information

Governance Policy Reference: EL-3 Information, Counsel and Support to the Board of Trustees
EL-6 Instructional Program
GP-5E Closure of Schools

Originator: Cathy Faber, Superintendent, Learning Innovation

Resource Persons: Dianne Yee, Director, Area I
Susan Church, Director, Area II
Leta Youck-McGowan, Principal, Sir William Van Horne High School
Lori Walsh, System Assistant Principal, Student Information and Record System
Pat Kover, System Assistant Principal, Learning Innovation
Stephanie Leech, Senior Education Specialist, Learning Innovation

I. RECOMMENDATIONS

It is recommended:

THAT this report be received for information.

II. ISSUE

At its meeting of April 13, 2010 the Board of Trustees directed the Chief Superintendent to provide an update in January 2011 with information related to transition outcomes of students enrolled at Sir William Van Horne High School (SWVH) during the 2009–10 school year and the implementation of elements of the strategy and provision of resources for transitioning students taking Knowledge and Employability (KE) courses at schools within Areas I and II.

III. BACKGROUND

On April 13, 2010 the Board of Trustees approved the closure of Sir William Van Horne High School and all programs contained therein as of June 30, 2010, providing for a one year transition period to best enable receiving schools to fully prepare for the consequential student registration increases, such that the operative date of closure be June 30, 2011. A further motion directed the Chief Superintendent to provide updates in October 2010, January 2011 and April 2011, related to a) the transition outcomes of students and b) implementation of elements of the strategy and provision of resources for transitioning students taking Knowledge and Employability courses at Area I and II high schools.

This report (see Attachment I: Parameters of the Report) provides information on transition outcomes for students currently enrolled in Sir William Van Horne High School.

Information is also provided on the implementation of strategies and provision of resources for identified students registered in the three high schools in Area I (Bowness High School, Sir William Van Horne High School and Sir Winston Churchill High School) and the five high schools in Area II (Crescent Heights High School, James Fowler High School, John G. Diefenbaker High School, Queen Elizabeth High School and William Aberhart High School.)

IV. ANALYSIS

A. TRANSITION OUTCOMES OF SIR WILLIAM VAN HORNE STUDENTS

Two hundred students are enrolled at Sir William Van Horne High School as of December 3, 2010. Table 1 outlines the student enrolment changes at Sir William Van Horne High School between September 27, 2010 and December 3, 2010.

Currently there are three System Special Education classes located at Sir William Van Horne: one Deaf and Hard of Hearing (DHH) class and two Paced Learning Program (PLP) classes. Enrolment in these three classes on December 3, 2010 was 32 students.

Table 1

SWVH High School Student Enrolment December 3, 2010				
	Grade 10	Grade 11	Grade 12	Total
Total Enrolment September 27, 2010	22	73	118	213
New registrations from September 28 to December 3, 2010	2	1	1	4
Withdrawals September 28 to December 3, 2010	0	7	10	17
Total Enrolment December 30, 2010	24	67	109	200

Table 2

SWVH High School Current Student Enrolment 2010-11				
	Grade 10	Grade 11	Grade 12	Total
Students in KE and Diploma Courses	12	45	102	159
Students in PLP Classes (2 classes)	11	17	4	32
Students in DHH Class	1	5	3	9
Total Enrolment December 3, 2010	24	67	109	200

Table 3 provides information regarding students who are no longer enrolled at SWVH.

Table 3

Students Who Withdrew from SWVH from September 27, 2010 to December 3, 2010		
Withdrew To		Number of Students
Other schools or programs within the Calgary Board of Education	Outreach Programs (i.e. Discovering Choices)	2
	CBe-Learn	1
	Unique or Special Settings (i.e. Louise Dean, Woods Homes, Adolescent Day Treatment, West View)	2
Employment		6
Other jurisdictions within the province		2
Moved out of the province		2
Data not available		2
Total		17

B. IMPLEMENTATION OF ELEMENTS OF THE STRATEGY AND PROVISION OF RESOURCES AT SIR WILLIAM VAN HORNE

The staff members at Sir William Van Horne High School are assisted by Area and Learning Support department personnel and are continuing to implement various strategies to support transitions of their students, as indicated in the October 2010 report.

- SWVH teachers and the school Transition Team (AIS Learning Leader, Work Experience Teacher and Career Practitioner) are continuing to work directly with students and their parents/guardians to develop a personalized transition plan for each student. This transition plan includes recommendations for both the 2010-11 and the 2011-12 school years.
- SWVH students who will be registering in Area I and II high schools in the fall of 2011 have worked with the SWVH Transition Team to indicate their priorities for course and program offerings and their specific preferences for their new high schools. Area I and II high school principals and Area Directors have adjusted typical registration processes to accommodate the needs of the SWVH students and their parents. As examples, the formal registration process in the receiving schools will begin in January which is earlier than typical high school registration, and the transfer process to appropriate locations will be expedited.
- Students from the Deaf and Hard of Hearing Class who will be continuing their programs in 2010-11 have begun the transition process to their new system class in Queen Elizabeth High School. Students and parents have made preliminary visits to the school, and Queen Elizabeth administration has met with students and staff members at Sir William Van Horne. The system Learning Support Specialist has been working with students, their parents, teachers and administrators to facilitate an effective transition.
- Similarly, students from the two Paced Learning Classes who will be continuing their programs in 2010-11 have begun the transition process to their new system classes in Bowness High School. Students and parents have made preliminary visits to the school, and Bowness administration has met with students and staff members at Sir William Van Horne. The system Learning Support Specialist has been working with students, their parents, teachers and administrators to facilitate an effective transition.

In addition, the Learning Innovation department has deployed a Senior Education Specialist to assist with effective implementation of Knowledge and Employability courses at both senior and junior high school levels. Recently this Specialist has met with students at SWVH to ascertain their perspectives regarding the supports provided for their transitions to new high schools, to employment or to post-secondary education. Several themes were evident in the discussions with students:

- Providing multiple ways for students to learn - "Don't just tell us, show us." "It works here because everyone works at their own pace. Deadlines are flexible and there are alternatives." "Textbooks have too much material and everyone keeps moving on and I feel overwhelmed."

- Taking an asset-based approach to student learning - “This school works for me because I can get something right.” “It is less challenging because I am getting help.
- Creating a culture of belonging - “This school works for me because people are like me.” “We are all here for the same purpose.” “When I couldn’t learn, I got picked on. I had no friends. No one would talk to me. So I picked on others to protect myself.”

C. IMPLEMENTATION OF ELEMENTS OF THE STRATEGY AND PROVISION OF RESOURCES AT AREA I AND II HIGH SCHOOLS

The high schools in Area I and Area II are implementing specific strategies in preparation to receive Sir William Van Horne students in September 2011--as described in Table 7.

Note - The seven high schools referenced in Table 7 are Bowness High School and Sir Winston Churchill High School in Area I and Crescent Heights High School, James Fowler High School, John G. Diefenbaker High School, Queen Elizabeth High School and William Aberhart High School in Area II.

Table 5

Strategy	# of High Schools Currently Implementing the Specific Strategy as of December 3, 2010		
	Yes	No	In process
A counsellor is designated for all students enrolled in Knowledge and Employability courses to support progress through their Individual Learning Plans.	5	1	1
An administrator is designated for all students enrolled in Knowledge and Employability courses to support progress through their Individual Learning Plans.	7	0	0
A school KE community (including all teachers of Knowledge and Employability courses, counsellors, special education teachers and administrators) meets on a regular basis.	4	0	3
The school works with community partners and service agencies to support leadership and personal development opportunities specific to students taking Knowledge and Employability courses.	5	1	1
Additional support personnel assist students with academic success and social emotional development.	5	1	1
Additional group and individual supports in career development, as well as increased off-campus work experiences, assist students with job search and employability skills.	3	1	3
Students in Knowledge and Employability courses are explicitly included in school-wide extra-curricular and co-curricular activities.	3	2	2

Teachers and/or support staff formerly at Sir William Van Horne assist with transitions for students.	6	1	0
Teachers and/or support staff formerly at Sir William Van Horne provide mentorship for teachers who have not previously worked with students in KE courses.	5	1	1

Recently the Learning Innovation Knowledge and Employability Specialist also met with students at several Area I and II high schools to ascertain their perspectives regarding supports provided for their transitions from junior high to senior high school. Several themes were evident in the discussions with students:

- Understanding of the skills, interests and passions of students - “The most important thing a teacher can do to help me hand in my work is to explain what we’re doing before we do it so we understand our work. Because when I understand my work, I hand it in.” “I just want to cook and not do the lesson if I already know what it is.” “I like the individuality thing, otherwise it’s like we’re robots.”
- Taking an asset-based approach to student learning - “If my teacher doesn’t notice that I am good at something I shut down. I get no marks for partially complete stuff.” “I need something to inspire me to finish my work. Not just another worksheet waiting.”
- Providing student choice and voice in their learning - “This class is fun to come to because I have a say in what things to do and everyone is nice.” “I’m glad my teacher listened to me when I said I wasn’t prepared for this work.”
- Developing positive relationships with an adult mentor or advocate - “My counsellor calms me down. I don’t normally get mad and snap but sometimes I do.”

V. CONCLUSION

This report contains information related to a) the transition outcomes of students and b) implementation of elements of the strategy and provision of resources for transitioning students taking Knowledge and Employability courses at high schools within Areas I and II. It fulfills the Board of Trustees request for information in January 2011 regarding the transition of students affected by the closing of Sir William Van Horne High School.

Our support for student transitions is intentional and ongoing. Areas of strength evident in the student transition plans and outcomes to date:

- Efforts of community school staff members to seek assistance from staff members at Sir William Van Horne, the Areas, Learning Support and Learning Innovation.
- Building positive relationships with the students on an individual level.
- Efforts to allow students’ access to the wide variety of complementary courses that they desire (e.g. CTS, Occupational Courses, Physical Education, Fine and Performing Arts...).
- Small class sizes to facilitate student/teacher interaction as well as supplemental assistance from other staff offered to these classes.
- A careful and reflective approach from the schools who want to initiate changes to meet student needs.

Areas for further development during the 2010-11 school year:

- Ensuring the KE Individual Learning Plan is a working document utilized by the students and staff members in each of the Area I and II high schools.
- Building strong professional relationships between staff members who teach KE students (e.g. a KE community in each of the Area I and II high schools)
- Increased student access to extracurricular and co-curricular activities and school initiated activities.
- Planning to support the 30 level KE Occupational courses, KE Workplace Practicum courses or other off-campus experiences required for a Certificate of High School Achievement.

We look forward to sharing of additional SWVH student transition information in April 2011.

A handwritten signature in cursive script that reads "Naomi Johnson".

NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

Attachment I: Parameters of the report

Parameters of the Report

On April 13, 2010, the Board of Trustees approved the closure of Sir William Van Horne High School and all programs contained therein as of June 30, 2010, providing for a one year transition period to best enable receiving schools to fully prepare for the consequential student registration increases, such that the operative date of closure be June 30, 2011. In a further motion, the Chief Superintendent was directed to provide updates in October 2010, January 2011 and April 2011, related to a) the transition outcomes of students and b) implementation of elements of the strategy and provision of resources for transitioning students taking KE courses at schools within Areas I and II.

The elements of the strategy were included in the Report to the Board of Trustees, April 13, 2010, Attachment 1, Minutes of the Public Meeting re: Discussion Respecting Consideration of Closure of Sir William Van Horne High School and all programs contained therein. The recommendations for transitioning strategies are as follows (p. 6 55):

In transition planning, each student's Learning Plan or Individual Program Plan (IPP) will be reviewed in order to determine what must be put in place to support the student's continued success and also determine if there is a particular school in the Area that best meets the learning needs of the student. In neighbourhood high schools, a variety of strategies would be implemented to provide support for students in their Knowledge and Employability courses and other courses. Some specific strategies could include the following:

- Designating one counsellor and one administrator for all students enrolled in Knowledge and Employability course to support progress through their individual learning plans.
- Creating a school community including all Knowledge and Employability teachers as well as appropriate counselling, special education and administrative personnel who, on a regular basis, discuss teaching strategies, individual student progress and school supports required.
- Working with community partners and service agencies to support leadership and personal development opportunities for students that are specific to the Knowledge and Employability courses.
- Hiring additional support personnel (i.e. Educational Assistants, Behaviour Support Workers) and other people to assist students with academic success and social/emotional development.
- Developing additional individual and group supports in career development to assist students with job search and employability skills as well as increased off-campus work experiences.
- Developing opportunities to explicitly include Knowledge and Employability students in school-wide extra curricular and co-curricular activities.
- Moving a group of teachers and support staff members from Sir William Van Horne High School to neighbourhood high schools would assist with transitions for Knowledge and Employability students and also provide mentorship for local high school teachers who have not previously worked with the Knowledge and Employability students.

CALGARY BOARD OF EDUCATION
REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES

Public Agenda

January 18, 2011

To: Board of Trustees

From: Naomi E. Johnson, Chief Superintendent of Schools

Re: **Early Development Instrument Screening Results 2010**

Purpose: Information and for the Record

Governance Policy References: EL-3: Information, Counsel and Support to the Board of Trustees

Originator: Deborah Lewis, Superintendent, Learning Support

Resource Persons: Elizabeth Gouthro, Director, Learning Support
Joan Green, System Principal, Early Learning, Learning Support
Gail Danysek, Specialist Kindergarten, Learning Support

I. RECOMMENDATION

It is recommended that the Board of Trustees receive this report for information.

II. ISSUE

The Early Child Development (ECD) Mapping Initiative is an Alberta Education province-wide, five-year (2008-2013) research project looking at the factors that may influence healthy child development. As part of this cross-ministerial collaboration, the Calgary Board of Education's kindergarten teachers administered the Early Development Instrument (EDI) in February of 2010. The results of this screening are now available to share with the Board of Trustees.

III. BACKGROUND

Children's first years of development (0-6) set the foundation for success in school and their future well-being. Children's development during these early years affects their physical and emotional health, learning and behaviour throughout adulthood.

The ECD Mapping Initiative gathers data on child development from three sources:

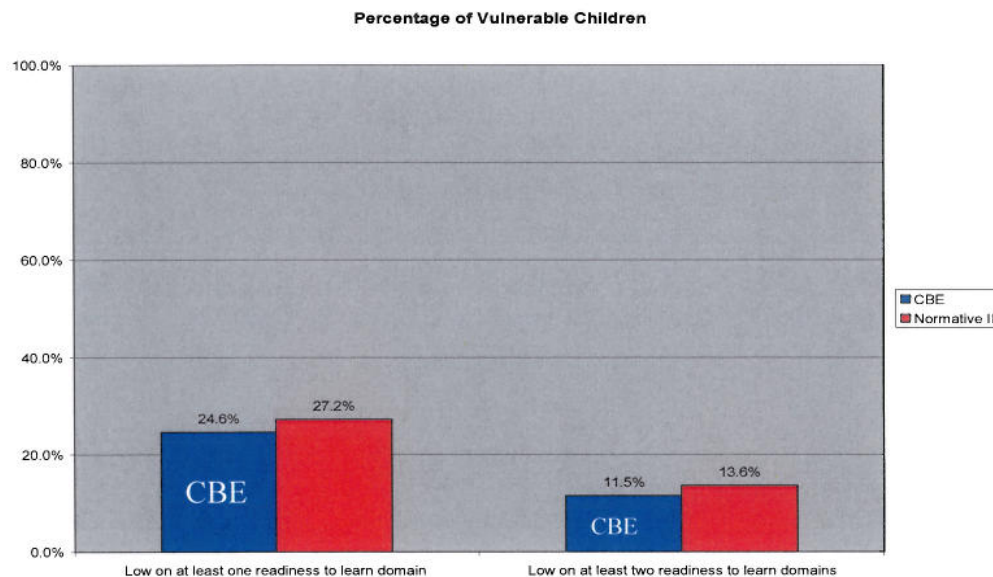
- Gauging the ‘readiness to learn’ of 5-year olds as measured by the Early Development Instrument (EDI) in 5 developmental domains: physical health and well-being, social competence, emotional maturity, language and cognitive development, communication skills and general knowledge;
- Collecting information on the socio-economic factors that influence children’s development; and
- Taking inventory of the local services, programs and facilities for families with young children in each community across the province.

The data will be ‘plotted’ on maps for every community in the province. This type of information can help to identify factors, such as, where children and families live; the differences across communities in child development; and where strengths and gaps exist in programming, facilities and services. Communities can then use this information to work together to meet the needs of their young children and families.

The Initiative will use the results to support communities and families in ensuring that all children have the best possible start in life. We anticipate that the results will be used to inform cross-ministerial collaboration in order to provide coordinated and enhanced services and resources for early learners in the province of Alberta. Similar projects are underway across Canada.

IV. ANALYSIS

Table 1



Within the Calgary Board of Education, Early Development Instruments were scored for 4918 regular education children and 229 identified special education children.

The graph above illustrates CBE's 2010 results showing children who scored low on one and two domains as compared to the Normative II cohort (data from across Canada).

Key Understandings

- The population represented in the graph are non-special education students.
- While CBE children scored slightly better than the national norms, it is important to note that almost 25% of our children come to school at risk in one of the domains.
- Girls scored higher than boys in all domains.
- Non English Language Learners (ELL) children scored higher than ELL children in all domains except physical, where they were equal.
- Aboriginal children scored lower than non-aboriginal children in all domains.
- Children who attended pre-school programs scored higher than children who did not.
- Children identified as Special Education were scored separately.
 - 70 % scored were at risk in at least one domain
 - 57% scored in the vulnerable range - at risk in at least two domains

Areas requiring the greatest need for intervention within our population were identified through the detailed analysis of each sub domain (see appendix 1 tables 2 and 3). Three sub-domains showed results that require our attention.

- **Physical Health and Well-being: Gross and Fine Motor Skills**
 - 27% of our children scored in the “not ready for school” range. These children are those who have poor fine and gross motor skills, poor overall energy levels and physical skills.
- **Emotional Maturity: Pro-social and Helping Behavior**
 - 33.7% of our children scored in the “not ready for school” range. These children are described as “Children who never or almost never show most of the helping behaviours; they do not help someone hurt, sick or upset, spontaneously offer to help, do not invite bystanders to join in.”
 - High percentages in this domain were a trend across the country and as such it may be that the results are inflated because of the questions used on the instrument.
- **Communication and General Knowledge**
 - 32% scored in the “not ready for school” range. These are children who may have difficulty participating in games involving the use of language, may be difficult to understand and may have difficulty understanding others; may show little general knowledge and may have difficulty with the native language.
 - The scores in this area reflect our high proportion of English Language Learners.

For further analysis of each subdomain please see Appendix 1

V. CONCLUSION

Research clearly shows that children who start school at risk require high quality teaching and intervention in their early years. Without this intentional intervention the gap between their achievement and that of their 'on track' peers will continue to widen throughout their schooling. In response to these results, the CBE needs to continue to enhance teachers' capacity to effectively assess our kindergarten children and provide instruction that is personalized and responsive to their learning needs. Instructional strategies implemented must reflect current research of effective instruction and developmentally appropriate practice for early learners. The Early Learning team is developing a Standards of Practice for Early Learning. This document will guide teachers and school leaders towards ensuring all of our preschool and kindergarten classrooms reflect current research in best practices for quality early learning programs.

"Early childhood programs have proven to be good investments, yielding both human and economic returns. Many countries have made early child development a high priority. Canadian scholars Margaret Norrie McCain, Fraser Mustard, and Stuart Shanker argue that effective programs available to all children improve the well-being of society by reducing inequities, particularly in health and education."

McCain, M. N., Mustard, F., & Shanker, S. (2007). *Early Years Study 2: Putting science into action*.

Toronto, ON: Council for Early Child Development (CECD).



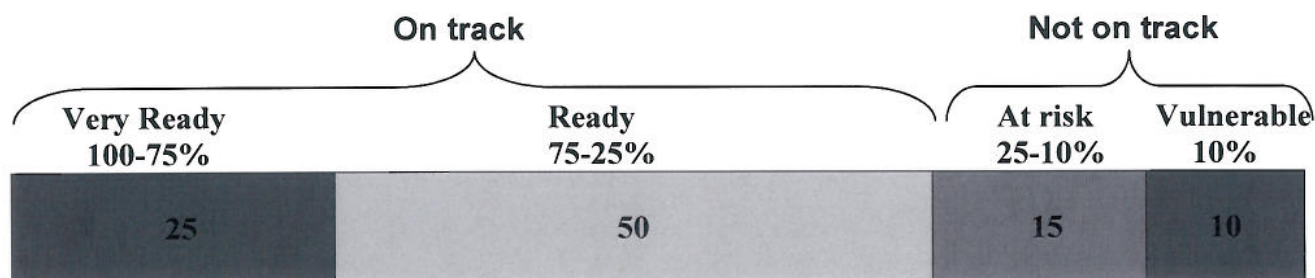
Naomi E. Johnson
Chief Superintendent of Schools

Attachment – Appendix 1

Appendix 1

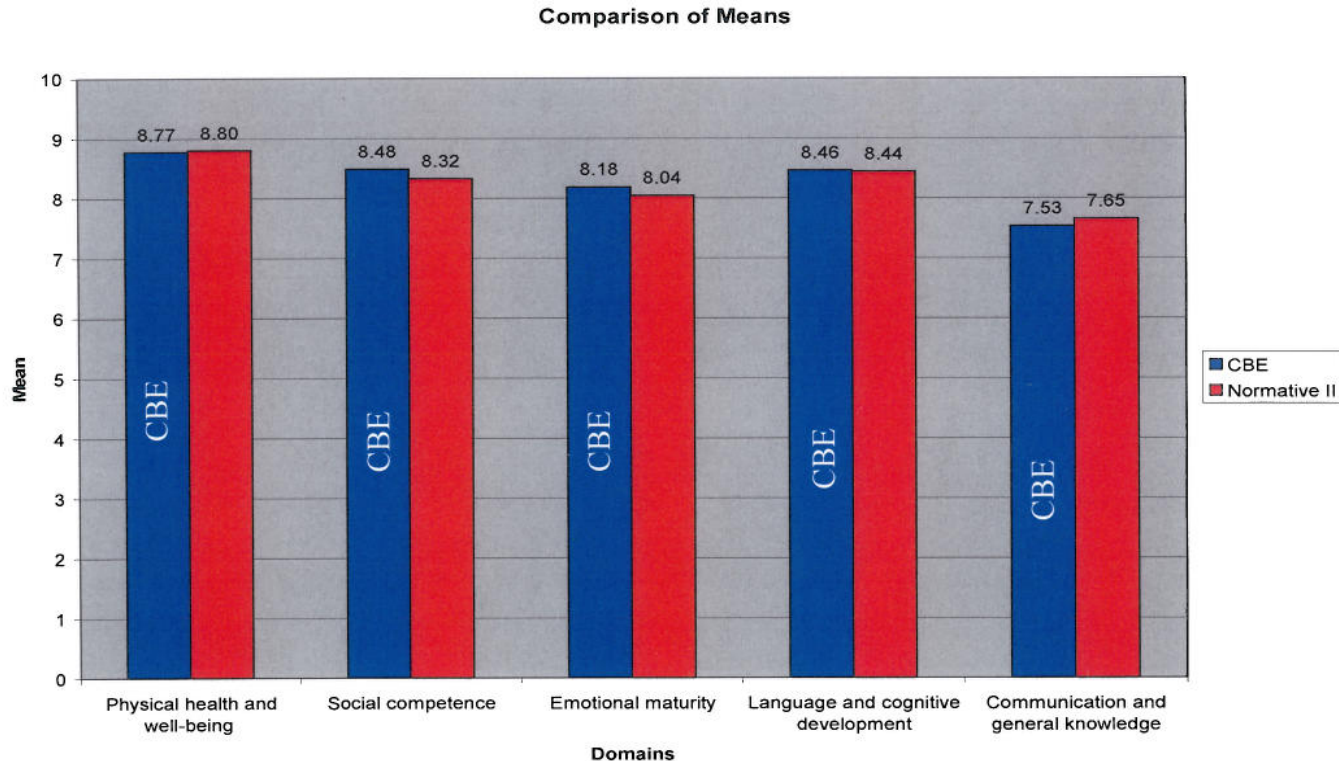
2010 EDI Results

The EDI average scores for each of the five developmental areas are divided into categories representing the highest scores to the lowest scores in the community. These scores are then used to describe the percentages of children who are ready to learn and those who are considered at risk or vulnerable.



Mean scores on each of the five domains were calculated for CBE Kindergarten children and compared to established normative data. The following graph shows this mean score comparison.

Table 2



Inventory Sub Domains

The table below describes the sub domains and shows the percentage of CBE Kindergarten children deemed “vulnerable” – (children below the 10th percentile in one of the domains). It is important to note that given the normal population distribution we would expect to see about 10% of our students in this range.

Table 3

Early Development Domain	CBE % of Vulnerable Children
1. Physical health and well-being <ul style="list-style-type: none">• Physical readiness for school• Physical independence• Gross and fine motor skills	9.9%
2. Social Competence <ul style="list-style-type: none">• Overall social competence• Responsibility and respect• Approaches to learning• Readiness to explore new things	8.1%
3. Emotional Maturity <ul style="list-style-type: none">• Pro-social and helping behaviour• Anxious and fearful behaviour• Aggressive behaviour• Hyperactivity and inattention	8.2%
4. Language and Cognitive Development <ul style="list-style-type: none">• Basic literacy• Interest in literacy/numeracy and memory• Advanced literacy• Basic numeracy	8.1%
5. Communication Skills and General Knowledge <ul style="list-style-type: none">• Communication skills and general knowledge	11.2%

Recommendations

- Continue to enhance teachers’ capacity to effectively assess our kindergarten children and provide personalized instruction that is responsive to their needs.
- Instructional strategies implemented must be grounded in current research of effective instruction and developmentally appropriate practice for early learners.
- Continue to enhance teachers’ capacity in the area of effective instructional strategies for working with First Nations Metis Inuit children and English Language Learners.
- Investigate expansion of FNMI preschool opportunities for our children through existing community partnerships.

- Examine current instructional practices in early learning classrooms in light of current research completed by the Calgary Board of Education on how boys learn. Use the information to inform the application of instructional strategies in early learning classrooms.
- Review and enhance our transition planning for children with identified special education needs coming to the CBE from community agencies.
- Consider expanding our Early Development Centres in order to increase access to pre-kindergarten intervention opportunities.
- Enhance the capacity of teachers to meet the needs of special education students within all kindergarten classrooms.
- Continue to provide enhanced early learning services – speech and language pathologists (22.6 F.T.E.), speech language assistants (22.4 F.T.E.), occupational and physical therapists (contracted through Alberta Health Services), Family Oriented Programming in-home support workers (3.7 F.T.E.).

Alberta Education has hired Community Development Zone Coordinators. The zone coordinator for Calgary will be working to define community boundaries, develop/facilitate community networks and create the community maps.

It is expected that sometime after January of 2011 the first community maps will be developed. Once the community maps for Calgary are developed, we will have a clearer picture of community demographics in relation to areas with a high density of vulnerable and at risk learners compared to socio-economic factors and the availability of community supports and services.

We will be able to use the information represented on the maps to help inform decisions such as placement of full day kindergarten programs, possible expansion of Early Development Centres and placement of community based partnerships that support our early learners.

In 2012 the second EDI will be administered to CBE kindergarten students.

CALGARY BOARD OF EDUCATION

REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES PUBLIC AGENDA

January 18, 2011

To: Board of Trustees

From: Naomi Johnson, Chief Superintendent

Re: **Electronic Broadcasting of the Public Meetings of the Board of Trustees**

Purpose: Information

Governance Policy Reference: GP 5: Board of Trustees' Role Description
GP 13: Board of Trustees' Linkages

Originator: Cathy Faber, Superintendent, Learning Innovation

Resource Person: Brant Parker, Director, Innovation & Learning Technology

I. RECOMMENDATION

That this report be received for information.

II. ISSUE

At the Board of Trustees meeting on January 4, 2011 it was motioned and supported that the Chief Superintendent be directed to compile a report on the potential of future internet broadcasting of all public Board meetings. The report shall include the technical options available for broadcasting, costs, challenges, risks, opportunities and timeframe for implementation.

III. BACKGROUND

Two governance processes directly relate to internet broadcasting of meetings: Governance Process 5 and Governance Process 13.

Board of Trustees' Policy – Governance Process, GP-5: Board of Trustees' Role Description states,

“The role of the Board of Trustees is to represent, lead and inspire the school district by determining and expecting appropriate and excellent organizational performance. The Board of Trustees will act in accordance with the relevant Province of Alberta statutes and regulations, and the Board of Trustees' own policies and procedures.

1. The role of the Board of Trustees is to govern, advocate and represent. As such, its primary work will be to:
 - a) provide the link between the Calgary Board of Education and citizens of Calgary;
 - b) partner with the Ministers of Education and Infrastructure so that the Ministers are informed about perspectives relevant to public education in Calgary;
 - c) advocate on behalf of students, the school system and citizens of Calgary with other governments, agencies and organizations to ensure a strong and appropriate legislative environment for public education in Calgary”;

Board of Trustees’ Policy – Governance Process, GP-13: Board of Trustees’ Linkages, Monitoring Method: Self-Assessment, Frequency: Annual states,

“The Board of Trustees values and welcomes mutually informative interaction with all stakeholders in order to achieve its Ends. The Board of Trustees is committed to ensuring that the interests of the Calgary Board of Education are represented to governments and other relevant agencies and organizations. Linkages provide opportunities to share information, proactively identify issues, work collaboratively, build relationships and understanding and form strategic alliances in order to work towards successfully accomplishing its Ends. Accordingly, the Board of Trustees shall:

1. establish mechanisms for maintaining relationships and communication with stakeholders and other relevant agencies and organizations. Such mechanisms include, but are not limited to:
 - (a) inviting stakeholder representatives to Board of Trustees’ meetings;
 - (b) discussions with stakeholder groups;
 - (c) formal and informal meetings with other boards; and
 - (d) providing information highlights;
2. establish mechanisms for maintaining relationships and communication with other governments (federal, provincial, and municipal);
3. provide channels for student voices to be heard through the Board’s policy governance process, in keeping with the Board’s values that students come first and learning is our central purpose”;

Internet streaming of meetings and the use of a “backchannel” or on-line participant interaction can provide another method for the CBE to connect with its citizens. It can be a vehicle stakeholders use to participate in Trustee meetings and enter into discussions about meeting items. The information presented in meetings can be archived and accessed by those who did not have an opportunity to be present on the meeting date. The information gathered from the discussions on the backchannel can provide the Trustees with additional data that can be considered as they advocate on behalf of students, the school system and citizens of Calgary with other governments, agencies and organizations. There is also the possibility of engaging CBE students in the production of the internet streaming through linking this with student work related to media studies within the Career and Technology Studies program.

IV. ANALYSIS

The analysis of internet streaming of trustee board meetings will consist of gathering data in the following areas; educational background, cost-related technical requirements and other consideration, opportunities, technical options, risks, benefits, costs, and organizational challenges.

Educational background:

1. What is Streaming Media?

Streaming media is a form of multimedia that is constantly received by and presented to an end-user while being delivered by a streaming provider. The presentation of the content is either audio or video that is played by the end-user. The video or audio is distributed over telecommunications networks to end-users.

2. What is Live Streaming?

Live streaming means taking the media and broadcasting it live over the Internet. People access the live media stream by going to a specific web address. This web address can be placed on a webpage within an organization as a hyperlink.

3. What is a backchannel and how is it a part of live internet streaming?

A backchannel is a method of engaging people that are viewing the internet stream. Most of the time a backchannel is a chat session that occurs amongst the viewers of the internet stream. The backchannel has a moderator who oversees the discussion. The chat discussion occurs while the video is being streamed and is another method used to engage the viewers of the stream with the topics covered in the video stream.

4. What hardware does live internet streaming require?

The process involves a camera at the event or meeting capturing the event, an encoder to digitize the content, a media publisher where the streams are made available to potential end-users and a content delivery network to distribute and deliver the content. The media can then be viewed by end-users live. After the event is over the media can be archived and stored on dedicated computer servers where end-users can go to view after the event is over.

Cost-related Considerations:

Video equipment/operator
Real-time Streaming technology (Server and Software)
Network Infrastructure (Connectivity and Upload Bandwidth)
Privacy Protection Strategy
End-user support
Back Channel Strategy and Management (Optional)
Communications Strategy

Opportunity:

The current state of CBE trustee board meetings does not afford those who are unable to physically be present to engage and participate in the items being discussed.

Using internet streaming technologies, the CBE has the opportunity to offer members of the public and other stakeholders the ability to participate virtually in Board meetings and to gain the same information and insights as those who are physically present. The addition of backchannel discussion would provide an additional opportunity for engagement. This also provides the Board with a new means of gathering information and feedback from the public which could be used to inform the work of the Board. Internet streaming of meetings can expand and enhance current opportunities for CBE students and staff to engage in the work of the Board of the Trustees. There may also be a unique opportunity to engage students in the media production and streaming process as a part of meeting Career and Technology Study course requirements.

Technical Options:

The process of streaming CBE Board of Trustee meetings over the internet requires a dedicated streaming server to host the large video files. This may be a CBE server or one that is external to the organization. The streaming server provides the means by which streamed media files are organized, accessed and potentially archived. A dedicated streaming server enables end-users to access the videos and experience optimum connection speeds and maximum screen quality when viewing them.

While there are a number of options regarding the streaming protocols and formats, there are fundamentally three technical options or approaches; (a) CBE resources are used for video production, hosting, streaming, archiving, and backchannel interaction management; (b) Outsource video production, hosting, streaming, archiving, and backchannel interaction management; (c) Blended CBE and external resource for Video production, hosting, streaming, archiving, and backchannel management.

Regardless of the technical approach taken, additional IT support will be required to establish and sustain a robust and accessible infrastructure. It also possible that providing end-users with access to helpdesk-type support may be necessary.

Areas	Option 1	Option 2	Option 3
Options	CBE resources are used for video production, hosting, streaming, archiving, and optional back channel interaction management	Outsource video production, hosting, streaming, archiving, and optional back channel interaction management	Blended CBE and external resource for Video production, hosting, streaming, archiving, and optional back channel management
Description	The CBE uses its own infrastructure such as servers, network bandwidth and human resources and expertise to video, host, stream and archive the meetings	Because of the specialized nature of streaming media we engage outside expertise and resources to video, host, stream and archive the meetings	CBE utilizes internal resources to cover production, moderator and mixing/encoding components. External resources user to host, stream and archive the meetings
Estimated Costs			
Production (Producer, Director, Project Manager, Camera operator, video switcher)	(Per meeting) \$1500	(Per meeting) \$3800	(Per meeting) \$1500
Chat Moderator	(Optional/Mtg) \$240	(Optional/Mtg)\$1000	(Optional/Mtg) \$240
Mix/Encoder	(1 time) \$20,000	(Per meeting) \$0	(1 time) \$20,000
Server	(1 time) \$12,500	(Per meeting) \$0	\$0
Hosting	\$0	(Per meeting) \$200	(Annual) \$12,500
Camera	(1 time) \$20,000	(Per meeting) \$0	(1 time) \$20,000
Lighting	(1 time) \$10,000	(Per meeting) \$0	(1 time) \$10,000

Risks:

- When meetings are streamed live over the internet participants in the meetings are potentially broadcast to a world-wide audience. If participants speak, or comment using backchannel capabilities, they can also be quoted by external agencies.
- Mistakes or inaccuracies may have a broader and more immediate ramification.
- If a participant in a meeting was not aware that they were being broadcast over the internet there is the potential for FOIPP-related complaints to come forward.
- The potential exists that parts of a video stream may be recorded and used in ways that are beyond the control of the Board. Although copyright laws do apply, the impact of inappropriate use of captured streams could substantially

- impact the organization and/or an individual's image and reputation.
- Streaming requirements could negatively impact on network and bandwidth capacities.
 - Participation levels may not justify financial investments and HR costs.

Benefits:

- Accurate information and Board decisions are immediately available to the public.
- New channel of communication and exposure for the work of trustees which may contribute to individual trustees becoming more recognizable and well known public figures within the Calgary community.
- CBE schools can participate in Board meetings and understand Board business in ways that were not previously possible before.
- Students involved in Career and Technology Studies may participate in the process of streaming Board meetings in ways that build skills that are relevant and valued in industry.
- The usage of internet streaming is a current and valued method of connecting and engaging stakeholders and is used in a wide variety of settings.
- Increases our organizational capacity to webcast other CBE events.

Challenges:

- Estimated connections for streaming content during the meeting dates.
- Financial costs to organization in building infrastructure.
- Privacy concerns and meeting legal requirements relating to FOIP legislation.

Timeframe for Implementation:

Each one of the options requires a minimum of 30 days lead time to implement.

A communication strategy would be also need to be developed.

V. CONCLUSION

There are benefits and challenges, together with associated costs, in making the Board of Trustee meetings available in live and archived format on the internet.



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