



REGULAR MEETING OF THE BOARD OF TRUSTEES

PUBLIC AGENDA

TUESDAY, MARCH 1, 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 Bridlewood School – Ends 2	J. Rogerson	15 min.
	4.0 HONOURS AND RECOGNITIONS		
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	
	5.5 Trustee Inquiries		

<u>Attach.</u>	<u>TOPIC</u>	<u>Who</u>	<u>Time</u>
	6.0 ACTION ITEMS		
P. 6-1	6.1 Proposed Accommodation Plan for Sir James Lougheed School	F. Coppinger	30 min.
P. 6-34	6.2 Proposed Accommodation Plan for the Kindergarten to Grade 6 Regular Program at Mayland Heights School	F. Coppinger	30 min.
P. 6-59	6.3 Internet Broadcast of Public Board Meetings	Board	15 min.
	7.0 MONITORING AND RESULTS		
	8.0 POLICY DEVELOPMENT AND REVIEW		
	9.0 CONSENT AGENDA		5 min.
	9.1 Board Consent Agenda		
P. 9-28	9.1.2 Correspondence <i>(THAT the Board of Trustees receives the correspondence for information and for the record.)</i>		
P. 9-24	9.1.3 ASBA Liaison Report <i>(THAT the Board of Trustees receives the report for information and for the record.)</i>		
P. 9-38	9.1.4 Annual Summative Evaluation of Chief Superintendent <i>(That the Board of Trustees approves the summative evaluation statement of the performance evaluation of the Chief Superintendent for the 2009 calendar year, as documented in the attached letter and report.)</i>		
P. 9-45	9.1.5 Establishment of Governance Policy Committee <i>(THAT the Board of Trustees establishes a Governance Committee to provide a focus on governance that will enhance the Calgary Board of Education's performance.</i>		
	9.2 Chief Superintendent Consent Agenda		
P. 9-13	9.2.1 Chief Superintendent's Monthly Update <i>(THAT the Board of Trustees receives the report for information and for the record.)</i>		
P. 9-1	9.2.2 2009-2010 Environmental Stewardship Annual Report <i>(THAT the Board of Trustees receives the report for information and for the record.)</i>		
	10.0 TRUSTEE NOTICES OF MOTION		
	11.0 ADJOURNMENT	Chair	

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

March 1, 2011

To: Board of Trustees

From: Naomi E. Johnson, Chief Superintendent of Schools

Re: **Proposed Accommodation Plan for Sir James Lougheed 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: Jim Langley, Director, Area IV
Calvin Davies, Director, Community Engagement & Operational Planning
Karen Barry, System Principal, Community Engagement & Operational Planning
Angie Schulz, System Assistant Principal, Community Engagement & Operational Planning
Anne Trombley, Planning Analyst, Community Engagement & Operational Planning
Nicole Genereux, Community Engagement Consultant, Community Engagement & Operational Planning

I. RECOMMENDATIONS

It is recommended:

1. THAT the Board of Trustees 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 Sir James Lougheed School and all programs therein

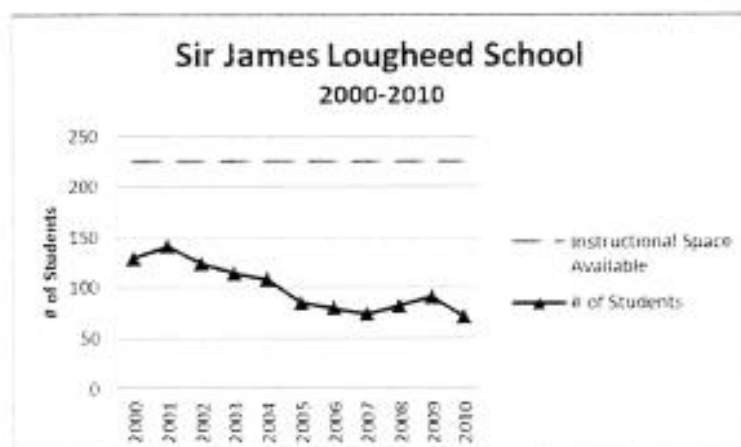
contained, in accordance with the Closure of Schools Regulation and the Board of Trustees' Governance Process Policy 5E: Board of Trustees' Procedure – Consideration of School Closure, sections 4 to 7.

II. ISSUE

Sir James Lougheed School is experiencing low and declining enrolment in the regular program for students in Kindergarten to grade six. For the 2010-2011 school year, Sir James Lougheed School was not able to provide a Kindergarten program due to low enrolment. Low enrolment makes programming for students challenging.

III. BACKGROUND

Sir James Lougheed School is located in Area IV in the residential district of Rutland Park. The school is located in an area of Calgary where there are many program alternatives available to students. The Traditional Learning Centre and Montessori program are located in communities which are adjacent to Rutland Park and the French Immersion and Spanish Bilingual programs are located in communities nearby.



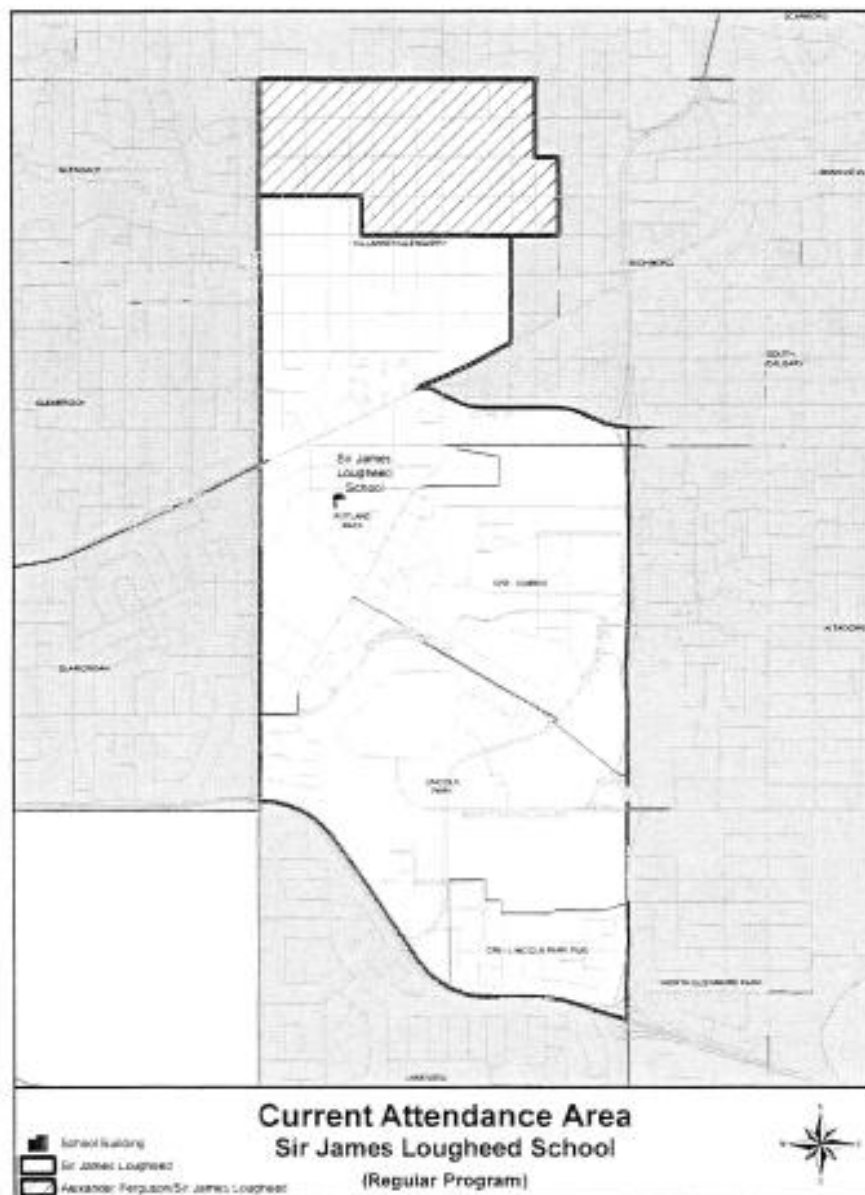
As can be seen in the graph above, enrolment at Sir James Lougheed School has not exceeded 100 students since September 30, 2004. The attendance area for Sir James Lougheed School was expanded effective September 2009 as a result of the closure of the regular programs at both Glamorgan School and Killarney School. Despite the increase in the attendance area, the Kindergarten to grade 6 enrolment on September 30, 2009 was 91 students. Sir James Lougheed School was not able to provide a Kindergarten program for the 2010-2011 school year because of low enrolment and as of September 30, 2010, enrolment in grades one to six declined to 71 students.

i) Schools and Programs

Sir James Lougheed School

Sir James Lougheed School offers a regular program for students from Kindergarten to grade six residing in the residential districts of Killarney/Glengarry, Rutland Park, CFB Currie, Lincoln Park and CFB-Lincoln Park PMQ. The northern portion (north of 25 Avenue and west of 25A Street) of Killarney/Glengarry has the option to attend either Alexander Ferguson School or Sir James Lougheed School for the regular program.

The map below provides the attendance area for Sir James Lougheed School 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 both opportunities and challenges:

- There are numerous program choices in close proximity to students residing in the Sir James Lougheed School boundary,
- Equitable access for all students to quality learning environments and choice of programs,
- Long term sustainability,
- Effective use of space and resources, and
- Effective and efficient transportation and walk zones.

iii) Community Engagement Process

In following the Calgary Board of Education's *Administrative Regulation 1090: Student Accommodation Planning Process*, stakeholders from Sir James Lougheed School, Alexander Ferguson School, Glendale School, Glenbrook School and Jennie Elliott School were given an opportunity to participate in a community engagement 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" participants for the purpose of reviewing and soliciting feedback on a comprehensive, student accommodation plan for students currently designated to Sir James Lougheed School. (See Attachment I: Community Engagement Plan for a complete summary of the engagement process and corresponding promise to the public.)

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 decision 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,
- Opportunities for attending school close to a student's residence and peer continuity, and
- Consideration of utilization factors at both the system and school level.

From November 2010 to January 2011, a community engagement process was held as part of the system student accommodation planning process. Attachments III and IV provide the feedback received from stakeholder group meetings, an Open House, and YourVoice online feedback. Attachment V 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 long-term plan, as it relates to the Kindergarten to grade six regular program at Sir James Lougheed School, is as follows:

- Recommend consideration of closure of Sir James Lougheed School, and all programs therein contained, effective at the end of the 2010-2011 school year.

IV. ANALYSIS

Sir James Lougheed School

Sir James Lougheed School has instructional space to accommodate 225 students and, as of September 30, 2010, had an enrolment of 71 students in the grade one to grade six regular program.

SIR JAMES LOUGHEED SCHOOL

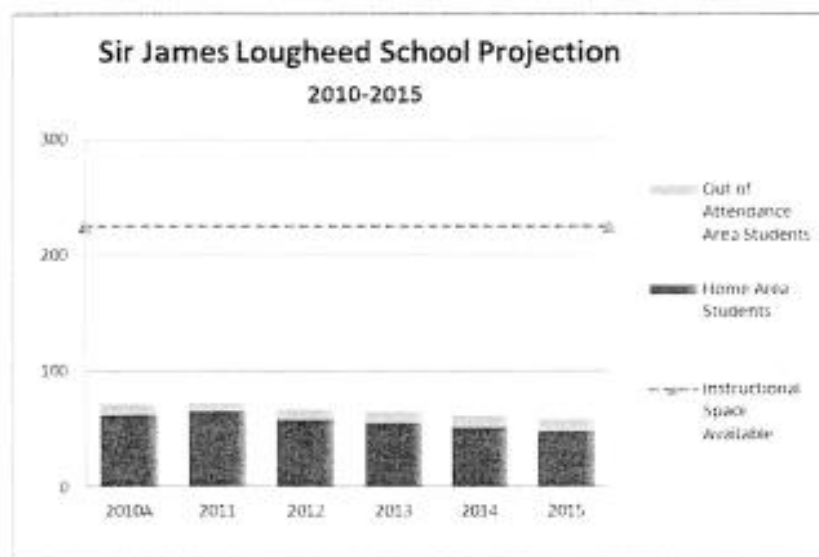
Instructional Space Available = 225 (9 classrooms)

Enrolment as at September 30, 2010

	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
Home Area								
CFB Curry								0
CFB-Lincoln Park PMQ		2	1	2				5
Killarney/Glengarry			4	4	1	2	3	14
Lincoln Park		7	6	6	5	4	2	30
Rutland Park		3	1	2	3	2	2	13
Out-of-Attendance Area		2		2	1		4	9
Total		14	12	16	10	8	11	71

The enrolment at Sir James Lougheed School is low and is not projected to increase significantly in the future. Due to low enrolment the school was unable to offer a Kindergarten program for this school year and it is anticipated that this trend will continue in the future.

The graph below provides the projected enrolment at Sir James Lougheed School if the status quo were maintained.

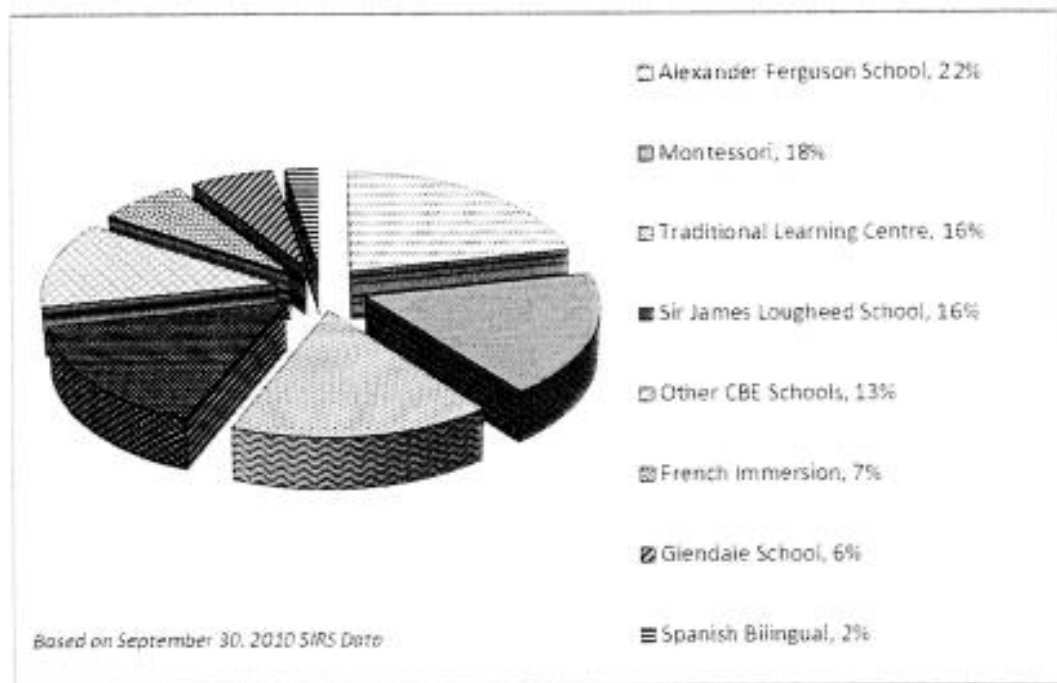


Low enrolment in the school creates constraints when organizing students into classroom groupings for instruction. Resource allocation is provided on a per student basis which makes organizing for student learning challenging with a low number of students in each grade. Low enrolment leads to complexity when making decisions regarding staff allocation and resource acquisition in order to meet the learning needs of students.

Sir James Lougheed School would have approximately ten students per grade into the future and there is no guarantee the school will be able to offer a Kindergarten or grade one program in the 2011-2012 school year given that there was no Kindergarten program offered this year. To more effectively provide for the long term programming needs of students desiring a regular program, an accommodation plan has been developed which includes a recommendation that the Board of Trustees consider the closure of the regular program at Sir James Lougheed School and all programs therein contained.

The low and declining enrolment at Sir James Lougheed School is a result of the program choices being made by parents and students rather than as a result of low numbers of students residing within the attendance area for the school. On September 30, 2010 there were 394 Kindergarten to grade 6 students (excluding students registered in system Special Education classes) residing within the Sir James Lougheed School attendance area. Only 62 students, out of the total of 394, chose to attend Sir James Lougheed School.

The chart below illustrates the CBE program choices that Kindergarten to grade six students in the Sir James Lougheed School attendance area made for the 2010-2011 school year.



Accommodation options were developed for students with the following factors in mind:

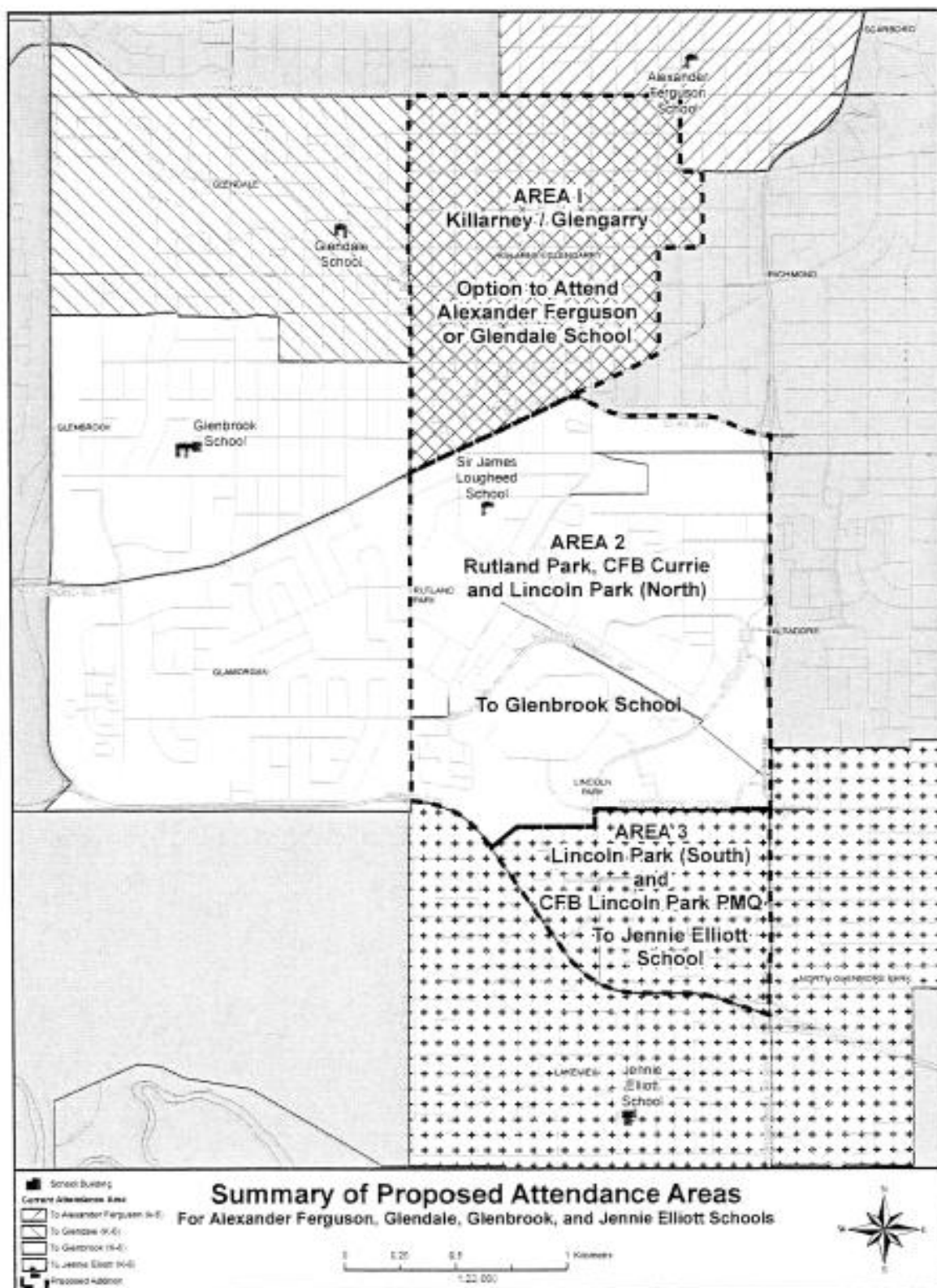
- Availability of space to accommodate additional students
- Effective and efficient transportation and walk zones
- Proximity of residence to designated schools
- Program choices that students are currently making

Taking the above factors into consideration, student accommodation options were presented to stakeholders for the following three geographic areas:

1. North – Killarney/Glengarry
2. Central – Rutland Park, Lincoln Park, CFB Currie
3. South – CFB-Lincoln Park PMQ

Feedback received during the community engagement process was used to finalize the administrative recommendations for the accommodation of students if the proposed consideration of closure of Sir James Lougheed School, and all programs therein contained, is approved.

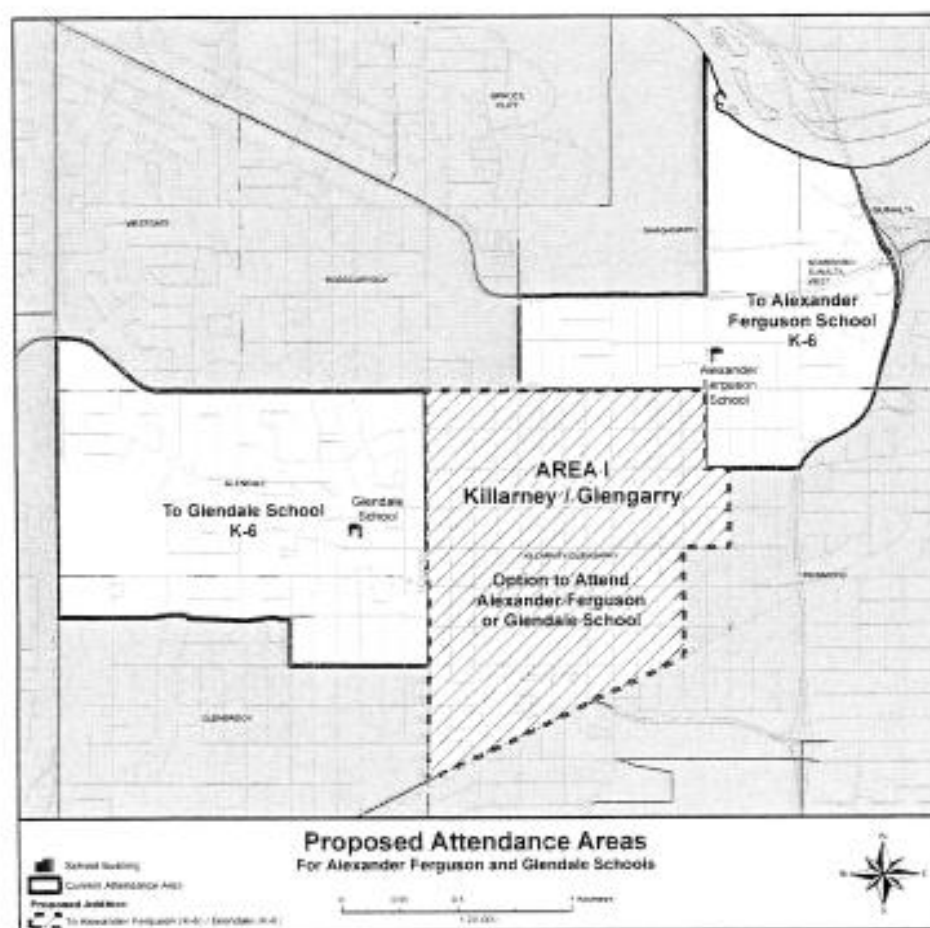
The map below provides a summary of the proposed attendance areas if the proposed closure of Sir James Loughheed School, and all programs therein contained, is approved.



Area 1 – North (Killarney/Glengarry)

If the proposed closure of Sir James Loughheed School, and all programs therein contained, is approved, students residing in Killarney/Glengarry will have an option to attend either Alexander Ferguson School or Glendale School for the Kindergarten to grade six regular program. Transportation services will not be required for students residing within this boundary because all students residing in Killarney/Glengarry will be within the walk zone for either Alexander Ferguson School or Glendale School.

The map below illustrates the proposed attendance area for students residing in Killarney/Glengarry.



Following is a summary of the available instructional space and enrolment of each school affected by the proposed student accommodation plan for students residing in Killarney/Glengarry:

Alexander Ferguson School

Within the Killarney/Glengarry residential district, some students are designated to Sir James Loughheed School for the Kindergarten to grade six regular program and some

students have the option to attend either Alexander Ferguson School or Sir James Lougheed School. Students living south of 25 Avenue and east of 25A Street are currently designated to Sir James Lougheed School and students living north of 25 Avenue and west of 25A Street have the option to attend either Alexander Ferguson School or Sir James Lougheed School. Alexander Ferguson School has approximately 43% of the population from outside the school's designated attendance area. On September 30, 2010, there were 82 Kindergarten to grade six students from Killarney/Glengarry attending Alexander Ferguson School.

Alexander Ferguson School has instructional space to accommodate 250 students and as of September 30, 2010, has an enrolment of 257 students.

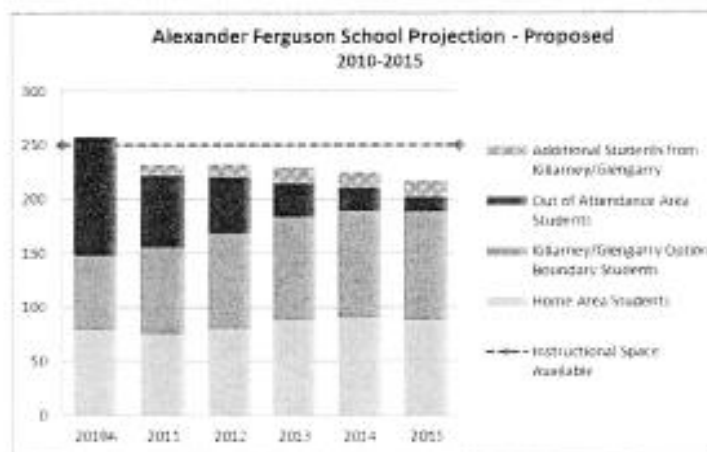
ALEXANDER FERGUSON SCHOOL

Instructional Space Available = 250 (10 classrooms including room beside library)

Enrolment as at September 30, 2010

Community	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
In Attendance Area								
Killarney-Glengarry	16	14	10	12	8	5	6	71
Richmond	3	2	2	3		3		13
Scarboro-Sunalta-W	6		1	1	2		2	12
Shaganappi	9	7	14	5	5	5	6	51
Sub-total (In Attendance Area)	34	23	27	21	15	13	14	147
Out-of-Boundary								
Killarney-Glengarry	2	3	2	1	2		1	11
Richmond	5	3	2		3		1	14
CFB Lincoln Park PMQ	1							1
Rutland Park	1				1			2
Other	7	11	3	10	19	14	18	82
Sub-Total (Out-of-Attendance Area)	16	17	7	11	25	14	20	110
Total Enrolment	50	40	34	32	40	27	34	257

The graph below provides the projected enrolment at Alexander Ferguson School if the proposed closure of Sir James Lougheed School, and all programs therein contained, is approved.



In order to have the space to accommodate additional students residing in Killarney/Glengarry, that are currently designated to Sir James Lougheed School, no new out-of-attendance area students will be accepted into the Kindergarten program at Alexander Ferguson School. It is anticipated that existing out-of-attendance area students in grades one through five can be accommodated at Alexander Ferguson School.

Glendale School

Glendale School is located in the Glendale residential district which is directly west of the Killarney/Glengarry residential district. The western portion of Killarney/Glengarry is within walking distance of Glendale School. Glendale School offers a regular program with approximately 50% of the population from outside the school's designated attendance area. On September 30, 2010, there were 20 Kindergarten to grade six students from Killarney/Glengarry attending Glendale School.

GLENDALE SCHOOL

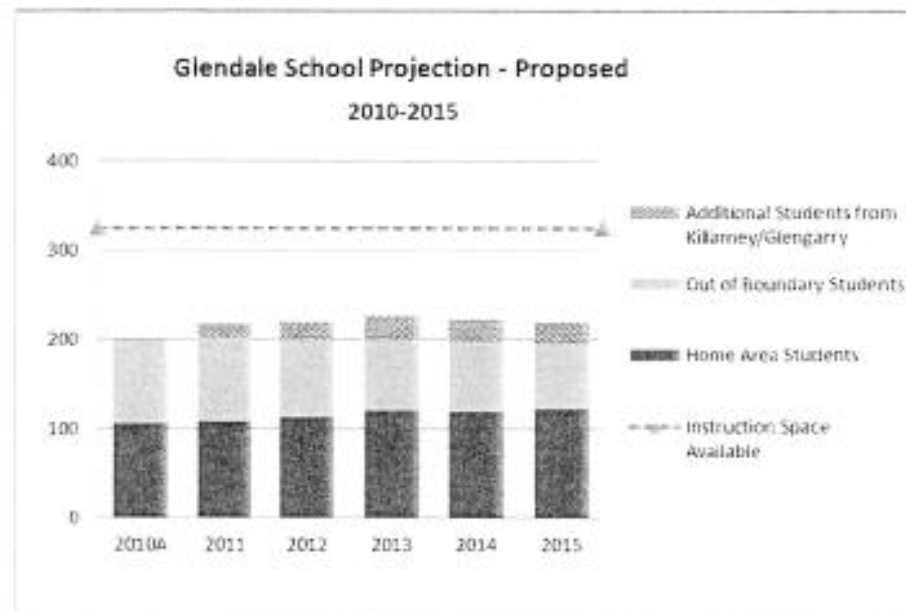
Instructional Space Available = 325 (13 classrooms)

Enrolment as at September 30, 2010

Community	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
In Attendance Area								
Glendale	12	6	10	7	6	10	13	64
Glenbrook	6	6	2	6	4	4		28
Sub-total (In Attendance Area)	18	12	12	13	10	14	13	92
Out-of-Attendance Area								
Killarney-Glengarry	3	5	3	3	4	2		20
Lincoln Park			1		1			2
Rutland Park	1					2		3
Glenbrook	1	1	2	5	1	2	2	14
Other	1	7	12	9	13	12	16	70
Sub-Total (Out-of-Attendance Area)	6	13	18	17	19	18	18	109
Total Enrolment	24	25	30	30	29	32	31	201

Glendale School has instructional space to accommodate 325 students and as of September 30, 2010, has an enrolment of 201 students.

The graph below provides the projected enrolment at Glendale School if the proposed closure of Sir James Lougheed School, and all programs therein contained is approved.

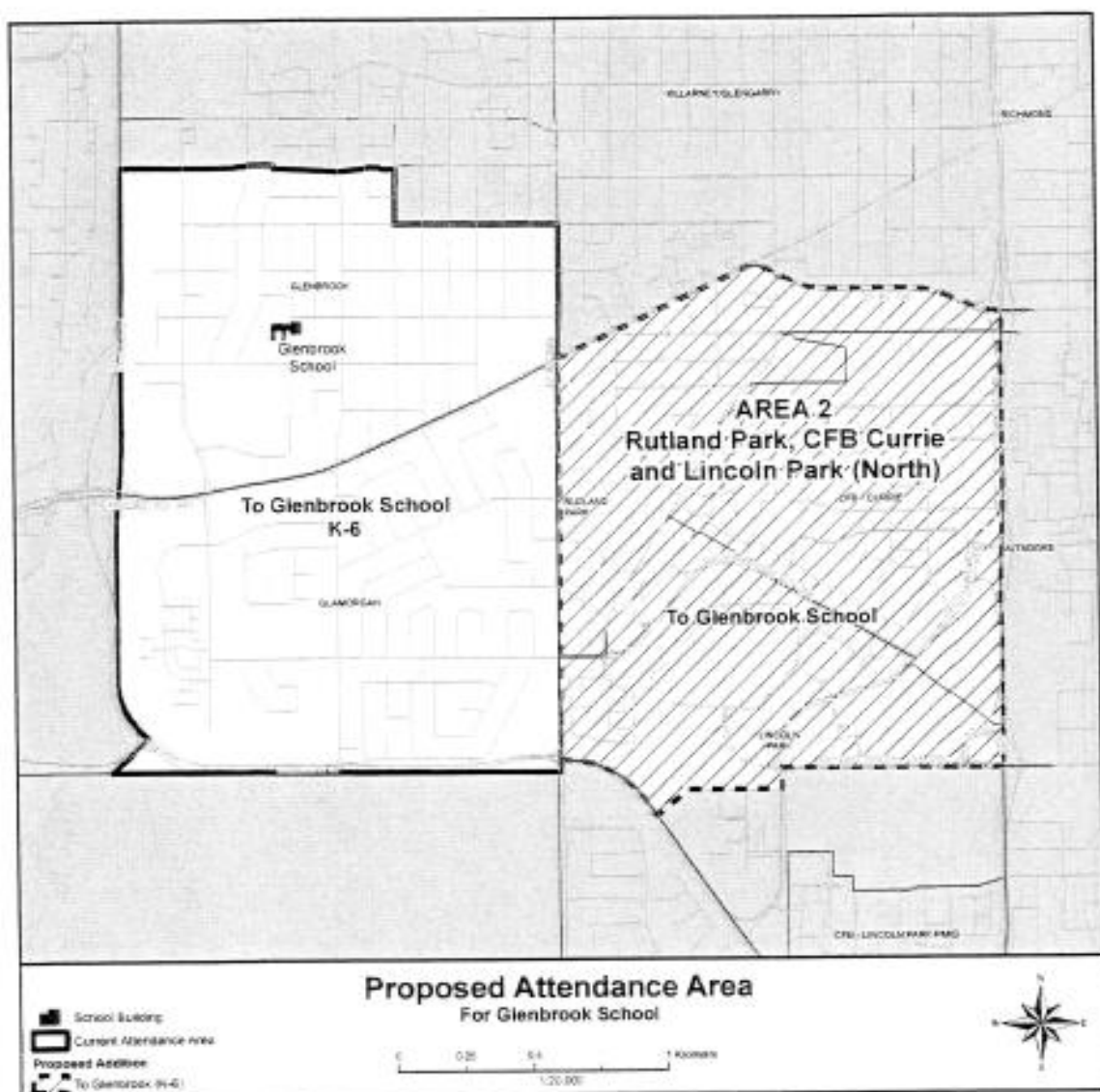


Based on September 30, 2010 enrolment, there are 11 students in grades one to five attending Sir James Lougheed School, residing in Killarney/Glengarry, who would have the option to attend either Alexander Ferguson School or Glendale School if the proposed closure of Sir James Lougheed School, and all programs therein contained, is approved.

Area 2 – Centre (CFB Currie, Lincoln Park (North) and Rutland Park)

If the proposed closure of Sir James Lougheed School, and all programs therein contained, is approved, students residing in CFB Currie, Lincoln Park (North) and Rutland Park will be designated to Glenbrook School. Transportation services will be required for the majority of students residing within this boundary.

The map below illustrates the proposed attendance area for students residing in CFB Currie, Lincoln Park (North) and Rutland Park.



Following is a summary of the available instructional space and enrolment of each school affected by the proposed student accommodation plan for students residing in CFB Currie, Lincoln Park (North) and Rutland Park:

Glenbrook School

Glenbrook School is located in the Glenbrook residential district which is northwest of the CFB Currie, Lincoln Park (North) and Rutland Park. Glenbrook School offers a Kindergarten to grade six regular program for students residing in Glenbrook and Glamorgan. Glenbrook School is also an overflow bus receiver for Kindergarten to grade six students from Springbank Hill who cannot be accommodated at Battalion Park School. As there is a portion of the Glamorgan residential district that is outside the walk zone for Glenbrook School, students living in CFB Currie, Lincoln Park (North) and Rutland Park who live beyond the walk zone will be able to access existing transportation services to Glenbrook School.

Glenbrook School has instructional space to accommodate 400 students and as of September 30, 2010, has an enrolment of 232 students.

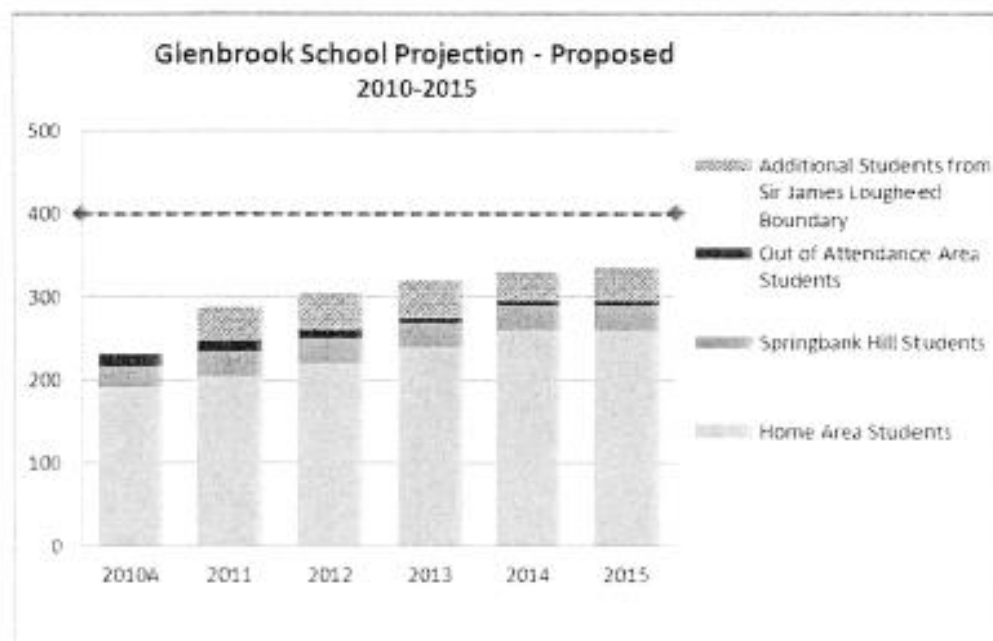
GLENBROOK SCHOOL

Instructional Space Available = 400 (16 classrooms)

Enrolment as at September 30, 2010

Community	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
Glenbrook	20	12	19	21	20	28	23	143
Glamorgan	6	7	6	7	4	3	8	41
Springbank Hill	6	2	3	2	3	4	4	24
Out-of-Attendance Area	7	2	2	1	5	3	4	24
Total	39	23	30	31	32	38	39	232

The graph below provides the projected enrolment at Glenbrook School if the proposed closure of Sir James Lougheed School, and all programs therein contained, is approved.

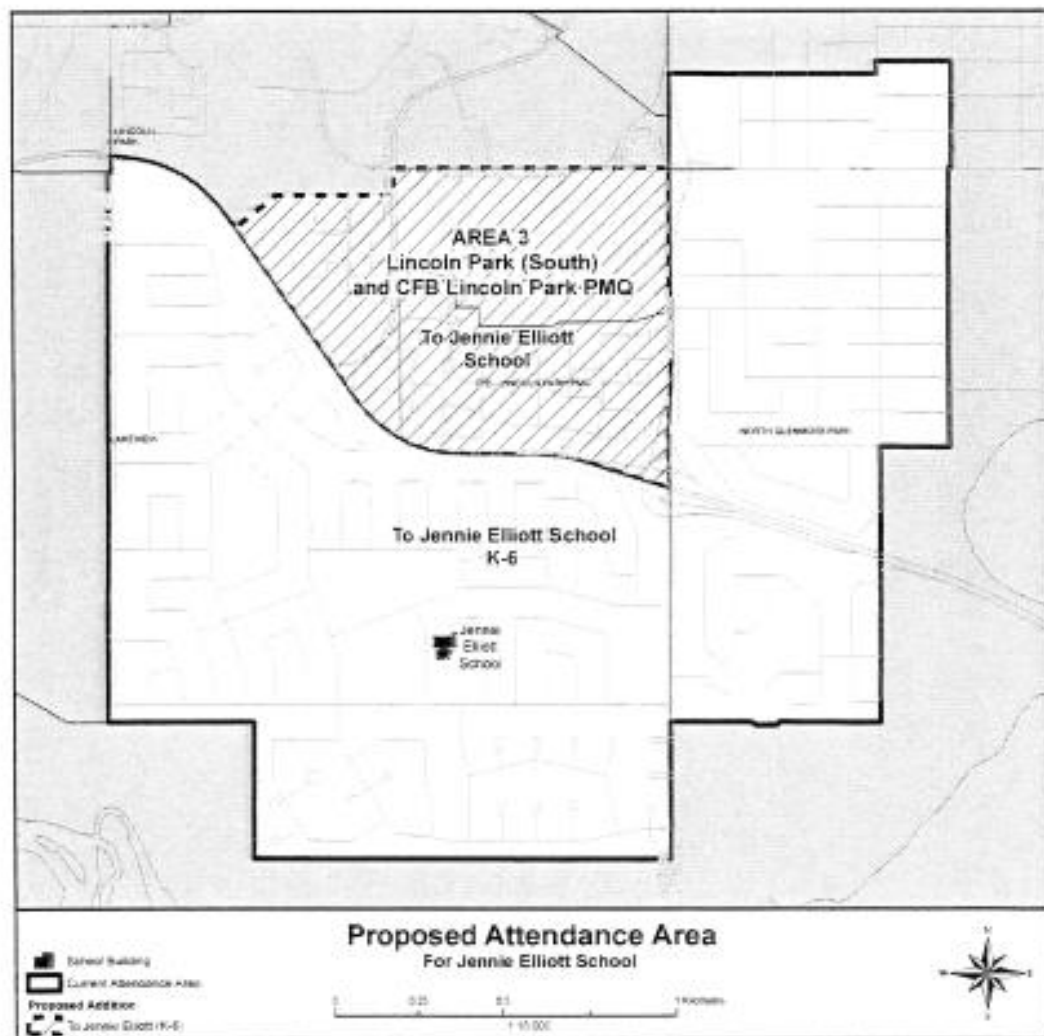


Based on September 30, 2010 enrolment, there are 39 students in grades one to five attending Sir James Lougheed School, residing in CFB Currie, Lincoln Park (North) and Rutland Park, who would be designated to Glenbrook School if the proposed closure of Sir James Lougheed School, and all programs therein contained, is approved.

Area 3 – South (Lincoln Park (South) and CFB Lincoln Park PMQ's)

If the proposed closure of Sir James Lougheed School, and all programs therein contained, is approved, students residing in Lincoln Park (South) and CFB Lincoln Park PMQ will be designated to Jennie Elliott School. The recommendation to designate this portion of the current Sir James Lougheed School boundary to Jennie Elliott School was initially proposed based on stakeholder inquiries to both the Area IV office and Community Engagement and Operational Planning. Support for this proposed student designation was confirmed through feedback received during the community engagement process. Transportation services will be required for the students residing within this boundary.

The map below illustrates the proposed attendance area for students residing in Lincoln Park (South) and CFB Lincoln Park PMQ.



Following is a summary of the available instructional space and enrolment of each school affected by the proposed student accommodation plan for students residing in Lincoln Park (South) and CFB Lincoln Park PMQ's:

Jennie Elliott School

Jennie Elliot School is located in the Lakeview residential district which is south of Lincoln Park (South) and CFB Lincoln Park PMQ. Jennie Elliott School offers a Kindergarten to grade six regular program for students residing in Lakeview and North Glenmore Park. Jennie Elliott School is also a bus receiver for Kindergarten to grade six students from Discovery Ridge. A special education class (Training in Attitude, Social Skills and Communication) is also accommodated at Jennie Elliott School. Students living in Lincoln Park (South) and CFB Lincoln Park PMQ who live outside of the walk zone will be able to access existing transportation services to Jennie Elliott School.

Jennie Elliott School has instructional space to accommodate 675 students and as of September 30, 2010, has an enrolment of 500 students.

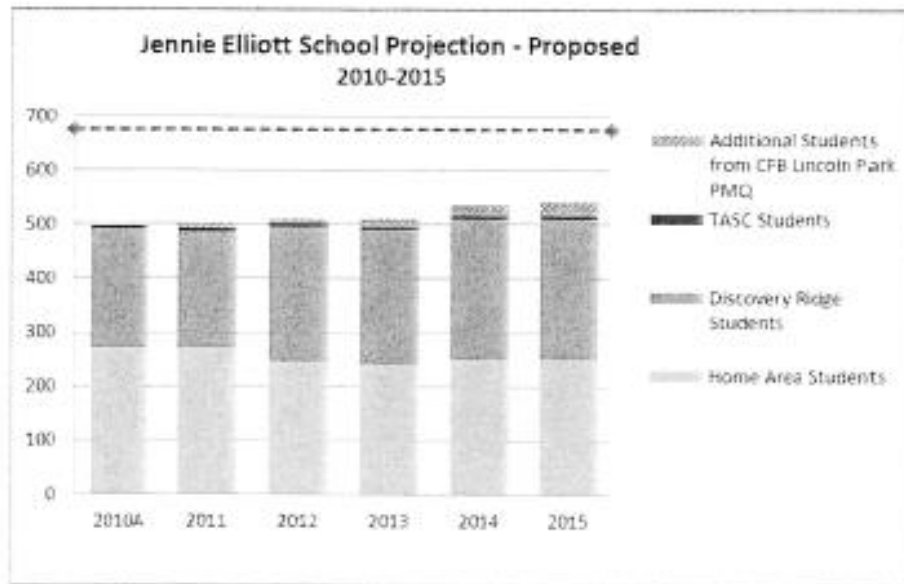
JENNIE ELLIOTT SCHOOL

Instructional Space Available = 675 (27 classrooms)

Enrolment as at September 30, 2010

Community	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
Altadore	1			1	1		1	4
Lakeview & North Glenmore	35	31	57	34	37	32	32	258
Discovery Ridge	39	33	40	25	32	15	37	221
Lincoln Park	3							3
Special Education (TASC)			3		1	1		5
Out-of-Attendance Area			2	2	2		3	9
Total	78	64	102	62	73	48	73	500

The graph below provides the projected enrolment at Jennie Elliott School if the proposed closure of Sir James Lougheed School, and all programs therein contained, is approved.



Based on September 30, 2010 enrolment, there are five students in grades one to five attending Sir James Lougheed School, residing in Lincoln Park (South) and CFB Lincoln Park PMQ's, who would be designated to Jennie Elliott School if the proposed closure of Sir James Lougheed School, and all programs therein contained, is approved.

The proposed student accommodation plan provides an opportunity to more effectively meet the long term learning needs of students by establishing a sustainable Kindergarten to grade six regular program for the residential districts of Killarney/Glengarry, Rutland Park, Lincoln Park, CFB Currie and CFB Lincoln Park PMQ.

V. FINANCIAL IMPACT

There will be a reduction in administrative, staffing and resource costs as a result of the proposed closure of Sir James Lougheed School, and all programs therein contained.

Administration is not anticipating any increases to transportation costs due to the proposed closure as the students designated to Alex Fergusson School or Glendale School from Sir James Lougheed School reside in the walk zone for either school (*Attachment II (a): Proposed Walk Zone Maps for Alex Ferguson School and Glendale School*). Students currently attending Sir James Lougheed School who will be designated to Jennie Elliot School or Glenbrook School will be able to access existing buses to their designated schools, provided that the students live within the transportation service area (*Attachment II (b): Proposed Walk Zone Map for Jennie Elliot School and Attachment II (c): Walk Zone Map for Glenbrook School*). Note: Proposed walk zone maps require Transportation Advisory Committee approval.

If the closure of Sir James Lougheed School and all programs therein contained were approved, future use of this facility is to be determined by Calgary Board of Education needs and priorities.

VI. IMPLEMENTATION CONSEQUENCES

The proposed student accommodation plan for Sir James Lougheed School is conditional upon the Board of Trustees' consideration of closure of Sir James Lougheed 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 Sir James Lougheed School and all programs therein contained, Community Engagement and Operational Planning will facilitate implementation by supporting Area IV and affected schools in effectively communicating this decision and the proposed accommodation plan to all stakeholders.

VII. CONCLUSION

Enrolment in Sir James Lougheed School is low and has not increased despite an increase in the school attendance area effective September 2009. The school was unable to offer a Kindergarten program this fall due to insufficient registrations. Due to a large number of program opportunities within close proximity of the school and the enrolment patterns that have existed over the past several years, enrolment at Sir James Lougheed School is not projected to increase significantly in the future. The proposed student accommodation plan takes into account the choices that students in the area are making and provides an opportunity to more effectively meet the long term learning needs of students by establishing a sustainable Kindergarten to grade six regular program for the residential districts of Killarney/Glengarry, Rutland Park, Lincoln Park, CFB Currie and CFB Lincoln Park PMQ.



NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

Attachment I:	Community Engagement Plan
Attachment II (a):	Proposed Walk Zone Maps for Alex Ferguson School & Glendale School
Attachment II (b):	Proposed Walk Zone Map for Jennie Elliot School
Attachment II (c):	Walk Zone Map for Glenbrook School
Attachment III:	Student Accommodation Plan – Feedback
Attachment IV:	YourVoice Feedback
Attachment V:	Responses to Most Frequently Asked Questions

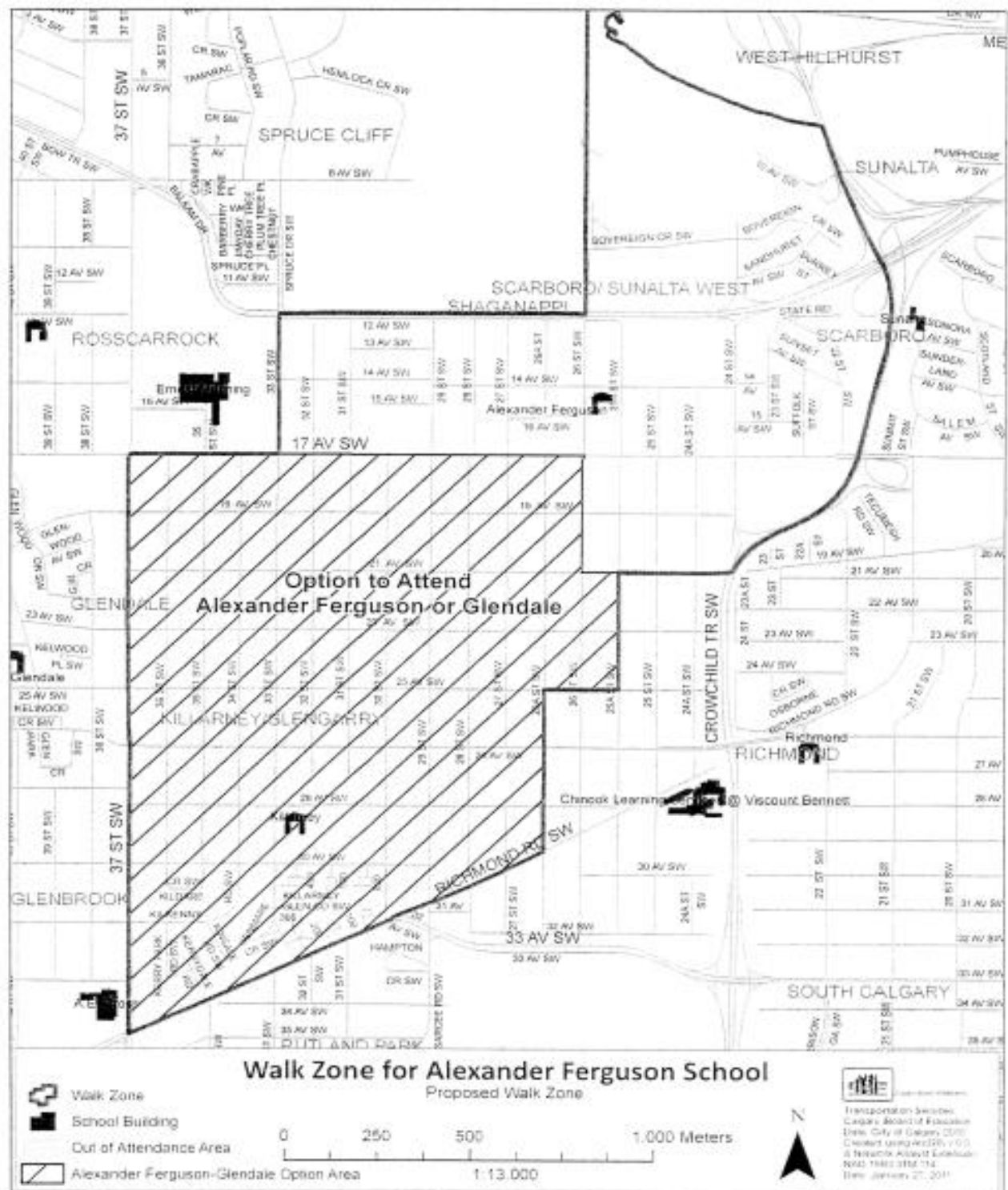
Attachment I: Community Engagement Plan

Community Engagement Plan Sir James Lougheed School

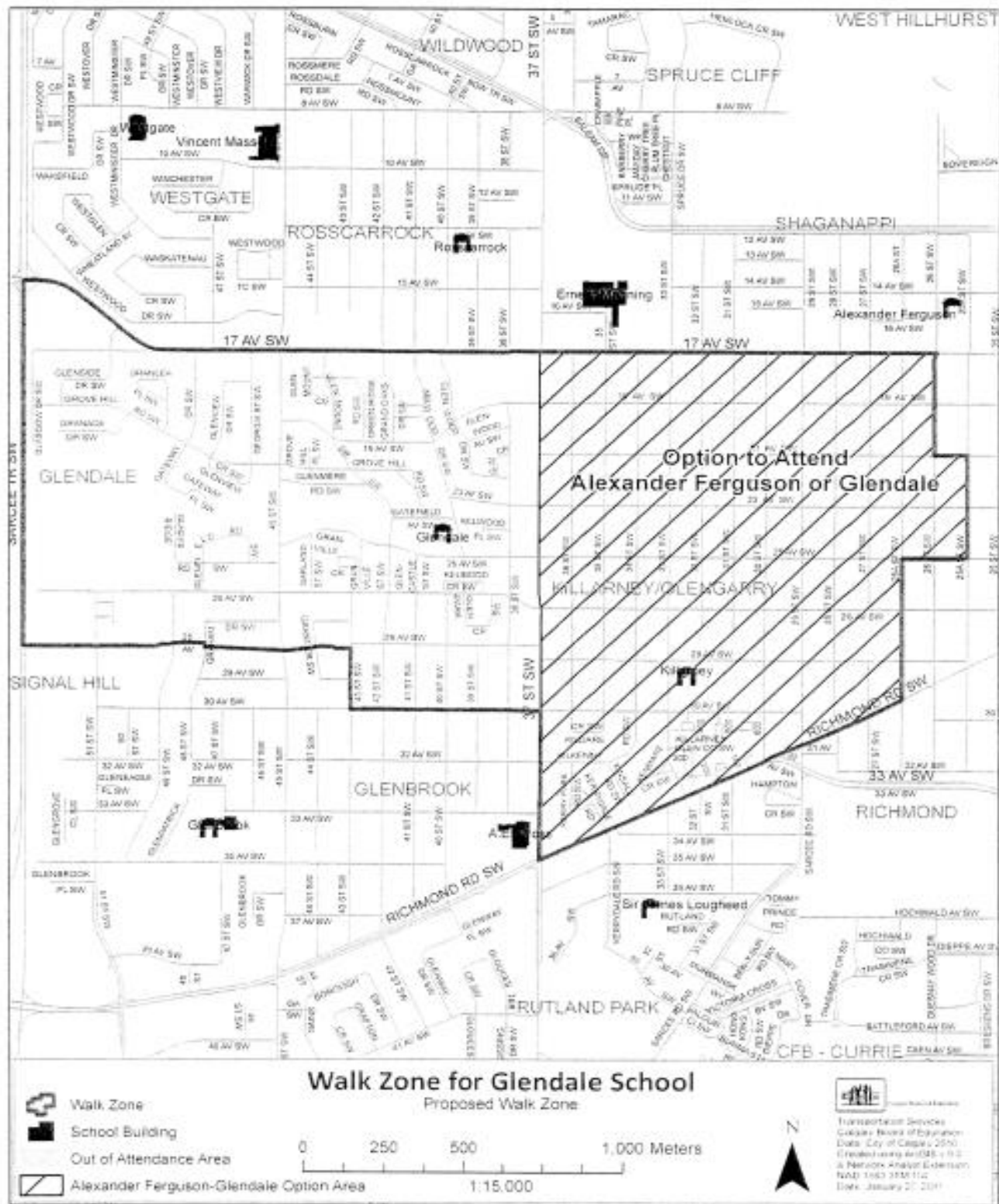
Level of Public Participation (see IAP2 Spectrum): Inform/Consult		
Issue: Low and declining enrolment at Sir James Lougheed School.		
Calgary Board of Education Alignment		
<ul style="list-style-type: none"> The Mega End Statement focuses on ensuring that all students complete high school. In developing 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. 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		
<ol style="list-style-type: none"> Sustainable kindergarten to 6 regular programming Effective use of space and resources 		
Goal of Public Participation Process		
To obtain public feedback on analysis, alternatives and/or decisions.		
Promise to the Public		
We will keep you informed, listen to and acknowledge concerns and provide feedback on how public input influenced the decisions or recommendations.		
Stakeholders		
<ul style="list-style-type: none"> School Staff Parents & Students Community Members 	Sir James Lougheed School Glenbrook School Glendale School	Alexander Ferguson School Jennie Elliot School
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 IV Director to present information regarding the issue, the administrative recommendation and the student accommodation scenarios To present the community engagement plan <p>Members to include: Principals, Area IV Director and members of Community Engagement and Operational Planning</p>	<p>Oct. 26/10</p> <p>11:00- Noon Area IV Office</p>
<p>2. Parent Representative Meeting</p> <ul style="list-style-type: none"> To present parent representatives information regarding the issue, the administrative recommendation and the student accommodation scenarios To present the community engagement plan To gather feedback on the administrative recommendation and the student accommodation scenarios <p>Members to include: 2 Parent Reps from <u>each school</u>, Principals, Area IV Director and members of CEOP</p>	<p>Nov. 3/10</p> <p>3:30-5:00 Area IV Office</p>
<p>3. School Council Meetings</p> <ul style="list-style-type: none"> School principals and parent representatives to present information from Parent Representative Meeting 	<p>November</p>
<p>4. Parent Meeting – Sir James Loughheed School</p> <ul style="list-style-type: none"> To present information regarding the issue, the administrative recommendation and the student accommodation scenarios To present the community engagement plan To identify Opportunities and Challenges for the administrative recommendation To provide information about the student accommodation scenarios specific to each area of the current attendance area To gather feedback specific to each scenario from those parents impacted <p>Members to include: Parents of students at Sir James Loughheed School, Principals, Area IV Director and members of Community Engagement and Operational Planning</p>	<p>Nov. 22/10</p> <p><i>1 meeting, 3 working groups</i></p>
<p>5. Open House</p> <ul style="list-style-type: none"> To present information regarding the issue, the administrative recommendation and the student accommodation scenarios To gather feedback from members of the community regarding the administrative recommendation and the student accommodation scenarios 	<p>Dec. 1/10</p>
<p>6. Parent Representative Meeting – Parent Reps from all schools</p> <ul style="list-style-type: none"> To review feedback collected at the Open House To communicate decisions regarding the student accommodation scenarios To review Next Steps <p>Members to include: 2 Parent Reps from each school, Principals, Area IV Director and members of CEOP</p>	<p>Jan. 24/11</p>
<p>7. Communicate recommendations and/or decisions</p>	<p>Jan. 25/11</p>
Community Engagement Process – Internal Stakeholders:	
<p>CEOP support for Area Director and Principals may include:</p> <ul style="list-style-type: none"> Providing assistance or support in engaging all school staff Providing assistance or support in gathering staff feedback 	<p>Sir James Loughheed Nov. 3 Noon-1:00</p>
<p>Principals communicate recommendations and/or decisions to staff</p>	<p>Jan. 25/11</p>

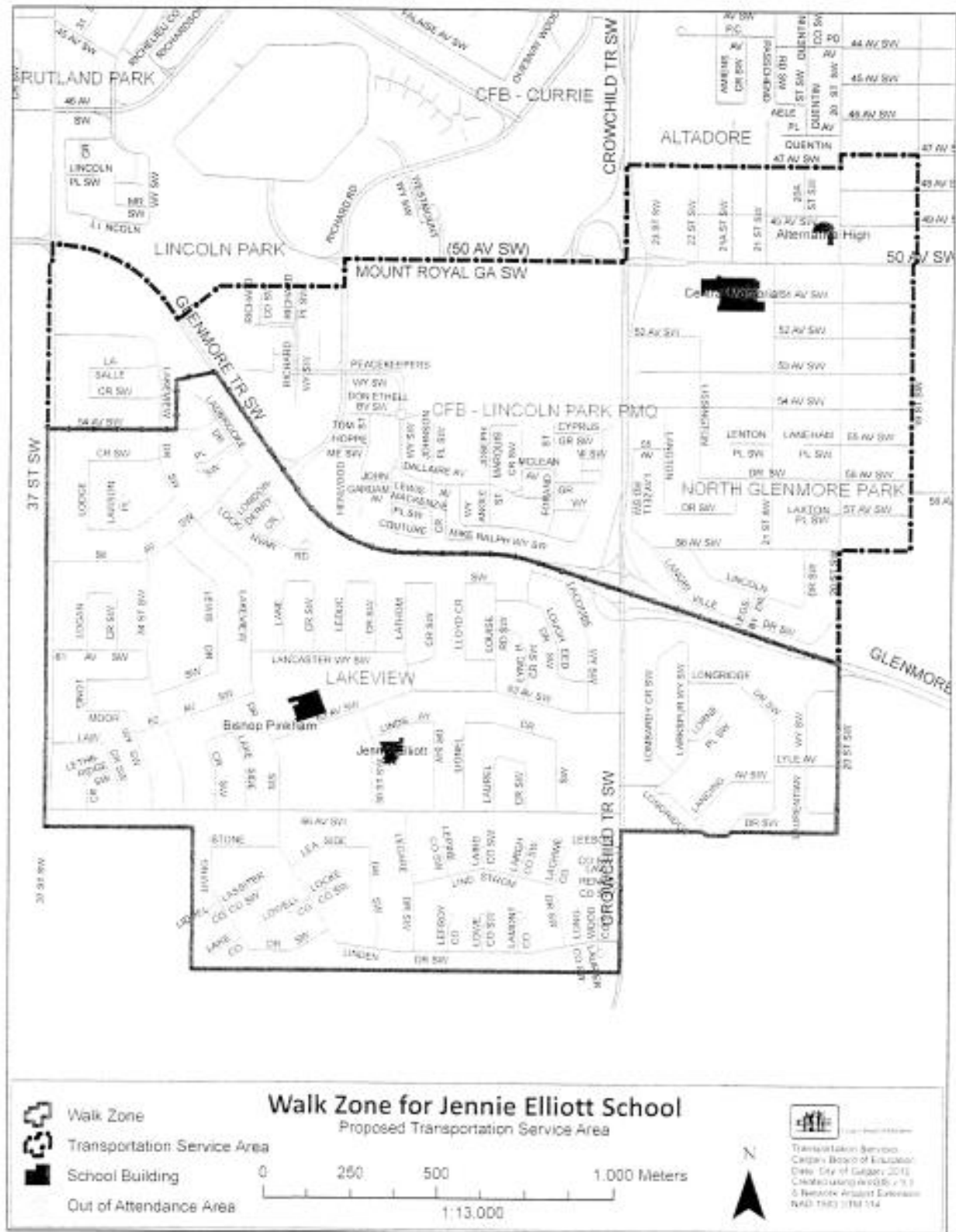
Attachment II (a): Proposed Walk Zone Maps for Alex Ferguson School & Glendale School



Proposed Walk Zone Map for Glendale School



Attachment II (b): Proposed Walk Zone Map for Jennie Elliott School



Walk Zone for Glenbrook School
Current Walk Zone

Legend:
 Walk Zone
 School Building
 Out of Attendance Area

Scale: 0 125 250 500 Meters
1:10,000

City of Calgary
January 27, 2011

Attachment III: Student Accommodation Plan – Feedback

Sir James Lougheed School Parent Representative Meeting November 3, 2010

What are your first thoughts? What are the impacts of the proposed changes?

Table 1

- We don't want to move
- Loss of friends
- Walking/busing changes
- ESL kids/demographics
- Fundraising money

Table 2

- Has the CBE examined the possibility of housing a CBE alternative program at the school that meets the needs of community?
- Area IV parents have choice and access to it – 300+ students should be at the school and are not
- Stability (or lack of) admin/staff is perceived as a red flag in parent choice
- Glenbrook has room and transportation – viability of school is helped
- Other schools also would be more viable with increased enrolments (Glendale)
- Alexander Ferguson is full – designation to others would be better

Table 3

- If the students in the optional attendance area choose AFS then will it deter the out of boundary Kindergarten students?
- It will affect our out of boundary students (particularly Kindergarten)

What further information would be useful to you?

- Walk zones & bus zones
- Demographics of the areas
- Is Sir James Lougheed the school that needs to close?

Sir James Lougheed School Parent Meeting November 22, 2010 Summary of Feedback

What are your first thoughts after hearing the proposed recommendation to consider the closure of Sir James Lougheed School?

- This is a great school
- Community school
- Close to my house
- Great teachers that care about students
- School is small enough that staff know all of the students, not just their classes

- Sense of community and safety at this school
- Social well-being of students, community adhesiveness
- Appreciate the small class sizes
- Support for students with different needs like ESL, is available without needing to ask for it because of the small class sizes
- Don't want the school to close, would be very sad if it does
- If students are designated to different schools my child will be separated from his friends
- Other schools are far away
- Other, larger, schools won't have the support for my child's needs
- School hasn't had a chance to succeed after the changes 2 years ago
- Haven't had stability with administration
- School just had renovations, feels like investment is for someone else like a charter.
- If the school closes it will have a negative impact on the community
- Geographically, this building is in an area that needs a school
- There is new development in the area and the population will grow in the future.
- Many kids in the neighbourhood.
- This goes against "Plan-It Calgary"
- Poor planning
- Poor marketing

What opportunities and challenges do you see with these designations?

Opportunities

- No opportunities

Challenges

- Student and teacher relationships would be different in a larger school with larger class sizes
- School and class sizes will be too large to address/recognize needs of each child
- ESL & IPP students will find large schools and class sizes a challenge in both behaviour and learning
- Children will not belong in the community
- Children will feel lost in the most important years in their lives
- Transportation, large distance over 2 km, 3 km from Lincoln Park
- Distance to walk; concerned about safety, crossing major roads and bad weather
- Emergencies – too far away from home
- What about families who don't drive?

Comments or Questions

- Please don't shut down Sir James Loughheed School.
- If CBE and the school offer a special program at SJL there will be more students.
- Once the parents know that the school will not close, there will be many more children attending SJL, as the rumors have been ongoing for years.
- 5 year plan was mentioned, however Killarney and TLC was changed June 30, 2009, which was only 1 year ago and few months. So why didn't SJL get 5 years to grow?
- What about the young children in our community that would have had the chance to attend our community school, but cannot. Give us more time to increase our population.

**Sir James Lougheed School
Open House
December 1, 2010**

Feedback Summary:

No feedback was submitted from stakeholders residing in the North or Centre sections of the Sir James Lougheed School attendance area. No feedback was submitted from community members.

Feedback submitted from stakeholders residing in the South section of the Sir James Lougheed School attendance area:

What opportunities do you see with this designation?

- I like this plan. I have spoken to many neighbours about this plan and they are also for it. Do you need to hear from via email to ensure this comes to pass?
- We already feel an affiliation with the Lakeview community as we play at their playgrounds, take bike camps, go for walks, etc. We feel that becoming a part of their school community would be an excellent fit, as parents work together to identify challenges & opportunities to make a better community (learning and neighbourhood). Also we believe, correctly or incorrectly, that it is a better school and would feel comfortable sending our children there. Not the case with Glenbrook unfortunately.

What challenges do you see with these designations?

- None

If the closure of Sir James Lougheed School is approved, what do we need to pay attention to when planning the transition for students and families?

- N/A We don't currently attend Sir James Lougheed.

Attachment IV: YourVoice Feedback

- Regarding the proposed closure of Sir James Lougheed School, my feeling is this. If the CBE cannot afford to have one full time administrator in the school, it needs to close. Sharing admin has been detrimental to students, staff and community members. There have been many instances where I have needed support from an administrator and one has not been available. We have students with behaviour and learning needs who need full time admin who can build relationships.
- I see that for the community engagement regarding the closure of Sir James Lougheed, an open house is planned for January to communicate and collect feedback from the community, including from families that are impacted by re-drawing the school boundaries. I am intensely interested in this as our family is directly impacted by these decisions. Can you give me any more specific detail on when and where this open house will take place and on how I can most effectively provide my feedback?
- It is my humble and heartfelt opinion that closure of Sir James Lougheed Elementary School is a poor choice, and must not be considered as a viable option. I understand that closure of SJL is and has been under consideration for some time, but I feel it is desperately important and necessary to avoid closure at all costs. I am new to the SJL family, and have come to care deeply about the school, as have my twin girls, who are in Grade 1, in Ms. ***** class. I want nothing more than my children to know that the school and teachers they have come to love, trust and care for will be there. This is about stability. Many of the children who attend SJL actually come from homes that are less than perfect, but more so, homes that may not be very stable. I understand that it isn't the CBE's job to provide stability for students, but I feel it is extremely important to consider the impact a school closure will definitely have on the lives of children who are already experiencing turmoil. Among the children who attend SJL, and parents who actively participate in the education of their children, there are also many people who volunteer their time. Every Thursday morning a troupe of wonderful Grandmas volunteer time to read with the children at SJL. They don't do it because they have nothing better to do; they do it because they care about the kids. In addition to the impact on our children, us parents, and the staff, closure of SJL will also directly impact a community of volunteer grandparents who have come to love and care about the population and the school's future. I beg you to advocate on behalf of keeping Sir James Lougheed open for all of us parents, the children, the staff, and our wonderful volunteers.
- Hi, I would like to express my family's deep concern on the proposed consideration for closure of the Sir James Lougheed School. We are long-time residents of the Rutland park community and believe that the school has a major role in building a strong community. It is a small school where everyone feels like family. The quality of education and the activities at the school are highly valued. The school just went through a major renovation and it will be a waste of funds to close it. We understand that if the school closes, our designated school will be the Glenbrook School. My husband and I are very concerned of the distance of this school from Rutland Park. How our children will be walking 2.1 kms to the Glenbrook School, especially in Calgary's winter? We are confident that the attendance at the Sir James Lougheed School will be increasing as there are many families moving into our area. If the

CBE offers special programs at the school, it will be more attractive to other students. I understand that the principal and staff at the SJL School are working on establishing a special philosophy of the school, which will make our school unique. If the Glamorgan and Glenbrook schools try harder to direct students to their designated area of Sir James Lougheed School and try not to fill their schools to capacity, we would have a more balanced attendance. The Sir James Lougheed School covers a major area in the city and if it closes, the distance to the other schools will be too large. We trust that you would consider our deep concerns and would cancel the proposed closure of the Sir James Lougheed School. Without the school our community will not be the same.

- **To the Calgary Board of Education, Public Engagement Group,**

This email represents the views of seven families in the Garrison Green Community regarding where our children will be designated should Sir James Lougheed Elementary School be closed next year. We appreciate the opportunity to submit our position that Jennie Elliot Elementary School is a wise choice for our children, families and the broader community.

The Garrison Green community is a close neighbour of the Lakeview community, where Jennie Elliot Elementary is located, with our entire southern border just across Glenmore Trail from Lakeview. Not only are we geographically aligned, but we believe the people who live in both neighbourhoods share a common sense of community spirit and knowledge.

Including Garrison Green in the Jennie Elliott zone will foster a coherent sense of community, both for our children and us as parents, with everyone living in close proximity. This allows the school to become a central hub to address common community challenges and take advantage of potential opportunities.

More specifically than community connection, however, we respect Jennie Elliott Elementary School: it has a solid reputation and has performed well on the Fraser Institute Survey, which has not gone unnoticed. We believe the staff of Jennie Elliott is committed to the education and well-being of their students.

In the longer term, we believe our community's designated junior high school should then become Bishop Pinkham. Not only does that allow continuity for Garrison Green's Jennie Elliot students to continue with their friends to junior high, but it also joins students in French Immersion at Westgate with the children in the mainstream program from Jennie Elliot, allowing our community's families to connect across the programs at the same school. This will provide further benefits to our community, by concentrating our families in one junior high school. We appreciate the CBE's commitment to public engagement.

- I am not a parent yet, my daughter is 4 and I had planned to send her to school there for Kindergarten next year and keep her there for Elementary. I was very disappointed to hear about the proposed closure of the school, but even more so - the fact that I didn't learn about it until December when I started looking into Kindergarten registration. I am an active member with the community, and I would have been to several of the meetings, but there was

no notice given!!!! I don't believe that you have adequately looked for community input. I also believe this to be very short sighted. There is a HUGE development (CFB West) going in just across the street. With thousands of future families. Without a local option these families will choose private schools and the public system will continue to suffer. It really appears that there are alternative motives behind this closure - like plans for the land, a new tenant already selected... Communities have 20 to 30 year cycles and this one is going up! There are houses for sale with young families moving in, not to mention the CFB West development - I wouldn't doubt that the close proximity to the school is being used as a selling feature. It really appears that there are alternative motives behind this closure - like plans for the land, a new tenant already selected... If the school board is really concerned about providing a quality education, then they should be working to keep this school open - I see in your recommendations that Westgate has too many programs, move one of the Immersion programs to Sir James Lougheed. I hope to be informed and attend any subsequent meetings.

- I live in the community of Rutland Park - Sir James Lougheed is our designated school. I understand that enrolment has been very low and that closing the school is being considered. I am wondering if the possibility of creating a charter type school like Alex Ferguson has been considered. I believe that they had low enrolment and then started the arts program and now they have enough students and an amazing way of teaching. Where will the students go to school if Sir James is closed? What will the school be used for?

Attachment V: Responses to Most Frequently Asked Questions

Questions and Answers Sir James Lougheed School Open House December 1, 2010

Why are you recommending Sir James Lougheed School for consideration of closure?

Enrolment at Sir James Lougheed School is lower than anticipated after the attendance area changes made in 2008-2009. As of September 30, 2010 there were 71 grades 1-6 students. There were not enough registrations to offer kindergarten this year. Programming is challenging with low enrolment.

What are the demographics of this community? Won't the population be increasing in the future?

There are several schools in the area around Sir James Lougheed School which offer either a regular program or an alternative program. The number of students in this area is high, however given the choices nearby; many families choose to attend a school other than their designated regular program school. Even with the re-development of the Canadian Forces Base there is sufficient capacity to accommodate projected future growth in student enrolment in this area.

Can an alternative program be placed at Sir James Lougheed School to keep it open?

Establishing an alternative program in the school would not assist the regular program with respect to its enrolment. If an alternative program were to be offered at the school, some of these students may choose the alternative program, resulting in even lower numbers in the regular program.

What happens to the school building?

Sir James Lougheed School is classified as school reserve and can only be used for educational purposes.

What will happen to the teachers from this school?

If the closure of Sir James Lougheed School were to be approved, teachers and staff would be transferred in accordance with the Calgary Board of Education's current staffing processes.

What happens to funds raised and resources purchased through School Council?

Resources typically follow the children to their new school. Consultation with parents would be required to determine how best to reallocate such resources.

What impact would a closure have on class sizes?

Principals are allocated funds based on their student enrolment and profile. It is the responsibility of the school principal to assign resources in order to best meet the learning needs of the students in the school within the guidelines provided.

Will children with special needs continue to receive support?

Support for children with special needs is consistent from school to school across the CBE. If necessary, consultation with a strategist may occur dependent on the needs of the children and school.

Is this just a process and the decision has already been made?

Any decisions regarding consideration of closure of programs and/or schools are made by the Board of Trustees upon a recommendation from the Area Director and the Director of Community Engagement and Operational Planning.

Throughout this process our promise to the public has been to provide balanced and objective information to assist them in understanding the problems, alternatives and/or solutions. We will keep you informed and consult with you where possible.

How will the transition from one school to the other be implemented? What will you do to ensure my child has a smooth transition?

Should Sir James Lougheed School close, principals will meet to determine an appropriate transition plan. Parent feedback regarding community values and program continuity has been provided to the principals to help with transition planning. If needed, principals have access to expertise within the Calgary Board of Education in order to help with transition planning for students.

Are there opportunities for parents to support the transitions if the programs are closed?

Transition plans and resource allocations will be determined once a final decision has been reached by the Board of Trustees. Our commitment to the Board of Trustees to bring consideration of closure decisions to them prior to Spring Break allows for a three month period to allow for both schools and all communities to establish a smooth transition plan for students, parents and staff.

Will busing be provided?

The provincial School Act requires Alberta school boards to offer transportation service for all students who reside more than 2.4km from their designated school. Walk zone boundaries are determined by the Transportation Advisory Committee (TAC), which consists of representatives from CBE Transportation Services, CBE Communications, elementary and middle school principals, special education, Calgary Association of Parent and School Councils and the Calgary Police Service, where their input is deemed beneficial. Please refer to the proposed walk zone map provided at the Open House.

What are the transportation and lunchroom fees?

Transportation fees are paid by parents. The fee for this year is \$200, with a family maximum of \$400. Students residing outside the walk zone for their designated school do not pay noon supervision fees. Students residing within the walk zone who choose to access a lunchroom program pay a noon supervision fee that is set by the school. There is no family maximum for noon supervision fees. Parents of eligible students experiencing financial hardship may apply for a waiver of transportation fees.

When do we know for sure if the school is closing?

Only the Board of Trustees can approve the closure of a school. If, at the end of the community engagement process, the recommendation is that the Board of Trustees consider closing the school, this motion would have to be approved by the trustees. We anticipate the community engagement process to be completed by January 2011.

If they approve the motion to consider closure of the school, a written notice would be sent out to parents and a Public Meeting held. At that meeting parents could ask questions or make comments. Three weeks or more after the Public Meeting, the trustees would debate and vote on a closure motion. We anticipate that the decision would be made before Spring Break 2011.

How can parents influence the decision?

The authority to make decisions about the closure of programs and/or schools rests solely with the Board of Trustees. Parent feedback may influence the Board's decision.

Parents have several avenues to make their voices heard in the community engagement process. Feedback can be given:

- At parent meetings or through principals
- Through the Community Engagement Feedback email address YourVoice@cbe.ab.ca
- At the open house

All feedback received through the community engagement process is provided to the Board of Trustees.

If the Board of Trustees supports the administrative recommendation to consider closure of a program or school and move to the regulatory process:

- Parents/community members have input prior to the Public Meeting through the medium of questions or comments;
- At the Public Meeting, there is further opportunity for questions and comments;
- Further submissions can be made after the Public Meeting to the Board of Trustees;
- Stakeholder report to the Board of Trustees at the meeting at which Trustees are debating the consideration of closure motion.

When do parents and the Board of Trustees meet to discuss all options?

If a recommendation for a consideration of closure were to be taken forward and were to be approved by the Board of Trustees, parents would have the opportunity to ask questions of CBE administration at the Public Meeting. Though trustees would be present and would hear all the input, it would not be appropriate for them to be part of the discussion since they are the final decision-makers.

CALGARY BOARD OF EDUCATION

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

March 1, 2011

To: Board of Trustees

From: Naomi E. Johnson, Chief Superintendent of Schools

Re: **Proposed Accommodation Plan for Mayland Heights 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 and Environmental Services

Resource Persons: Calvin Davies, Director, Community Engagement & Operational Planning
Susan Church, Director, Area II
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

I. RECOMMENDATIONS

It is recommended:

1. THAT the Board of Trustees 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 the Kindergarten to grade six regular program at Mayland Heights School, 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, sections 4 to 7.

II. ISSUE

Mayland Heights School is experiencing low and declining enrolment in the regular Kindergarten to grade six program. For the 2010-2011 school year, Mayland Heights School was not able to provide a Kindergarten program due to low enrolment. Low enrolment makes programming for students challenging.

III. BACKGROUND

i) Schools and Programs

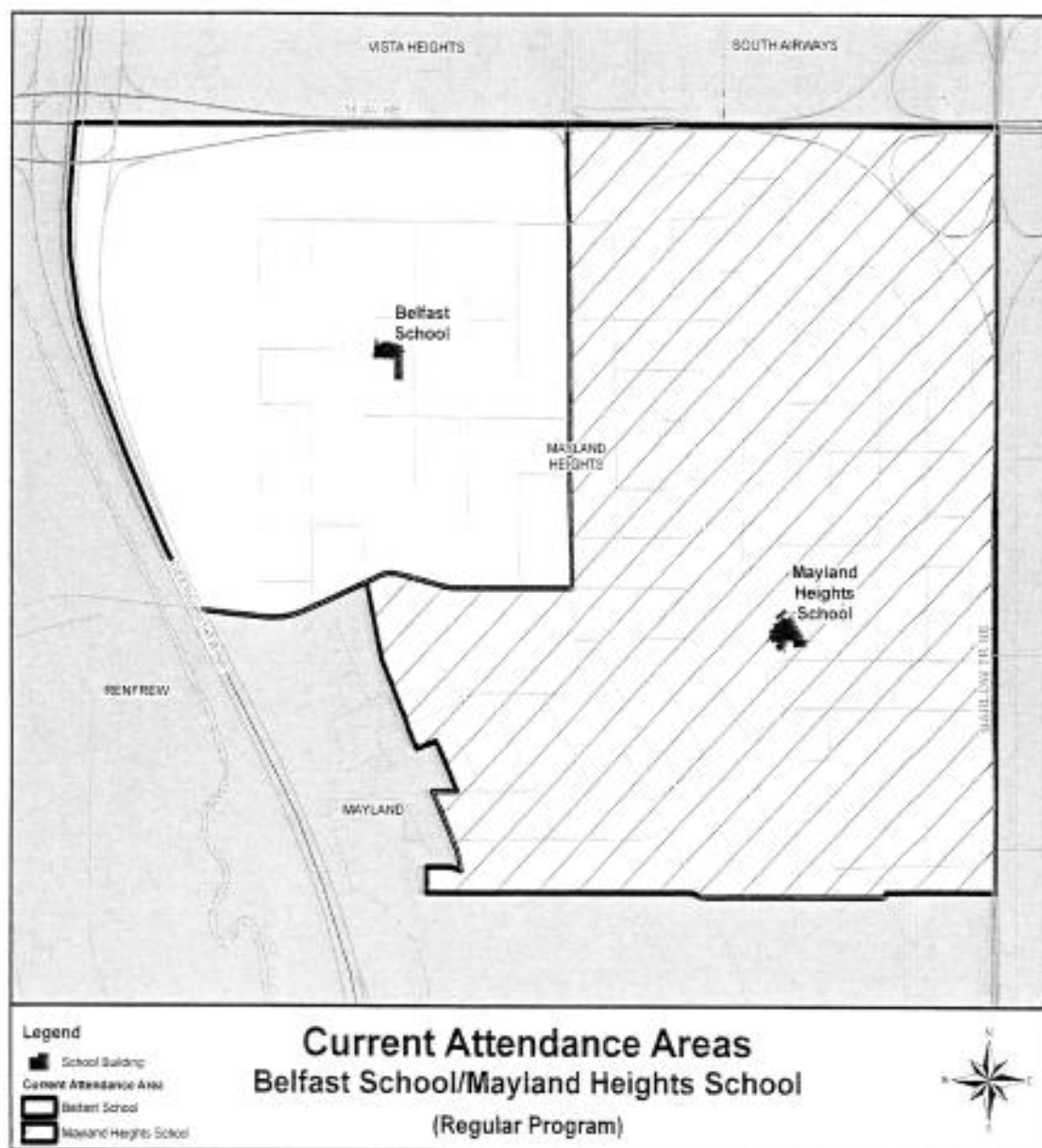
Mayland Heights School

Mayland Heights School offers a regular program for students from grade one to grade six residing in the residential district of Mayland Heights. Due to low enrolment Kindergarten students have been designated to Belfast School for the 2010-2011 school year. As of September 2010, with the opening of Saddle Ridge School, Mayland Heights School was no longer required as an overflow bus receiver for students residing in Saddle Ridge, therefore reducing the number of students accessing the regular program at Mayland Heights School to less than 60 students.

Mayland Heights School also provides a French Immersion Program for students from Kindergarten to grade six residing in the residential districts of Vista Heights and Mayland Heights and all residential districts within Area III.

The map below illustrates the current attendance areas for Mayland Heights School and Belfast School.

Current Attendance Areas for the Regular Program at Mayland Heights School and Belfast School



ii) Accommodation Opportunities and Challenges

There is a need to provide a sustainable Kindergarten to grade six regular program for the students who choose to attend a Calgary Board of Education school from the residential district of Mayland Heights. The following are identified as both opportunities and challenges:

- Student enrolment from the residential district of Mayland Heights is declining.
- Mayland Heights School was not able to offer Kindergarten for regular program students in the 2010-2011 school year.
- Belfast School has the capacity to provide a regular program for all Kindergarten to grade six students.
- Long term sustainability of a regular program in the residential district of Mayland Heights.
- Consideration of transportation and walk zones.

Mayland Heights School

Mayland Heights School has instructional space to accommodate 525 students and, as of September 30, 2010 had a total enrolment of 299 students. Of the total number of students, 52 students are enrolled in the grade one to grade six regular program and 247 students are enrolled in the Kindergarten to grade six French Immersion Program.

MAYLAND HEIGHTS SCHOOL

Instructional space available = 525 (21 classrooms)

Enrolment as of September 30, 2010

French Immersion	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
Area II	8	6	2	4	4	4	1	29
Area III	35	42	33	26	30	18	30	214
Other Areas	2	1			1			4
Total	45	49	35	30	35	22	31	247

Regular	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
Mayland Heights		10	8	2	6	14	3	43
Out Of Attendance Area			3		1	5		9
Total	0	10	11	2	7	19	3	52

TOTAL ACTUAL	45	59	46	32	42	41	34	299
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Belfast School

Belfast School has instructional space to accommodate 250 students and as of September 30, 2010 had a total enrolment of 220 students; of which 47 students reside within the Belfast attendance area, 53 students come from the Mayland Heights School attendance area and 120 students attend from outside of the school's attendance area.

BELFAST SCHOOL

Instructional space available = 250 (10 classrooms)

Enrolment as of September 30, 2010

	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
Belfast Attendance Area	9	4	5	4	10	7	8	47
Mayland Heights Attendance Area*	13	6	3	9	10	6	6	53
Out Of Attendance Area	15	20	16	17	16	18	18	120
Total	37	30	24	30	36	31	32	220

**Kindergarten students designated to Belfast for 2010-2011*

iii) Community Engagement Process

Parents and stakeholders from both Mayland Heights School and Belfast School were engaged using the International Association of Public Participation (IAP2) model of public participation. The Department of Community Engagement and Operational Planning, in conjunction with the Area Director, determined that the level of engagement would be to inform and consult participants. See *Attachment I: Community Engagement Process Summary* for a complete summary of the engagement process and corresponding promise to the public.

Following the Calgary Board of Education's *Administrative Regulation 1090: Student Accommodation Planning Process*, stakeholders were informed of a student accommodation plan regarding Kindergarten to grade six regular program students at Mayland Heights School at a meeting held on December 6, 2010 at Mayland Heights School and on December 8, 2010 at Belfast School.

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

- Long range planning that incorporated 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
- Opportunities for attending school close to a student's residence and peer continuity
- Consideration of utilization factors at both the system and school level

From December 2010 to January 2011 a series of meetings were held as part of the System Student Accommodation Planning Process. *Attachment II* provides the feedback received from the stakeholder meetings. *Attachment III* provides questions and answers generated by stakeholders during the community engagement process.

After involving stakeholders and implementing feedback where possible, the proposed long term accommodation plan, as it relates to the regular program at Mayland Heights School, is as follows:

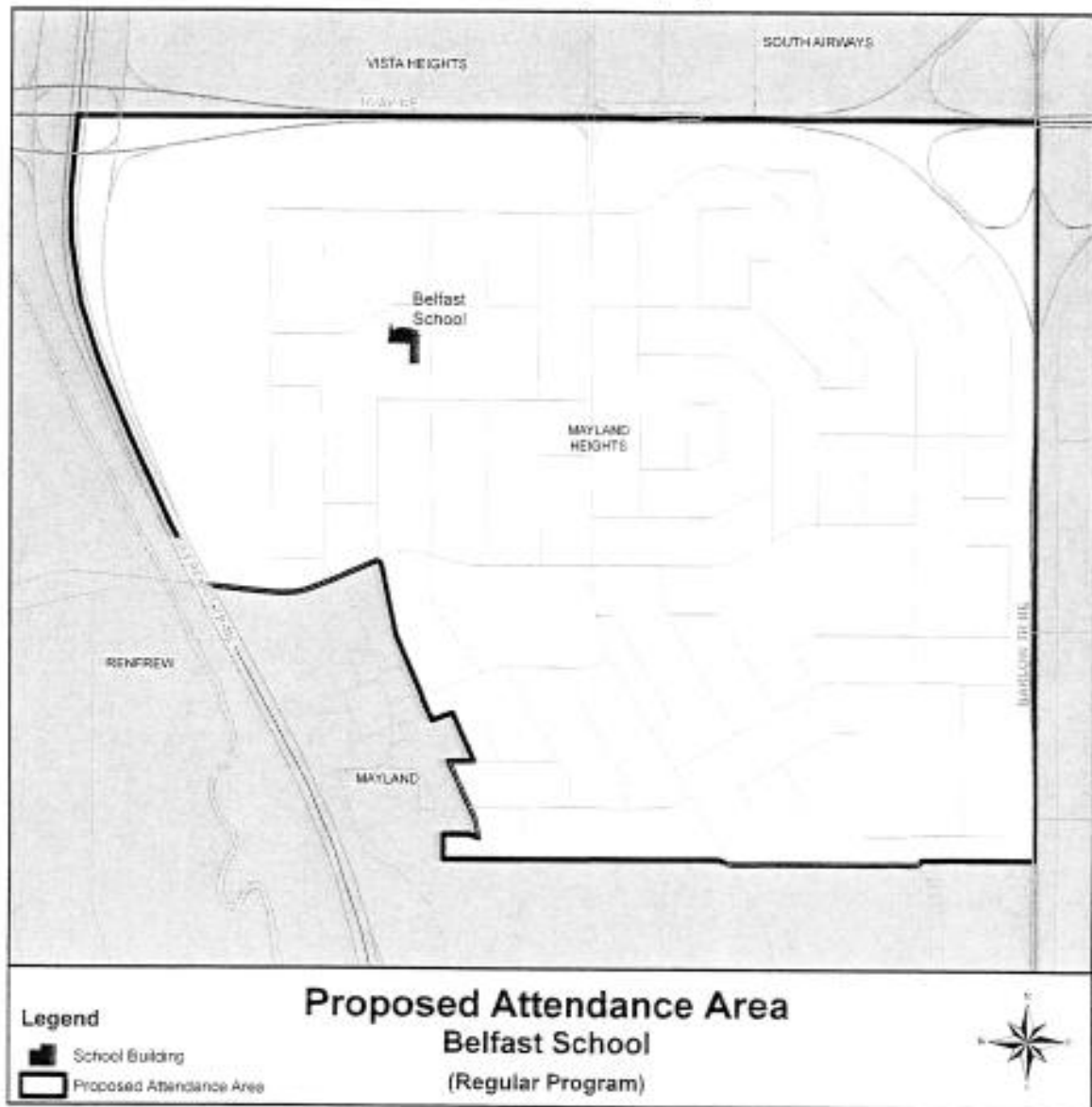
- Recommend consideration of closure of the Kindergarten to grade six regular program at Mayland Heights School effective June 30, 2011.

If the Board of Trustees decides to close the regular program as recommended, administration will:

- Designate Kindergarten to grade six regular program students from the residential district of Mayland Heights to Belfast School at the beginning of the 2011-2012 school year.
- Provide the opportunity for current grade five regular program students at Mayland Heights School to complete grade six at Mayland Heights School, should a minimum of 15 students choose to do so.

The map below illustrates the proposed attendance area for the regular program at Belfast School:

Proposed attendance area for the regular program at Belfast School



IV. ANALYSIS

The following table identifies the projected September 2011 enrolment at Mayland Heights School should the proposed accommodation plan not be implemented.

MAYLAND HEIGHTS SCHOOL (Status Quo)

Instructional space available = 525 (21 classrooms)

Projected Enrolment September, 2011

	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
French Immersion	46	50	39	27	27	28	20	237
Total	46	50	39	27	27	28	20	237
Regular								
Mayland Heights		5	10	8	2	6	14	45
Out Of Attendance Area		1	0	3	0	1	5	10
Total	0	6	10	11	2	7	19	55
TOTAL	46	56	49	38	29	35	39	292

As can be seen from the enrolment data provided, the regular program at Mayland Heights School currently has an average of less than ten students per grade from grade one to grade six. Approximately 45 students who reside within the attendance area for Mayland Heights School are projected for September 2011. Over the next five years it is anticipated that the enrolment will remain low or decline should the regular program not be approved for closure.

In September 2011, Mayland Heights School will provide a Kindergarten to grade six French Immersion Program for students from the residential districts of Mayland Heights and Vista Heights in Area II and Area III.

The table below illustrates the projected enrolment for Belfast School and Mayland Heights School, should the proposed closure of the regular program at Mayland Heights School be approved.

BELFAST SCHOOL (Proposed)

Instructional space available = 250 (10 classrooms)

Projected Enrolment September, 2011

	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
Mayland Heights Attendance Area	9	8	6	3	9	10	6	51
Belfast Attendance Area	5	4	4	5	4	10	7	39
Out Of Attendance Area	5	10	20	16	17	16	18	102
Students From Mayland Heights School		6	10	11	2	7		36
Total	19	28	40	35	32	43	31	228

Belfast School currently accommodates the Kindergarten students from the Mayland Heights School attendance area and has the capacity to accommodate all Kindergarten to grade six regular program students in the residential district of Mayland Heights.

The following table identifies the projected September 2011 enrolment at Mayland Heights School should the proposed closure be approved by the Board of Trustees.

MAYLAND HEIGHTS SCHOOL (Proposed)

Instructional space available = 525 (21 classrooms)

Projected Enrolment September, 2011

	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
French Immersion	46	50	39	27	27	28	20	237
Total	46	50	39	27	27	28	20	237
Regular	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
Mayland Heights							14	14
Out Of Attendance Area							5	5
Total	0	0	0	0	0	0	19	19
TOTAL	46	50	39	27	27	28	39	256

By allowing the 19 grade five students to complete their division at Mayland Heights School, the disruption in learning for these students will be minimized and continuity of learning with their peer cohort group will be provided.

In order to more effectively provide for the long term programming needs of students desiring a regular program, the proposed accommodation plan includes a recommendation that the Board of Trustees consider the closure of the regular program at Mayland Heights School. This plan provides an opportunity to more effectively meet the long term learning needs of students by establishing a sustainable Kindergarten to grade six regular program at Belfast School.

V. FINANCIAL IMPACT

The financial impact of the recommended regular program closure is negligible as Mayland Heights School will offer the Kindergarten to grade six French Immersion Program. The school would remain operational and no cost savings are anticipated.

If the Kindergarten to grade six regular program at Mayland Heights School is closed, all students designated to Belfast School in the residential district of Mayland Heights would reside in the walk zone (*see Attachment V*). As a result, administration anticipates no changes to transportation costs.

VI. IMPLEMENTATION CONSEQUENCES

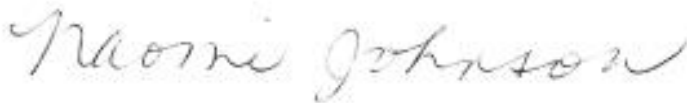
Although, Belfast School has the capacity to provide a regular program for all students in the Mayland Heights residential district, in order to decrease the number of transitions for the currently enrolled grade five students at Mayland Heights School, these students will be provided the opportunity to complete their division during the 2011-2012 school year.

In the event that less than 15 students are registered in the regular English program at Mayland Heights School in September of 2011, all regular program students would be designated to Belfast School.

The proposed student accommodation plan for the Kindergarten to grade six regular program at Mayland Heights School is conditional upon the Board of Trustees' consideration of closure, 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 the Kindergarten to grade six regular program at Mayland Heights School, Community Engagement and Operational Planning will facilitate the implementation by supporting Area II and affected schools in effectively communicating this decision and the proposed accommodation plan to all stakeholders.

VII. CONCLUSION

The recommendation that the Kindergarten to grade six regular program at Mayland Heights School be considered for closure provides the residential district of Mayland Heights with a Kindergarten to grade six learning continuum for all students.



NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

- Attachment I: Community Engagement Process Summary
- Attachment II: Student Accommodation Plan – Feedback
- Attachment III: Responses to Frequently Asked Questions
- Attachment IV: YourVoice Feedback
- Attachment V: Proposed Walk Zone for Belfast School

Attachment I:
Community Engagement Process Summary
Mayland Heights

Level of Public Participation: Inform, Consult
<p>Issues:</p> <ul style="list-style-type: none"> Declining enrolment in regular kindergarten to grade 6 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. 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 an 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
<ol style="list-style-type: none"> Sustainable kindergarten to 6 regular programming ... Effective use of space and resources. Students as close to home as possible
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.
Stakeholders
<ul style="list-style-type: none"> Parents of students currently in Mayland Heights School Mayland Heights Community Members Belfast School Community Staff at Mayland Heights and Belfast Schools
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 II Director to present information regarding the issues and the accommodation proposal <p>Members to include: Principals, Area II Director and members of Community Engagement and Operational Planning</p>	November 9, 2010
<p>2. Parent Meeting</p> <ul style="list-style-type: none"> Meet with principals and parent <ul style="list-style-type: none"> To seek common ground and identify shared values To develop an understanding of the issues To determine what additional information the parent representative group requires to gain a better understanding of the issues and to take back to their communities/schools <p>Members to include: Parents from Mayland Heights School, Principal, Area II Director, members of CEOP</p>	December 6, 2010
<p>2. Parent Meeting</p> <ul style="list-style-type: none"> Meet with principal and parent representatives from Belfast School <ul style="list-style-type: none"> To share the accommodation issue for the regular program at Mayland Heights School To develop an understanding of the issues To communication the process for student designation changes <p>Members to include: <ul style="list-style-type: none"> Parent from Belfast School, Principal, Area II Director, members of CEOP </p>	December 8, 2010
<p>4. Open House</p> <ul style="list-style-type: none"> Provide feedback from December 6th and December 8th meetings Provide additional information requested at December 6th meeting Discuss next steps <p>Members to include: Stakeholders from the Mayland Heights Community, Principals, Area II Director, members of CEOP</p>	January 6, 2011
<p>5. Parent Meeting</p> <ul style="list-style-type: none"> Discuss option for current grade 5 students for the 2011-2012 school year 	January 31, 2011
Community Engagement Process – Internal Stakeholders:	
<p>CEOP support for Area Director and Principals may include:</p> <ul style="list-style-type: none"> Providing assistance or support in engaging all school staff Providing assistance or support in gathering staff feedback 	December 6 & 8, 2010

Attachment II: Student Accommodation Plan – Feedback

Mayland Heights School Parent Feedback December 6, 2010

What are the impacts of the proposed changes?

- Family hardships
- Child with special needs unable to go out safely by himself – can you guarantee his safety?
- Distance is too far
- Child hardship on bigger class sizes not as personalized learning
- Child hardship with change – DON'T COPE WITH CHANGE
- Child care – Before and After School Care
- No stability/stability goes away
- Peer relationships/hardships
- Lost sibling
- Upset my child
- Concern about safety of 19th Street (too much traffic)
- If Belfast school is over crowded (too many students in 1 class room)splitting up siblings
- All mentioned earlier
- Much easier to transition from French to English if having difficulty in French
- Safety of children crossing 19th Street
- Splitting children in different schools makes it difficult to get children to school on time with different hours
- Will be looking at different school systems due to pending closure
- Family structure (older/younger siblings)
- Safety of children getting to Belfast
- Transition for children from French to English regular program
- SAFETY of crossing 19th Street
- Community adaptation
- Creating undue hardship on family
- Safety of my child getting to and from Belfast
- Loss of friends, change
- Disruption of family routine
- Many safety issues
- Feeling of community could be lost
- Friends, cohorts progressing together
- Grad with peers from Mayland
- Safety of day to day travel to and from school
- What is long term plan for Mayland
- Price of home value when you close Mayland in the next 2 years
- Crossing 19th Street – he has to walk, safety
- Miss his grade 6 grad with his friends from French Immersion
- Friends – miss them? Where will they go?
- Will changing schools affect his IPP?

- Some of the students are going to have some impact in the learning process, because of the changes that their teacher makes.
- The risk of the children on the traffic roads where the bus is not available

What further information would be useful to you?

- Hours
- Technological equipment?
- Class sizes
- Lunch rooms
- Why so soon?
- Class configurations
- Transportation
- Safety of children, crossing 19th ST NE/going the distance
- Are we going to be welcome
 - Childhood bullies
- Stability of all (above)
 - PD Days
 - SAFETY
- Why not move Belfast? Mayland is a bigger school.
- I like to know if my child moves to Belfast...how many students in her classroom?
- Staged closure of grades
- Help for kids that transition into English to French – extra help with reading at grade level in new school
- Why are the designated kids at Belfast not moved to Mayland?
- What is the potential effect on the French program
- Will Mayland Heights potentially become a charter school?
- Why are schools not being utilized better instead of building new ones?
- Information regarding whether staged closing at Mayland, is it possible?
- Classroom sizes in Belfast
- Amount of children dropped off at Belfast.
- What is different between arts based learning program compared to regular program?
- Number of kids in
- Transition plans for kids to switch schools
- Is this a stepping stone to closing Mayland Heights within the next 5 years?
- Does it make sense to have half empty classrooms in a school and have a school beyond full?
- Class sizes
- Programming at Belfast
- If there is a surge in Mayland population to boost Belfast over “capacity” will the out of Mayland students be bumped?
- Program details at Belfast
- Class size – at Belfast grades 5-6
- What is capacity based on room size
- Does Belfast have crossing guards?
- How many extra cars are at Belfast – because of no bussing?

- Can there be such a thing as closing the program down in stages i.e. once grade ones are finished they go to grade 2 but there will be no more grade one class?

**Belfast School
Parent Feedback
December 8, 2010**

What are the impacts of the proposed changes?

- Switching schools is a great idea!
- Would we lose fine arts room or other rooms?
- How do we handle/place another 50 students?
- How does this effect/change the program focus?
- Busing for children outside area
- Will transportation be offered to Mayland Heights East kids to go to Belfast (if designate)?
- Washrooms at Belfast – can they handle increased capacity? Will they be upgraded?
- After school care may not be able to manage increased enrolment at Belfast
- What are the kids “out of area” going to do if Belfast is max?
- Why would Belfast not trade school space with Mayland Heights to maximize space?
- What is student to staff ratio to add teachers?
- Is Mayland Heights staying French Immersion?
- With the statistic projections over the next five years seem to have workable space. Historically, how successful have these statistics been for other schools?
- Impact on traffic safety? Kiss and drop statistics of another 52 kids – community vs upgrades to school? Possible lunch program transfer? Fire and safety code requirements?
- Concern that increased school population will mean Belfast will lose both its music room and stage space. This will change the nature of the Arts program Belfast can offer.
- Could Belfast get another portable?
- Put the French program into Belfast physical space and relocate all of Belfast population to the larger Mayland facility.
- If we go over capacity, what happens to those of us out of district?
- What happens to out of area (Pineridge) children who have been at Belfast since kindergarten if the school gets filled by Mayland/Belfast area children?
- Why not switch Belfast to French and Mayland Heights to regular?
- Added kids’ parking/transportation?
- Fine Arts program?
- Lunch program?
- Will current children who are out of the designated area be displaced by Mayland Heights students?
- Will bussing be considered due to the messy drop off/pick up situation?
- How will this affect the fine arts aspect of the school?
- Would we end up Belfast going K-4; will 5-6 end up in Sir John Franklin?
- Would we be considered for another portable to maintain Fine Arts?
- Students outside area, would they be able to attend? Siblings – up and coming
- Questions about feeder school were next- what happens to class size?
- How is funding handled?

- K-4 possibility
- Expansion?
- Portable
- Capacity?
- What if the projected numbers go over capacity?
- What happens to children out of the designated area?
- Class size? Impact on current students with larger classes
- Will the students coming from Mayland change our curriculum?
- Will we have more teachers?
- Will any part of current program be lost? i.e. music room
- Is student core affected?
- How would lunch program be affected?
- Will the school eventually be K-4?
- Major concerns with children attending Belfast who are not designated to attend here?
- Will younger siblings be able to attend?
- The Belfast culture?
- Would Vista not be closer to the Mayland curriculum being Belfast focuses more on fine arts?
- What happens if a French Immersion student needs to go to an English program?
- Why not switch schools rather than transfer student?
- Lunch program?
- After school care?
- What happens to our Arts program?
- What happens when there are out of area kids with sibling in Belfast already?
- Will there be more portable classrooms brought in?
- Will after school care be affected?
- Our great idea – can Mayland Heights French Immersion students move to Belfast school and the Belfast students move to Mayland Heights school
- We are an out of community family. Will this mean that my children won't be able to attend this school?
- Capacity of school?
- Program
- Lunch program transferred here.
- Idea 1: Why not swap schools? You say there is a “bigger plan” but have not disclosed what it is. Put the English Belfast Arts program into Mayland. Put the French program into Belfast because it is a dwindling program that you prefer to relocate into Area 3. The Arts program will attract people. People are willing to come to it – give it room to grow. It is a great program and school population!
- Idea 2: If Mayland has 540 capacity, it seems it would make more sense to relocate Belfast into that facility. Physically, it will be tight to accommodate Mayland into Belfast. Why have a 540 capacity facility sitting partially empty (with the potential of the French program relocating into the Area from which its students are bussed). That would leave an empty facility. Why not relocate the Belfast program into a facility that will allow it to grow rather than limit it due to physical limitations/space?
- Out of area students forced out
- Integrity of program if the loss of fine arts room and stage to accommodate more students

- Class size goes up
- 5-6 eliminated if enrolment numbers increase dramatically and splitting up of siblings
- Reconsider fine Arts alternative designation to maintain out-of-area numbers.

Comments:

- We are a new family to Belfast and if we had known about what it offers, we would have had our older son here 6 years ago. If Mayland Heights students and French Immersion students were to switch schools, I feel that these would be no problem encouraging more students who would like an art based program to fill Belfast to a 520 capacity.
- I don't believe the numbers presented are accurate. They do not reflect my decision: I would have preferred Mayland but it was not offered to my kindergarten level child. I would like a solid general education program in my neighborhood.
- Where will you put 240+ children at Belfast? Will arts rooms/music room at Belfast be lost to accommodate? As a new parent to Belfast, it seems fairly cozy already.
- Ample staff should not make this bad
- Huge concerns regarding fine Arts future training! No school designation, how to get designation! If we lose Fine Arts, we will lose the "out-of-area" students driving in!
- We want portables! We are concerned about losing intramurals, music, arts, BLAST, all because every extra inch of space is being used to accommodate the extra students. Portables would help preserve Belfast's Arts program. What would happen to gym time with a classroom on the stage? I don't have a lot of confidence that our voices will be heard!
- Would a lunch program be considered?
- Benefit to Mayland children expand their exp.
- If Belfast had more room your enrolment would increase (switch Belfast program to Mayland and Mayland French to Belfast).
- I am concerned about space needs for grades 5-6
- Space requirements for the lunch program – will there be enough space with more students for our kids to have lunch?
- I am concerned that the amazing things that Belfast offers will be cut to make room for classrooms – the music room, choir, dance and drama. These are the reasons we come to this school.
- What about switching French to Belfast and English to Mayland Heights.
- Anticipating growth of a Fine Arts and Tech school by offering sufficient space to allow students from out of bounds by moving "Belfast" to Mayland Heights.
- It feels like you are chipping away at Belfast and Fine Arts in general instead of feeding it. Calgary needs Fine Arts in elementary schools.

Mayland Heights School Open House
Opportunities and Challenges
January 6, 2011

Please tell us what you think regarding the proposed closure of the regular program at Mayland Heights Schools.

Opportunities

- The principal seems very proactive and creative in making this work.
- There is a possibility of more support staff with higher enrolment.
- I like the suggestion of having Belfast students move to Mayland (fine Arts Program) and Mayland Immersion moving to Belfast. Having an Elementary and J. H. Fine Arts Program on a communal playground seems like a win/win situation.
- Can't think of any

Challenges

- Concerned about the safety of my grade 1 son crossing 19th St.
- I want to encourage him to walk and bought a house across from Mayland Heights School to accommodate that.
- What will happen if the school closes?
- 19th Street - there is no way I could have my children walk across to go to Belfast. 2 km is too far. My schedule will have to be compromised for 3 trips per day to Belfast to allow my K, 3 & 6 to go to school.
- Overcrowding in Belfast
- Leaving an excellent school my kids care a lot about and good teachers that have helped them along the way.
- (Potential) loss of the Fine Arts/Music Room at Belfast to accommodate the increased student population.
- Safety of children crossing 19th St and 8 Ave to get to Belfast.
- I don't see how the English program can be viable with so few students.
- Over capacity
 - Portables?
 - Change location i.e. Fine Arts and Mayland and French Immersion at Belfast
- Student safety
 - Transportation (19th St NE & 8 Ave NE – west of 19th St.)
- Continuity
 - Siblings in same school
 - We live in Renfrew and have already moved our son from Mandarin program Kindergarten to Belfast. Now he might have to move again, just when our son has "found his niche".
- My concern is also for the French Program. I recently chose to switch my son to the French program grade 1 from the Catholic system and worry that Mayland Heights will eventually close completely if history repeats itself, this will happen in the next year or two. Should we keep our child in Mayland Heights or consider moving him now? If the French program/Mayland Heights closes, where would it move?

Attachment III: Responses to Frequently Asked Questions

Why are you recommending the regular program at Mayland Heights School for consideration of closure?

Enrolment in the regular program at Mayland Heights School is declining. There are currently 52 students in the grade 1-6 regular program. The small number of Kindergarten students were redirected to Belfast School for fall 2010.

What about the French Immersion program in the school, those numbers are also low?

There are currently 247 students in the French Immersion Program at Mayland Heights School. 29 students come from Area II and 214 reside in Area III.

We will continue to monitor the enrolment in the program as we do across the system on a continual basis.

Have you considered trading spaces (moving Belfast Students in to Mayland Heights)?

Yes this option was considered but it was determined that Belfast School is the right size for the community and will be in to the future.

What will happen to the teachers from this school?

If the closure of the regular program at Mayland Heights School were to be approved, teachers and staff would be transferred in accordance with the Calgary Board of Education's current staffing processes.

What happens to funds raised and resources purchased through School Council?

Resources typically follow the children to their new school. School Administration would work with parents to determine how best to reallocate such resources.

What impact would a closure have on class sizes at the receiving school?

The closure in and of itself does not affect class sizes. Principals are allocated funds based on their student enrolment and profile. It is the responsibility of the school principal, in consultation with their staff, to assign resources in order to best meet the learning needs of the students in the school within the guidelines provided.

Will children with special needs continue to receive support?

Support for children with special needs is consistent from school to school across the CBE. If necessary, consultation with Learning Support personnel may occur dependent on the needs of the children and school.

If there is a surge in Mayland population to boost Belfast over "capacity" will the out of Mayland students be bumped?

Students who are designated to Belfast School are provided priority when it comes to registration. The school principal determines if out of attendance area students are accepted based on the availability of space and recourses.

What other options are available to my student?

Sir John Franklin School is a middle school (5-9) in the Mayland Heights community. It houses an arts centered learning program for which students may apply.

How many extra cars are at Belfast School because of no busing? How will children safely cross 19th Street?

Most of the students who currently attend Belfast School are driven to school each morning and are picked up each afternoon. Parents drop students off on the street in front of the school at approximately 8:15 each morning and then all students go to the South Field and play outdoors under teacher supervision. Street parking around the school is very good with three sides of the school available for parking and for dropping off and picking up students. Teachers and school administration supervise students and monitor drop off areas to ensure that students are being dropped off in a safe manner. Presently Belfast School does not operate a School Patrol/Crossing Guard program. There are only a few students who walk to school regularly who cross 19th Street.

Currently there are 40 students who are designated to Mayland Heights School who safely make their way to Belfast School as out of attendance area students.

Is this just a process and the decision has already been made?

Any decisions regarding consideration of closure of programs and/or schools are made by the Board of Trustees upon a recommendation from the Area Director and the Director of Community Engagement and Operational Planning.

Throughout this process our promise to the public has been to provide balanced and objective information to assist them in understanding the problems, alternatives and/or solutions. We will keep you informed and consult with you where possible.

How will the transition from one school to the other be implemented? What will you do to ensure my child has a smooth transition?

Should the regular program at Mayland Heights School close, principals will meet to determine an appropriate transition plan. Parent feedback regarding community values and program continuity will be provided to the principals to help with transition planning. If needed, principals have access to expertise within the Calgary Board of Education in order to help with transition planning for students.

Are there opportunities for parents to support the transitions if the regular program is closed?

Transition plans and resource allocations will be determined once a final decision has been reached by the Board of Trustees. Our commitment to the Board of Trustees to bring consideration of closure decisions to them prior to the end of the school year allows for both schools and all communities to establish a smooth transition plan for students, parents and staff.

Will busing be provided?

The provincial School Act requires Alberta school boards to offer transportation service for all students who reside more than 2.4km from their designated school. Walk zone boundaries are determined by the Transportation Advisory Committee (TAC), which consists of representatives

from CBE Transportation Services, CBE Communications, elementary and middle school principals, special education, Calgary Association of Parent and School Councils and the Calgary Police Service, where their input is deemed beneficial. Please refer to the proposed walk zone map provided at the Open House.

What are the lunchroom fees at Belfast School?

At lunchroom program pay a noon supervision fee that is set by the school. For the 2010-2011 school year the noon supervision fee is \$240 for the year. There is no family maximum for noon supervision fees.

When do we know for sure if the school is closing?

Only the Board of Trustees can approve the closure of a school or program. If, at the end of the community engagement process, the recommendation is that the Board of Trustees consider closing the regular program, this motion would have to be approved by the trustees. We anticipate the community engagement process to be completed by the end of January 2011.

If the Board of Trustees approve the motion to consider closure of the school, a written notice would be sent out to parents and a Public Meeting held. At that meeting parents could ask questions or make comments. Three weeks or more after the Public Meeting, the trustees would debate and vote on a closure motion. We anticipate that the decision would be made in April 2011.

How can parents influence the decision?

The authority to make decisions about the closure of programs and/or schools rests solely with the Board of Trustees. Parent feedback may influence the Board's decision.

Parents have several avenues to make their voices heard in the community engagement process. Feedback can be given:

- At parent meetings or through principals
- Through the Community Engagement Feedback email address YourVoice@cbe.ab.ca
- At the open house

All feedback received through the community engagement process is provided to the Board of Trustees.

If the Board of Trustees supports the administrative recommendation to consider closure of a program or school and move to the regulatory process:

- Parents/community members have input prior to the Public Meeting through the medium of questions or comments;
- At the Public Meeting, there is further opportunity for questions and comments;
- Further submissions can be made after the Public Meeting to the Board of Trustees;
- Stakeholder report to the Board of Trustees at the meeting at which Trustees are debating the consideration of closure motion.

When do parents and the Board of Trustees meet to discuss all options?

If a recommendation for a consideration of closure were to be taken forward and were to be approved by the Board of Trustees, parents would have the opportunity to ask questions of CBE administration at the Public Meeting. Though trustees would be present and would hear all the input, it would not be appropriate for them to be part of the discussion since they are the final decision-makers.

Attachment IV: YourVoice Feedback

- Further to the student accommodation planning process taking place at Mayland Heights, I understand that a parent at the Belfast brought forward the issue of moving Belfast students to Mayland Heights and Mayland Heights school going to Belfast "because Belfast needs the space". I realize that this defeats the purpose of the student accommodation planning process, but I am wondering whether the Calgary Board of Education has given any thought at all to moving the Belfast students over to Mayland Heights. There is ample room to accommodate the school. Mayland has welcomed various other groups into the school with open arms (the Marlborough students through renovations as well as Saddle Ridge while their school was being built). Maybe this can be an Option B.
- I would like to address my concerns with the possible closure of Mayland Heights Elementary - English Program. I have 3 children currently in Mayland Heights. Two of those children are in the French immersion and 1 is in the English program. My one child in the English program has special needs and is not able to attend the French immersion (or we would have put him in that program) Mayland Heights School is approx. 2 blocks from my house and is in very easy walking distance for all 3 of my kids. When I heard that they were looking at closing the English program, I thought, and when are they then going to close the French program as well? Can you honestly tell me that this school is NOT headed for closure?

With my special needs youngest child. He uses his two other siblings for support coming to and from school as well as at school during the day. He is unable to safely cross a street by himself so he has help from his siblings. If the English program is closed and we move to Belfast, can you guarantee his safety when crossing both 8th Ave NE AND 19 st NE, as well as the other side streets that he must cross to go from one end of Mayland Heights (where we live) to Belfast School (the complete other end of the community)? We only have 1 vehicle and driving him to school is NOT an option, and the distance is just too great for him to walk to school by himself especially in the winter as he would be required to leave the house at least 1 hour before school. This does not do well for the family as well because then I would have to leave my other two children by themselves. This greatly hurts the family dynamics and puts a hardship on the WHOLE family. Do you have a plan to bus the youth who are at the new 2.4 km walk limit that you have changed recently? This is just too far for a child to walk to go to school, especially over busy walk ways.

My child who is in the English program does not cope well with change. He does not cognitively understand they why's to some things. He is big on family support. The stability that he experiences now will be completely GONE. He will feel lost and the work that we have done with him to get him to this point in his learning could be completely washed away. He had a hard time with peer relationships and the hardship of having to relocate to yet another school will hurt him even more, especially to a school who DOES NOT WANT the children.

I also feel that with moving to a different school than he is in now; will be harder on him and his learning process due to the larger class sizes and less one on one personalization that he requires. He will therefore get "lost" in the system and deemed a problem youth. Where he is now, it is greatly enhancing his learning with the wonderful teacher, great Principal and the smaller class size so he CAN get this one on one that he requires.

I would also like to know if you have a plan for children for before and after-school care? Within Mayland Heights Elementary we have a child care option for before and after-school care. Are there going to be options in Belfast?

I also would like to address what are the hours going to be for Belfast? What are the Class Sizes? What are the lunch room configurations? How are you going to get my child safely to Belfast? Are our children going to be WELCOME to Belfast? From the reaction in the community, we are not welcome at all. This could be rubbed off on the children and the child will be hurt because of this. Peer relationships will not be able to happen. What are the PD day's going to be? This places further hardship on my household due to children in different schools. And WHY can't the out of area children be told to go to their area school and have all the children from Belfast school move to Mayland? Mayland is a bigger school and can accommodate the move.

Again as said before... my biggest concern is.... How are you going to feel if a child gets hurt going to school when crossing 8th ave or 19th st? This is my biggest concern of all. I know my child and he just is not capable of crossing roads alone (even the small ones)

- It makes more sense to transfer Belfast into Mayland Heights School since they have the room for everyone. But I'm sure what we parents think or say is not going to make much of a difference to anyone of you, because you seem to do what you want to do anyway.

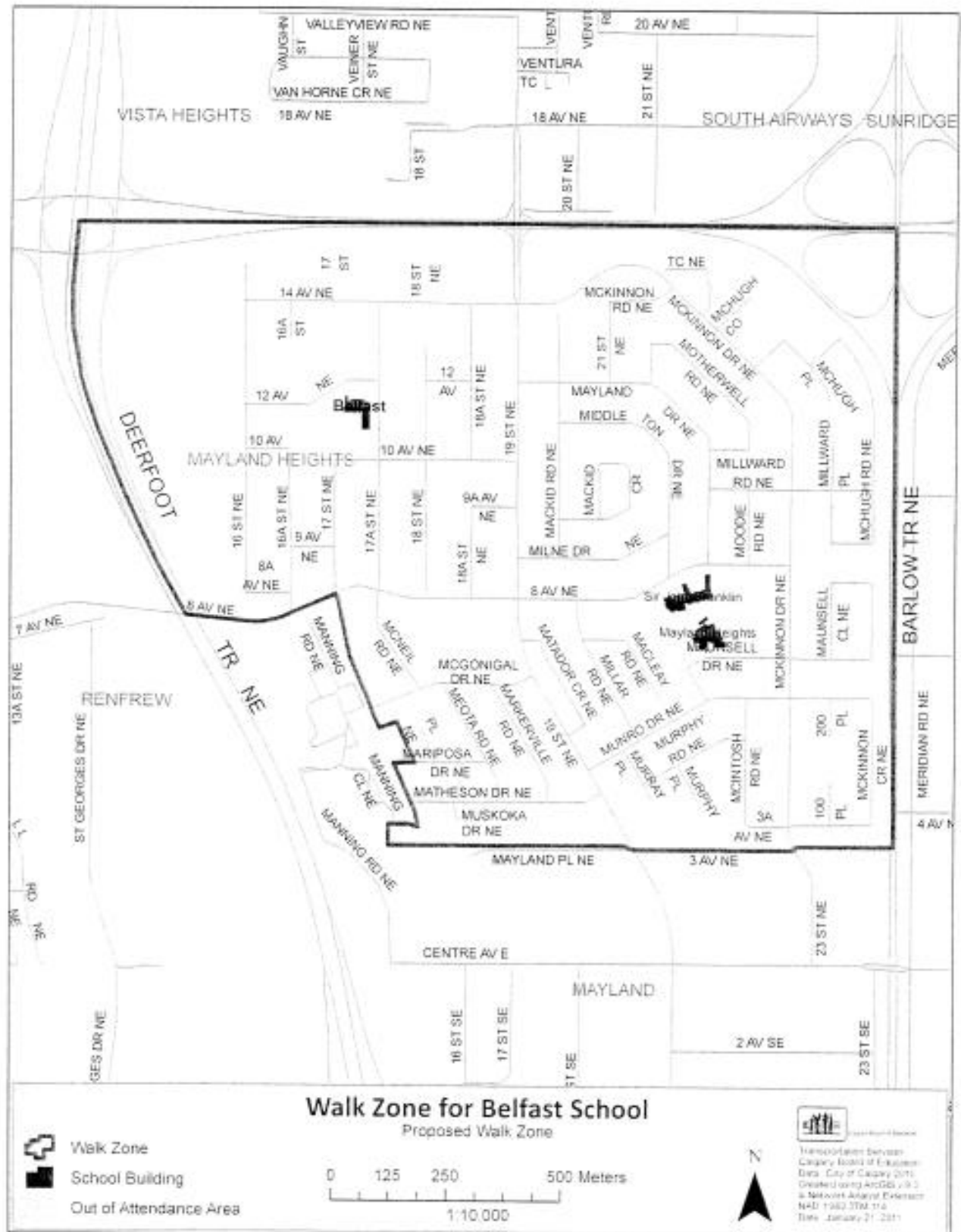
I currently live outside of the city limits but have a house in the community of Mayland Heights. My family is planning on moving back into the community in the next two years' time. Bringing two elementary aged children with us. I attended Mayland Heights elementary school as a child. I started out in the French immersion program but switched to the English program in my third year. I am planning on putting my kids into Mayland Heights elementary school where my daughter would spend 5 years, and my son three. But as I have found no positive reason to put my children into French immersion I would be entering them into the English program. The thought of my kids not being able to walk to the school that is less than a block from their home is outrageous. The thought that they would possibly have to be bused to another school is unbelievable. I feel that the removal of the English program from Mayland Heights Elementary School will not only badly impact my children and the other children in the neighbor good but is just an excuse for the board to close the school in a couple of years forcing the families out of this neighborhood which is a disgrace.

- I am writing to voice my concerns regarding the plan to move the English student population from Mayland Heights School into Belfast Elementary. One of the reasons given in CBE literature for moving these English students is: Programming, resourcing and organizing for student learning is challenging when student numbers are low. I would like the Board trustees to consider that programming, resourcing and organizing for student learning is also challenging when student population is too high for the space available in the school. Currently Belfast has one classroom that is used as a Fine Arts room and a space on the stage that is used for Fine Arts options. Both spaces are heavily used as Belfast has a unique Fine Arts options program available to its students. This options program replaces the excellent Fine Arts program that was in place for the previous several years. As Board trustees know, there is a recent policy in place that states Fine Arts designations are no longer possible for elementary schools. Despite the CBE's position, Belfast is a school of choice. Many families started coming to Belfast because of its excellent and unique program of Fine Arts and Technology as a result of its previous status as a designated school. Even the CBE used to be proud of Belfast's Fine Arts program. The administration and Parent Council continue to struggle to provide a modified version of this program despite the lack of support from the CBE. Adding new students to Belfast will challenge the programming, resourcing and

organizing for student learning through the Fine Arts and Technology by decreasing the physical space available in the school. The current Fine Arts classroom will be lost as it will be required for a regular classroom. This leaves the stage space for Fine Arts programming. As has happened in other schools, there is a possibility this space too will be unavailable as it could be required as classroom space. Obviously, a stage space is not an ideal learning environment. It is dark and noisy when the gym is in use on the other side of the fabric curtain. This is a frustrating scenario. We learned at the information meeting in December that Mayland Heights School has much more physical space than it has students. We learned that most of its French students are bussed in from nearby neighborhoods. The CBE representative candidly admitted that ultimately the CBE will want to relocate this small French student population into its own neighborhood schools. This will leave Mayland Heights School empty. At Belfast, we like to think outside the box (we're just creative like that). I would like to invite the CBE trustees to think outside the box and consider flipping the populations of Mayland Heights and Belfast. The small French student population would fit nicely into Belfast's facilities. Belfast students with the new English student population will fit very nicely into Mayland Heights' facilities. Alternatively, I would ask the Board trustees to think inside the box by providing Belfast with one or two more portables to accommodate the extra student population. Either option would give the Fine Arts and Technology program at Belfast the physical space to continue to exist, flourish, and to be something special.

- Our concern is regarding the proposed closure of the Mayland Heights English program. Our daughter is currently attending the kindergarten program at Belfast Elementary. In the case of a closure of the Mayland Heights program and a significant influx of area students moving to Belfast, this is a cause of concern for our daughter's future education at Belfast. First of all she may be refused to enter the grade 1 program if there is limited space due to this closure. We live in the community adjacent to Belfast (Renfrew / Regal Terrace) therefore we do not have priority for acceptance. Secondly, the school would need to accommodate a large number of students within a limited space. The proposed ideas of losing our very valued music room to accommodate another homeroom or additionally the possibility of very large class sizes are also of great concern to us. Lastly assuming our daughter is granted acceptance next year to continue at Belfast, we are concerned that there will not be room for her younger sibling to enroll at Belfast in two years' time. We carefully chose Belfast Elementary because of the wonderful program offered there which appeared to be a perfect fit for our daughter. She is doing exceptionally well and loves her school, therefore we would be devastated if we had to move her in the fall to a new school, or if an influx of students would result in oversized classes and the loss of vital creative space in the school. We sincerely hope that if the CBE moves forward with the school closure of Mayland Heights that there are sufficient resources provided to allow for expansion of Belfast Elementary which ensures the continued integrity of the program.

Attachment V: Proposed Walk Zone for Belfast School



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

MARCH 1, 2011

RE: Internet Broadcast of Public Board Meetings

RECOMMENDATION:

BE IT RESOLVED, that the Board of Trustees adopts live electronic video broadcasts (the "Broadcast") of all Public Board Meetings over the Internet commencing April 5, 2011. Each broadcast should cost a maximum of \$1500 per meeting and contain no third-party advertising. Broadcast archives should be displayed on the Calgary Board of Education website in a manner that permits viewers to easily locate specific dates and specific agenda items within each Broadcast; and

BE IT RESOLVED, that the Board of Trustees is provided with a regular report on the viewers Broadcasts that includes (at minimum) the number of viewers who watched live and the number of viewers who watched at a later date.

Background:

Over the past month the Board has received information related to the internet broadcast of board meetings in the following formats:

1. At the Public Board Meeting on February 15, 2011, the following Trustee Inquiry was submitted by Trustee Taylor and responded to by Administration. To summarize the response, Administration replied that the criteria specified (below) could be met for \$1500 or less per meeting.

Trustee Inquiry February 15, 2011:

I would like to thank the Chief Superintendent and her team for compiling the January 18th report "Electronic Broadcasting of the Public Meetings of the Board of Trustees". This report was put together quickly, was very informative and clearly laid out several options for broadcasting Board meetings over the internet.

After reviewing this report a number of questions have arisen and I would appreciate a bit more information from Administration before proceeding with a motion to adopt one of the recommendations.

Specifically, is there a way that we can broadcast the meetings in the following manner for a maximum of \$1500 per meeting:

- *High quality video*
- *No advertising*

- *No chat or interactive features*
- *Using existing equipment and cameras*
- *Providing statistics on the number of viewers who watched live and subsequent to the meeting*
- *Marking the agenda items on the video so that viewers can easily find specific topics (rather than watching the entire meeting)*

Would a two or three month trial be practical and would Administration recommend a trial at the current location or in the new central office location (September 2011)?

2. Report on Internet Broadcast presented to Board of Trustees at January 18, 2011 Board Meeting. In response to a January 4, 2011 Board of Trustees motion, Administration provided a report to the Board regarding the potential of future internet broadcasting of all public Board of Trustees meetings.

Respectfully submitted,

Trustee Sheila Taylor

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

MARCH 1, 2011

CORRESPONDENCE

RECOMMENDATION:

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

- Correspondence dated February 15, 2001 from 7 members of the W.H. Cushing Save Our School (SOS) Committee to the Board of Trustees regarding the request for support to keep the school open.

BACKGROUND:

The attached correspondence was sent to the Board of Trustees along with an attachment entitled "*Petition to Save W.H. Cushing School from Closure*". The following header was on each of the multiple attached pages:

"We, the undersigned residents of Calgary, Alberta, petition the Trustees and Calgary Board of Education to stop the proposed closure of the W.H. Cushing Workplace School. We believe that this school is vital and necessary to the education and wellbeing of our children, and urge the CBE to take action to ensure that the school continues to function beyond the 2011-2012 school year."

Although it is called a "Petition", the document does not comply with the requirements of s. 263 the School Act; therefore, no further Board actions are required with respect to this correspondence.

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

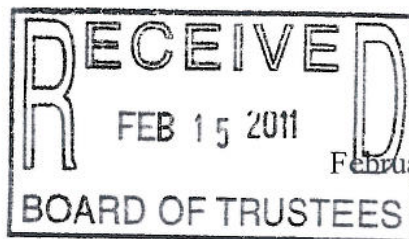
<i>Jurisdiction</i>	<i>Number of Severely Disabled Students</i>	<i>Incidence Rate</i>
Calgary RCSSD	719	1.73 per cent
Calgary Public Schools	3027	3.27 per cent
Edmonton Catholic Separate School Division	987	3.31 per cent
Edmonton Public Schools	1,910	2.63 per cent
Provincial Total/Rate	16,129	3.23 per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

W.H. Cushing Save Our School (SOS) Committee

Calgary, AB



February 15, 2011

Attention:

Pat Cochrane, Chair of the Board of Trustees, Calgary Board of Education (CBE)

George Lane, Trustee for Wards 6 & 7, Calgary Board of Education (CBE)

cc:

Naomi Johnson, Chief Superintendent of Schools, Calgary Board of Education (CBE)

Calvin Davies, Director of Community Engagement and Operational Planning (CEOP), Calgary Board of Education (CBE)

Dear Sir/ Madam,

Purpose of the Letter

On behalf of the parents of students attending W.H. Cushing Workplace School in downtown Calgary, we are writing to request your support for keeping our school open.

Situation/ Problem + Facts/ Information

In late 2010, the W.H. Cushing Workplace School Council was contacted by administrative members of the Calgary Board of Education (CBE) to alert us to an impending recommendation to close the school. This recommendation was precipitated by a change in the terms of the lease arrangement by TELUS for the space occupied by the school. However, in the intervening months, **TELUS has agreed to revert to the original lease contract terms of \$1/ annum with no additional operating costs added to the rent.** At this time, the CBE and TELUS have confirmed that they are in ongoing negotiations to resolve the lease contract arrangement to the satisfaction of both parties. **However, without the successful conclusion of these negotiations, the W.H. Cushing Workplace School remains at risk for closure. The CBE has stated to School Council that in the absence of a renewed contract, a recommendation for closure will be presented to the CBE Board of Trustees on March 15, 2011.**

Parent/ Community Support

W.H. Cushing Workplace School is highly regarded and valued by parents and others in the community. The school enjoys a high level of parent engagement, with 19 active parents on School Council or the SOS (Save Our School) Committee, which is equivalent to 20% of the school population. Our School Council contributes up to \$11,000 annually for student enrichment activities such as field trips. Funds raised by the School Council now cover nearly 100% of the school budget, excluding salaries.

The substantial support for this school by community members and parents of past, current and future students is reflected in the attached 856 signatures on a petition addressed directly to you. Nearly 1000 signatures from individual Calgarians have been collected between our four petitions which were directed to the CBE and our civic and provincial leaders to keep the W.H. Cushing Workplace School open for our children and future generations to come.

967 Calgarians have shown their support for W.H. Cushing Workplace School by signing one or more petitions



We also invite you to go to our Facebook page, “*Save WH Cushing Workplace Schoof*”, where over 200 community members have expressed support, including our MLA Kent Hehr (Calgary-Buffalo).

School History/ Information

W.H. Cushing Workplace school has been an important educational institution in the heart of Calgary’s downtown core since it was created as a partnership between AGT (now TELUS) and the CBE, to be the first workplace school in Canada in 1995. The school was named after W.H. (William Henry) Cushing, a business and political leader who was active in educational and philanthropic work in the city, which included serving as a trustee for the Calgary Board of Education for eight years, as a member of City Council from 1890 to 1904, as Mayor of Calgary in 1900 and as Minister of Public Works in the first Cabinet of the Alberta Legislature.

The space in which the school resides has been generously donated to the CBE by TELUS Corporation for the past 15 years. At the present time, the current lease arrangement is in place until August 2012.

As a centre of excellence for student learning, W.H. Cushing Workplace school results are well above the CBE and Provincial averages, which is reflected in the fact that the school has been consistently close to capacity, and carrying a waitlist for the kindergarten program, for the past five years. Further details on the school’s performance are provided in an addendum to this letter.

School Benefits

Many working parents find it difficult to volunteer and otherwise participate in their children's school during the school day. The convenient location of W.H. Cushing Workplace School provides downtown employees with an incredible opportunity to take an active part in our children's education by regularly interacting with the school and volunteering for field trips. A synopsis of additional benefits provided by the W.H. Cushing School includes:

- **On-site before/ after childcare**

Operated by Briar Hill Children's Programs, a not-for-profit organization, the before/ after childcare is an invaluable asset for working parents of students who attend W.H. Cushing Workplace School.

- **Access to Education**

W.H. Cushing Workplace School is centrally located in the downtown core, immediately adjacent to the Calgary Transit LRT line on 7th Avenue SW. The school's proximity to public transportation supports student learning by providing universal access to all families across Calgary.

Due to its central location, W.H. Cushing Workplace School ideally supports continued urban revitalization and development of the downtown core (including the East Village Redevelopment Project). It is a key link to attracting more families to the area and creating a livable and dynamic downtown.

- **Creating cultural and socio-economic diversity**

Children attending W.H. Cushing Workplace School come from every quadrant of the city, creating a culturally and socio-economically diverse student population

- **Integration with the downtown community**

Parents who work downtown find that the school's location and partnership with on-site child care allows them to be closely involved with their child's daily activities and learning on a regular basis.

Downtown resources are directly integrated into the education curriculum (e.g. Glenbow Museum, Calgary Public Library, Art Gallery of Calgary, Prince's Island Park, Central United Church, Olympic Plaza, Eau Claire YMCA, City Hall, Children's Festival, and the Calgary Philharmonic Orchestra).

Student learning incorporates local artifacts, such as learning about sandstone architecture, as well as teaching young learners about homelessness and entrepreneurship, both of which are encountered daily in our downtown community. This introduction to the downtown community at an early age provides a rich and positive experience that will remain with our students beyond their childhood years.

The school enjoys strong support from the downtown business community. For example, ConocoPhillips Canada provided a \$1000 sponsorship that was directed towards a Naturalist program for our students and Suncor Energy provided a Volunteer Grant (\$750) to the School Council.

- **Contribution to a vibrant downtown community:**

Student art work is displayed around the downtown, including Colonel Walker Park and the construction site of the Bow/ Encana building.

Students have previously participated in the Bow River exhibit at the Glenbow Museum as well as in the Mayor's Environmental Expo.

W.H. Cushing Workplace School: *"Linking the Worlds of Work and School."*

Students bring the gift of music to downtown workers by caroling in December at various venues, including the Calgary Public Library.

Students participate in various programs for the community:

- 'Warm Feet for the Street' (warm socks are stuffed with toiletries for Calgarians in need)
- 'Giving from the Heart' (Veterans' Food bank donations)
- 'Terry Fox Run' (Cancer Research fundraiser)

The following statement was provided by the Calgary Downtown Association in support of the W.H. Cushing Workplace School:

The W.H. Cushing Workplace School is a very successful and unique school located right in our downtown core. It allows for interaction between the working parents and their children during the day, as well as before and after school care. These children bring an added vitality and have a very positive impact on the downtown area through their various activities. They are a valuable asset and will be our future downtown champions.

Calgary Downtown Association

Request for Support

Mr. Lane, as our elected Trustee representing Wards 6 & 7 in which W.H. Cushing Workplace School resides, we respectfully request that you vote NO to any motion presented by CBE Administration (including CEOP) that moves to have the CBE Trustees recommend W.H. Cushing Workplace School for closure. We are hopeful that the CBE Administration will bring forward a new lease agreement for W.H. Cushing School that will allow the school to continue beyond June 2012. We respectfully request that you vote YES to accept such an agreement.

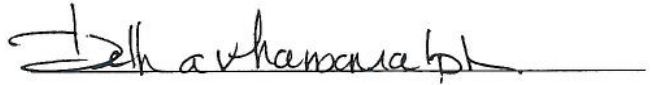
Ms. Cochrane, as Chair of the CBE Board of Trustees, we present the attached petitions as evidence of support for this wonderful and unique school. We request that you voice your support to ensure that W.H. Cushing Workplace School remain open beyond the 2011-2012 school year.

We look forward to your support in ensuring that W.H. Cushing Workplace School remains open as a centre of excellence for learning.

Sincerely,



Anna Strasser, SOS Committee



Beth Hanson-Ralph, SOS Committee



Susan Campbell, SOS Committee



Ira Hanson-Ralph, SOS Committee



Bruce Seifred, SOS Committee



Carolyn Macdonald, SOS Committee



Sandra Sobko, SOS Committee

ADDENDUM: School Statistics

For the past five years, the school has been hovering near its total capacity of 112 students. Typically, the kindergarten program carries a waitlist. For the 2010-11 school year, there are a total of 96 students attending the school, which is well above the CBE's target of 80%. These students come from every quadrant of the city of Calgary, with 26% of the student population from Calgary Downtown and 74% coming from all quadrants of the city (Figure 1). A full quarter of the student population – 25 students – live in the immediate downtown region.

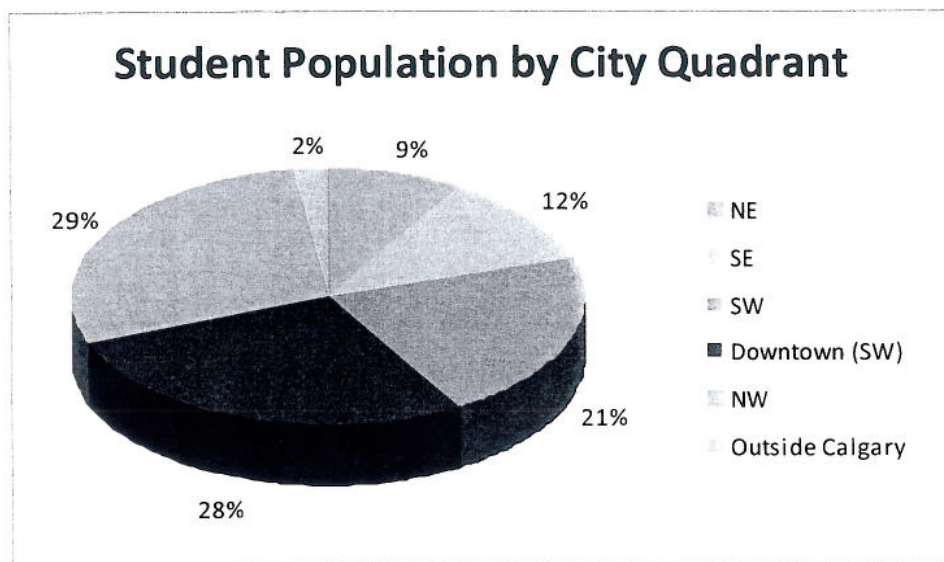


Figure 1: W.H. Cushing Workplace School – Student Location Demographics

W.H. Cushing School resides in the CBE district of Area IV. There are 8 other schools in proximity to the downtown core. However, the majority of these schools have capacity constraints (Figure 2). Of the schools in close proximity to downtown presented as alternatives to W.H Cushing Workplace School by the CBE Administration, two schools do not accept out of area children and the other schools either have waitlists/lotteries or limited child care availability. A majority of the children at W.H. Cushing use the on-site child care program.

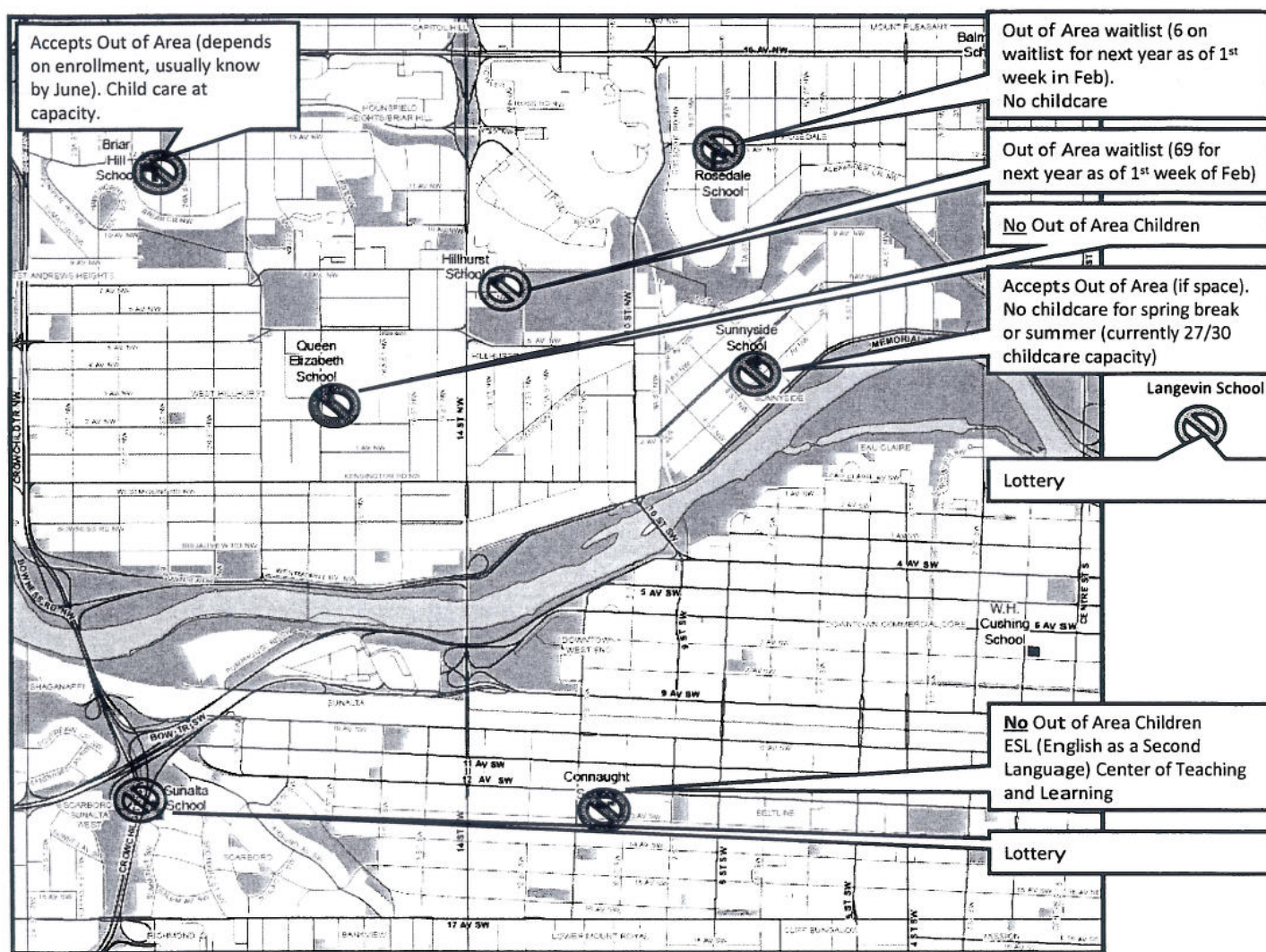


Figure 2: Area IV Schools and Capacity/ Childcare Statistics

ADDENDUM: School Performance

W.H. Cushing students consistently score above average in the Grade 3 Provincial Achievement Tests in language arts and mathematics. The school is a centre of excellence for student learning. For the 2009-10 school year, 31.6% W.H. Cushing students achieved the standard of excellence in language arts, well above the school target of 25% and the CBE and Provincial combined result of 20.6%. Mathematics results were not available as the school piloted the New Math Curriculum for Grade Three. Mathematics results from the previous year were impressive, with 44.4% of students achieving a Standard of Excellence.

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

MARCH 1, 2011

LIAISON REPORT – ALBERTA SCHOOL BOARDS ASSOCIATION (ASBA)

Submitted by Trustee Lynn Ferguson

RECOMMENDATION:

THAT the Alberta School Boards Association (ASBA) liaison report containing the ASBA Board of Directors' Meeting Highlights dated February 10-11, 2011 be received for information.

BACKGROUND:

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

Respectfully submitted,

Trustee Lynn Ferguson

ASBA Board of Directors Meeting

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

Board approves assumptions to guide development of 2011-12 budget

The ASBA Board of Directors approved the following assumptions which will guide ASBA staff as they draft the 2011-12 budget for consideration by the board at the March meeting. Ultimately school boards will consider and vote on the ASBA's budget at the Spring General Meeting in June.

Assumptions:

- the draft budget must be balanced
- the draft budget may include reasonable increases in membership and other fees and/or a draw on reserve funds
- for the coming year staff numbers will remain constant; a lawyer on secondment will be returning next year bringing the ASBA's lawyer contingent to six
- according to market value measures staff salary increases are projected to be in the 3 per cent range
- per diems and honoraria for board of directors members may be adjusted pending the results of a review of practices in like organizations
- mileage rates will remain the same: 49 cents per km
- ASBA will continue practice of not charging member boards for travel costs associated with association staff travelling to work with individual jurisdictions

ASBA: General support for revamped separate district expansion process

Over the past few months, the department of education lead a discussion with the ASBA, the Alberta Catholic School Trustees' Association and the Public School Boards Association about changing the process for expanding separate school districts. On January 13, the minister proposed a new framework in this regard and asked for school board responses before Feb. 8. Given this quick turn-around, the ASBA Board of Directors responded as follows: it authorized ASBA staff to respond that they were generally supportive of the proposal; that the ASBA would facilitate a more thorough review by school boards if the government provided sufficient time.

Directors assigned areas to focus on

Signaling what the 2011-12 Board of Directors will focus its attention on, directors were assigned to the following task forces and committees:

Policy Development Advisory Committee

Cheryl Smith, Vice President (Chair)

Lisa Brower, Zone 2/3

Anne-Marie Boucher, Zone 5

Becky Kallal, Edmonton Catholic

ASBA Budget Committee

Keith Warren, Zone 4 Director

Johnette Lemke, Zone 2/3 Director

ASBA Transformation Initiative

(including governance)

Cheryl Smith, Vice President (Chair)

ASBA Transportation Task Force

Sharilyn Anderson, Zone 1 Director (Chair)

First Nation, Métis, and Inuit Task Force

Sharilyn Anderson, Zone 1 Director (Co-Chair)

Dianne Arcand Lavoie (Co-Chair)

Education Trends

Johnette Lemke, Zone 2/3 (Chair)

Community Engagement Task Force

Johnette Lemke, Zone 2/3 (Co-Chair)

Dave Colburn, Edmonton Public (Co-Chair)

Municipal Government Partnerships

Johnette Lemke, Zone 2/3 (Chair)

High School Completion Task Force

Lisa Brower Zone 2/3 (Chair)

Wrap Around Services Task Force

Lisa Brower Zone 2/3

Infrastructure Task Force

Lynn Ferguson, CBE (Chair)

Keith Warren, Zone 4

ASBA Setting the Direction follow-up

Lynn Ferguson, CBE (Chair)

**ASBA Relationship Building
with Non-teaching Staff**

Keith Warren, Zone 4 (Chair)

Arts in Education Initiative

Keith Warren, Zone 4 (Chair)

Curriculum

Anne-Marie Boucher, Zone 5

English Language Learners

Anne-Marie Boucher, Zone 5

Political Advocacy

Karen Bartsch, Zone 6

Alberta Student Wellness Initiative

Dave Colburn (Chair)

School Board Funding Task Force

Becky Kallal, Edmonton Catholic (Chair)

Early Learning Initiative

Mary Martin, Calgary Catholic (Chair)

Upcoming legal education opportunities

Legal conference: March 15 to 17

Trustees are welcome and encouraged to attend the ASBA's first legal conference: *School Boards as Employers: Roles, risks and relationships*. March 15 to 17 in Calgary. Register before March 7. This link provides information about the conference and accommodation: <http://www.asba.ab.ca/legal-conference/mar11/legalconf-home.html>

The program will have two streams:

One for those new to employee/labour relations

One for the expert: senior administrators who work day to day with this stuff.

Three topnotch keynote speakers:

1. Andrew Sims who hears many school board arbitrations
2. The head of Alberta's Labour Relations Board
3. The head of Alberta's Human Rights Commission.

Subscribe to vis-à-vis the ASBA's legal newsletter

The ASBA has developed a newsletter focused on developments in law affecting school jurisdictions. It is written in plain English with the trustee and senior education administrator in mind. Launched in September, 30 Alberta school boards have subscribed and school boards from across Canada are signing up. Check it out online and think about making this investment: <http://www.asba.ab.ca/services/legal-news.asp>.

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

MARCH 1, 2011

RECOMMENDATION:

That the Board of Trustees approves the summative evaluation statement of the performance evaluation of the Office of the Chief Superintendent for the 2010 calendar year, as documented in the attached letter and report.

BACKGROUND:

The Board of Trustees of the Calgary Board of Education is a policy governance board. The Board of Trustees' Board-Chief Superintendent Linkage Policy B-3: Accountability of the Chief Superintendent states that:

The Board of Trustees shall view Chief Superintendent performance as identical to organizational performance, so that organizational accomplishment of Boards-stated Ends and avoidance of Board-proscribed means shall be viewed as successful Chief Superintendent performance.

The Board of Trustees' Board-Chief Superintendent Linkage Policy B-5: Monitoring Executive Performance requires that:

Each January, the Board of Trustees shall conduct a formal summative evaluation of the Chief Superintendent. The summative evaluation shall be based upon data collected during the year from the monitoring of Ends and Executive Limitations policies. A written evaluation shall be prepared and approved by the Board of Trustees. The Chief Superintendent and the Board of Trustees shall review the document in private.

The attached letter and report are the results of this process.

Respectfully submitted,

Pat Cochrane, Chair
Board of Trustees

Attachment I:	Correspondence re Formal Summative Statement of Annual Performance
Attachment II:	2010 Annual Summative Evaluation
Attachment III:	Summary of Motions



Calgary Board of Education

OFFICE OF THE BOARD OF TRUSTEES

Education Centre

515 Macleod Trail S.E., Calgary, Alberta T2G 2L9 Telephone: 403-294-8487 Fax: 403-294-8282

February 1, 2011

Ms. Naomi Johnson
Chief Superintendent of Schools
Calgary Board of Education

Dear Naomi,

This letter along with the attached report will serve as the formal summative statement of your annual performance evaluation for the 2010 calendar year.

The purpose of the annual evaluation of the Chief Superintendent is to summarize the decisions previously taken by the Board of Trustees as it monitored the Ends and Executive Limitations policies during the year, and to draw conclusions on that basis.

The Board of Trustees has, with your agreement and understanding, continued with its approach to the assessment of the Performance of the Chief Superintendent based on compliance with the Board's Executive Limitations policies and our assessment of reasonable progress made towards accomplishment of the Board's Ends policies. More specific information related to assessment of reasonable progress on Ends and compliance on Executive Limitations is included in the attached report.

The Board of Trustees has been more than satisfied with your work over the past year. From our review of the formal summative evaluation document, trustees have drawn the following conclusions on your performance in 2010. We have concluded that the following are areas of strong accomplishment:

- The enhancement of student voice in the work of the Calgary Board of Education (Ends 1)
- The provision of opportunities for our students to develop citizenship traits (Ends 3)
- The strong focus on student learning through digital technology (Executive Limitations 6)



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We would also like to bring to your attention the following concerns, which need to be addressed in the coming year:

- The need for more successful outcomes for CBE students enrolled in Knowledge and Employability courses (Ends 2) and increased participation rates in Knowledge and Employability courses by CBE students (Ends 2)
- Strategic media support (Executive Limitations 3)
- System deficiencies in regard to settlement of payroll in a timely fashion (Executive Limitations 11)

The Board of Trustees would like to thank you for your fine work in the past year. Your focus on personalized learning and innovative practices continues to benefit our students. Your inclusive style of leadership has served to focus the work of Calgary Board of Education staff and improve learning opportunities for our students.

On behalf of the Board of Trustees,

A handwritten signature in black ink that reads "Pat Cochrane". The signature is written in a cursive, flowing style.

Pat Cochrane
Chair

**2010 Annual Summative Evaluation of the Chief Superintendent of Schools
Calgary Board of Education**

Point 5 of the Board-Chief Superintendent Linkage Policy B-5, Monitoring Executive Performance, states:

"5. Each January, the Board of Trustees shall conduct a formal summative evaluation of the Chief Superintendent. The summative evaluation shall be based upon data collected during the year from the monitoring of Ends and Executive Limitations' policies. A written evaluation shall be prepared and approved by the Board of Trustees. The Chief Superintendent and the Board of Trustees shall review the document in private."

The purpose of the annual evaluation of the Chief Superintendent is to summarize the actions previously taken by the Board of Trustees as it monitored Ends and Executive Limitations policies during the year, and to draw conclusions on that basis. The following policies were monitored by the Board of Trustees. Acceptance is evidence of satisfactory organizational and CEO performance.

Ends	Date Monitored	Reasonable Progress Achieved?
E-1 Mega End	November 30, 2010	Yes
E-2 Academic Success	December 7, 2010	Yes; with areas of concern noted
E-3 Citizenship	April 20, 2010	Yes
E-4 Personal Development	May 18, 2010	Yes
E-5 Character	June 15, 2010	Yes

Executive Limitations	Date Monitored	Compliance?
EL-1 General Executive Constraint	June 15, 2010	Yes
EL-2 Executive Succession and Backup	September 7/13, 2010	Yes
EL-3 Information, Counsel, and Support to the Board of Trustees	November 30, 2010	Yes, with exception of subpart 3.(a)(ii)
EL-4 Treatment of Parents and Citizens	November 30, 2010	Yes
EL-5 Annual Report to the Public	February 16, 2010	Yes
EL-6 Instructional Program	March 23, 2010	Yes
EL-7 Treatment of Staff and Volunteers	December 7, 2010	Yes, with exception of subpart 1

Executive Limitations	Date Monitored	Compliance?
EL-8 Staff Evaluation	May 18, 2010	Yes
EL-9 Compensation and Benefits	February 2, 2010	Yes
EL-10 Budgeting Process	September 21, 2010	Yes, with exception of Subpart 6
EL-11 Financial Condition	December 7, 2010	Yes, with exception of Subpart 8
EL-12 Asset Protection	Not monitored*	
EL-13 Facilities	December 7, 2010	Yes
EL-14 Student Accommodation	April 20, 2010	Yes
EL-15 Transportation	April 20, 2010	Yes
EL-16 Learning Environment/Treatment of Students	October 5, 2010	Yes
EL-18 Student Fees	February 16, 2010	Yes with exceptions subparts 5 and 7

* At the September 21, 2010 Board meeting, the Board accepted a recommendation from Administration to move the monitoring of EL-12: Asset Protection to January of each year beginning in the 2010-11 year.

Based upon the Board of Trustees' prior acceptance of these reports and the ongoing monitoring of the organization's and the Chief Superintendent's performance during the preceding evaluation period, the Board of Trustees reaches the following conclusions relative to the Chief Superintendent performance based on a ranking of satisfactory or unsatisfactory performance:

That satisfactory performance has been achieved at both the Chief Superintendent and organizational level for the evaluation period January 1, 2010 to December 31, 2010.

Following is a summary of the Chief Superintendent's performance relative to organizational operations within boundaries established by the **Executive Limitations** policies and progress toward achieving the Board of Trustees' **Ends** policies.

Signed: 
Chair of the Board of Trustees

Date: Feb 25, 2011

Signed: 
Chief Superintendent of Schools

Date: February 25, 2011

**MONITORING REPORTS FOR ENDS AND EXECUTIVE LIMITATIONS
JANUARY 1, 2010 – DECEMBER 31, 2010**

**SUMMARY OF MOTIONS: COMMENDATIONS TO THE CHIEF SUPERINTENDENT,
CONCERNS/CHALLENGES REGARDING REASONABLE PROGRESS ON ENDS AND
EXCEPTIONS TO COMPLIANCE ON EXECUTIVE LIMITATIONS**

ENDS

Ends 1: Mega End (November 30, 2010 board meeting)

Commendation:

That the Chief Superintendent be commended on the enhanced student voice as an area of success.

Ends 2: Academic Success (December 7, 2010 board meeting)

Areas of Concern:

That the Board of Trustees comments on the following areas of challenge:

- English Language Arts 30 diploma exam results;
- Science 30 diploma exam results;
- Successful outcomes for students enrolled in Knowledge & Employability (K&E) courses;
- Participation rates in K&E courses.

Ends 3: Citizenship (April 20, 2010 board meeting)

Commendation:

That the Board of Trustees commends the Chief Superintendent for providing opportunities for students to develop citizenship traits and achieve in areas such as social studies and politics, speech and debate, and athletics.

Ends 4: Personal Development (May 18, 2010 board meeting)

Commendation:

That the Board of Trustees commends the Chief Superintendent for the introduction of e-portfolios and for continued growth and commitment to personalized learning as demonstrated by e-portfolios.

Ends 5: Character (June 15, 2010 board meeting)

Commendation:

That the Board of Trustees commends the Chief Superintendent for work done by the system that has contributed to lessening the incidents of students exhibiting anti-social behaviors.

EXECUTIVE LIMITATIONS

Executive Limitation 5: Annual Report to the Community (February 16, 2010 board meeting)

Commendation:

That the Chief Superintendent be commended for the overall quality of this *Report to the Community 2010* document.

Executive Limitation 6: Instructional Program (March 23, 2010 board meeting)

Commendation:

That the Board of Trustees commends the Chief Superintendent for the strong focus on the effective use of technology through initiative such as digital citizenship, Connect 2010, the Mobile Learning Project, the inclusive Learning Technologies Initiative and CBe-learn open enrolment process.

Executive Limitation 8: Staff Evaluation (May 18, 2010 board meeting)

Commendation:

That the Board of Trustees commends the Chief Superintendent for committing to shift to a system-wide employee performance management system that will include a more fluid ongoing process.

Executive Limitation 14: Student Accommodation (April 20, 2010 board meeting)

Commendation:

That the Board of Trustees commends the Chief Superintendent for currently developing a ten year System Student Accommodation Plan and Facility Strategy to identify accommodation priorities for students and the system.

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

MARCH 1, 2011

RE: Governance Policy Committee

RECOMMENDATION:

WHEREAS the Board of Trustees of the Calgary Board of Education Board has a desire to review and, where necessary, improve the current model of governance of the Calgary Board of Education;

NOW THEREFORE BE IT RESOLVED that the Board of Trustees approves the establishment of a Governance Committee to provide a focus on governance that will enhance the Calgary Board of Education's performance. The Committee will assess and make recommendations to the Board of Trustees on the current model of governance, compliance with the current model of governance, and actions required to ensure compliance with the current model; and

FURTHER BE IT RESOLVED that the Governance Committee be comprised of ALL Trustees and ensure that these steps are followed:

1. Compile a recommended draft Terms of Reference, for Board of Trustees' approval, for the work described above.
2. The Board of Trustees shall appoint the Chair of the Governance Committee.
3. Meet weekly from March until the end of June 2011.
4. Ensure a final report be provided to the Board by no later than June 30, 2011.

Respectfully Submitted,

Trustee Joy Bowen-Eyre

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

March 1, 2011

To: Board of Trustees
From: Naomi E. Johnson, Chief Superintendent of Schools
Re: Chief Superintendent's Update
Purpose: Information

I. RECOMMENDATION

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

II. PURPOSE OF THE UPDATE REPORT

As the Board's Chief Executive Officer, the Chief Superintendent is accountable for meeting the expectations set by the Board of Trustees. These expectations are stated in Ends and Executive Limitations (EL) policies.

Executive Limitation 3: Information, Counsel and Support to the Board of Trustees requires the provision of timely information, prudent counsel and support to the Board of Trustees. Along with other reports submitted to the Board of Trustees, this update meets the requirement of EL-3 for the provision of information in a timely, accurate and understandable manner.

III. TIMELY INFORMATION

OFFICE OF THE CHIEF SUPERINTENDENT

Parent Communications Survey

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

EL-4: Treatment of Parents and Citizens

Parent voice is very important in informing decision-making at the Calgary Board of Education (CBE). Parents play a significant role in supporting their children's learning and it is important for the CBE to provide opportunities for parents to share their ideas and feedback. An opportunity was provided recently with a parent communications online survey that was posted on our website from

October 22 to December 9, 2010. A total of 832 parents submitted a survey and provided valuable data to guide us as we move forward in our communication work.

Parents were notified of the survey through a number of vehicles including the Key Communiqué e-newsletter and school websites. School Councils and school Principals also provided valuable assistance in getting the word out to their parent communities. Parents completed the survey on a voluntary basis.

Highlights of the survey results are presented in the summary attached to this report. The findings show areas where the CBE has room for improvement. At the same time, the findings also provide useful insights into how parents receive information, which will allow us to focus and refine our communications work.

Full survey results and observations will be shared with members of the CBE leadership team at the meeting scheduled for March 2, 2011. The summary attached to this report will be posted on the CBE website on March 3, 2011.

FACILITIES AND ENVIRONMENTAL SERVICES

Our Students and Environmental Stewardship

Ends 2: Academic Success

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

EL-6: Instructional Program

The environment, as a lens for learning, provides an engaging context for students to attain academic success. As a focus for integrated curriculum, the environment provides a real world context for concepts and processes that can add relevancy for students in attaining the learning outcomes of the Alberta Programs of Study.

Richard Louv's *Last Child in the Woods* connects academic success to contact with nature. Louv speaks to the importance of engaging children with natural world experiences and documents the improved learning that takes place as a result of regular contact with nature.

At Crescent Heights High School students are engaged with nature through Career and Technology Studies Environmental Stewardship. Students plan to regularly visit an escarpment close to the school over the next 5 months, incorporating both physical activity and time to observe, reflect and connect with nature. Combined with classroom and technology based learning, students are participating in relevant, personalized academic learning.

Crescent Heights High School is one CBE school recognized as an EcoSites. EcoSites is a CBE initiative aimed at advancing environmental stewardship

IV. ENDS STATEMENT FOCUS

The focus of this report is on Ends 2: Academic Success. The Board of Trustees has stated that, "Each student will possess the knowledge, skills and attitudes required for academic success and be effectively prepared for life, work and further learning."

Calgary Board of Education schools have provided illustrative examples of how personalized student learning that supports the Board of Trustees' Ends is lived in classrooms across the district.

AREA I

At West Dalhousie School, we ask all learners (children and adults) to engage and explore worthy questions at a deep connected level; a way that resonates with them as learners and as members of a community. Learners consider the questions from multiple perspectives over a sustained period of time, building their understanding about the work of others who have studied these same questions. Learners display the developing rigor of scientists, mathematicians, authors, journalists and artists as they learn in authentic roles to make sense of our world intellectually and socially. We work with all our learners to develop a disposition that, in life, there are more questions than answers when moving forward to further learning. This speaks to the rigor of deep academic learning.

Grade 3/4 – How can we explain the mysteries of our natural world?

In our investigation of hearing and sound (Science curriculum), some of the Grade 3/4 students undertook an investigation this past fall into the natural phenomena called the 'Ranchlands Hum.'

Students were captivated by a news report about a mysterious 'hum' that was puzzling residents and researchers alike, and students generated questions to guide their learning. Supported by lessons on sound properties and the inner workings of the ear, the students' understanding began to evolve as they became 'detectives' (notepads in hand!) searching for answers to questions such as "When does it happen most?" and "Can animals hear it?" and "Why won't it stop?" Students were challenged to hone their researching skills as they looked critically at possible explanations to mysterious hums around the world, for example the Taos Hum, and choose the most plausible explanations for the Ranchlands Hum. Sifting through explanations involving the inner ear, faulty building practices, ocean waves crashing into each other and even U.F.O. conspiracies gave the students multiple explanations to reflect upon and debate. The significance of this learning was evident in the students' drive to solve this mystery and gain a deeper understanding of their own questions. Parents and teachers alike sounded in, reflecting the wonder experienced in the classroom. Many questions were

answered as the students' understanding of hearing and sound progressed. A final source for the generation of the Ranchlands Hum is yet to be determined.

AREA II

Throughout the past month, Children's Village School Grade 5/6 students have been learning about Sky Science. Our students' imaginations were quickly captivated by the thought of what mysteries await them beyond the reaches of our own planet. Diving headlong into an in-depth study of the planets in our solar system, each of our students – aptly naming themselves “The Stars” – became a bona fide expert on a planet of their choice. From their imaginations to reality, The Stars were given the opportunity to see with their own eyes what they had been learning about with a visit to the Rothney Astrophysical Observatory. Expanding their knowledge with the assistance of experts and seeing the moon, sun and stars with their own eyes brought a sense of reality to a subject that usually seems so far away. Returning to school with their newfound knowledge, students completed their study of space by creating elaborate displays about our solar system that allowed the rest of the school to benefit from their enthusiastic exploration of the stars.

AREA III

Forest Lawn High School staff and students are immersed in work focussing on student literacy. As the project has progressed and the data story unfolds, our work, funded through AISI dollars, is now titled “Learning at the Lawn.” Initial data indicates that the focus of all staff on student literacy, coupled with the strategic work of teachers in Professional Learning Communities, is increasing student achievement.

Over the past three years at Forest Lawn High School, the English Language Arts course completion rate for Grade 10 students averaged approximately 50%. This year's first semester results show a success rate of 88%, an increase of 38%. The numbers for Social Studies are similar. The past average for successful course completion in Social Studies10 was 55% to 62%. This year's success rate is 87%. These initial numbers clearly indicate that the focus on students' reading and writing capabilities has resulted in increased student achievement. Success at this stage is encouraging as we strive to increase graduation rates at the school.

AREA IV

Grade 3 to 6 students at Elbow Park School are learning that “you don't have to be yourself — you can be the story.” Emphasizing Social Studies, Language Arts, Fine Arts and Information & Communication Technology Programs of Study, students examined and re-enacted the importance of storytelling throughout history. A master storyteller shared his expertise with students and professional staff as students wrote, rehearsed and shared their stories orally for

their peers and family members. Students have engaged in self-assessment through reference to a rubric or “bull’s eye” that identifies key components of a good oral story (voice, eye contact, body language, imagination, facial expression, the story itself) and criteria for beginning, experienced and expert storytelling. Students created this layered rubric in collaboration with their teachers. Using foundations and strategies for effective writing, teachers have supported students to enhance their writing and include descriptive details and strong verbs to “show” how the story unfolds. At the end of February, each student had written, rehearsed, performed and assessed their version of a legend, folk tale or myth. Student reflective journals along with peer and teacher observations will provide evidence of each student’s achievement in meeting identified curriculum learning objectives.

AREA V

At Cranston School Grade 3/4 students have been engaged in an inquiry project while working in partnership with Calgary Campus/Open Minds. The project has engaged students with learner outcomes across several different curriculum areas including Language Arts, Social Studies, Art and Science.

The students worked with the inquiry question “What is a community?” Students explored the question from an Aboriginal perspective and incorporated several Aboriginal literature pieces into their research. Research included review of the history of Aboriginal participation in the Calgary Stampede; how the Aboriginal community is represented in literature, visually and in the community; and the importance of plants in the Aboriginal culture for food, ceremonies, and clothing. Several student-created projects and artefacts—including imovies, posters, journal writing and sketch journals – were generated to represent their understandings. This inquiry represents how literature, visual arts, technology, hands-on experiences and conversational research promote and expand student thinking and the growth of reading, writing, research and critical thinking skills. The culmination of this work resulted in beautiful artwork based on the picture book *Seven Sacred Teachings* by David Bouchard and Dr. Joseph Martin. Students created their artwork using a multi-dimensional painting/texture medium.



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

Attachment: Parent Communications Survey Results

Parent Communications Survey Results

Last Fall, the Calgary Board of Education conducted an online survey of parents about various aspects of communications. The survey was posted on the CBE web site from October 22 to December 9, 2010. Parents were notified of the survey through the Key Communiqué e-newsletter and RSS feed (sends e-mails to RSS subscribers and posts information on school websites). School Councils and school Principals also provided valuable assistance in getting the word out to their parent communities.

The CBE sincerely thanks the parents who completed the survey. The survey provided useful insights about how parents receive information and revealed areas for improvement of CBE's communication processes. Work is starting within the CBE to address these areas.

Highlights of the survey results are presented below.

Total number of people who started the survey: 832.

Total number of people who completed all questions in the survey: 670 (80.5%).

The percentages below are based on the number of responses to the particular question; the number of responses range from a high of 832 and a low of 670.

- 68% of parents rate communications on school issues to be Good to Excellent
- 46% of parents rate communications on system-wide issues to be Good to Excellent
- 31% of parents attend School Council meetings
- 79% of parents do not have a clear understanding of what is decided by CBE and what is decided by Alberta Government and would find it helpful to know more about this.
- 64% of parents rate the CBE website as Good to Excellent
- 64% of parents rate school websites as Good to Excellent
- A large majority of parents are not aware of opportunities available to them to learn more about what is happening system-wide at the CBE and provide input.
- 50% of parents visit the CBE website at least once a month.
- 87% of parents visit individual school websites at least once a month.
- The top 4 topics parents would like to have more input on: class size, curriculum, personalization of learning, and programs of choice.
- 80% of parents read school newsletters.
- 76% of parents find information in school newsletters to be helpful.
- The top 2 most preferred methods of communication on important news relevant to parents: e-mail (53%) and sending home with students (24%).

In addition to statistics collected, the confidential comments made by parents in their survey responses will also be shared with the appropriate CBE staff to identify and inform next steps. Actions taken based on all feedback will be reported to parents later this year.

Questions about survey results can be directed to Karen Drummond at kidrummond@cbe.ab.ca or 403-294-8566.

Thank you to all the parents who took the time to complete this survey!

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

March 1, 2011

To: Board of Trustees

From: Naomi Johnson, Chief Superintendent of Schools

Re: 2009-2010 Environmental Stewardship Annual Report

Purpose: Information

Governance Policy References: EL- 3: Information, Counsel and Support to The Board of Trustees
EL- 6: Instructional Program
EL-13: Facilities

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

Resource Persons: Earl Badger, Environmental Projects Coordinator, Energy & Environmental Services
Nelson Gourlay, Environmental Management System Coordinator, Energy & Environmental Services
Ross Jaques, System Principal, Facilities & Environmental Services
Olena Olafson, Community Projects Coordinator, Energy & Environmental Services
Ken Orom, Energy Coordinator, Energy & Environmental Services
Roy Strum, Curriculum Consultant, Energy & Environmental Services
Deborah Wehnes, Waste and Recycling Coordinator, Energy & Environmental Services

I. RECOMMENDATION

It is recommended:

THAT the 2009-2010 Environmental Stewardship Annual Report be received for information.

II. ISSUE

The Board approved Education*Energy*Environment document, *"A Framework to Advance Environmental Stewardship within the Calgary Board of Education"*, requires that the initiatives that support environmental stewardship be reported on an annual basis.

III. BACKGROUND

The *"Framework for Advancing Environmental Stewardship within the Calgary Board of Education"* and the *"5 Year Implementation Plan to Support the Framework for Advancing Environmental Stewardship"* are two documents developed in the 2006-2007 school year to inform stakeholders of the Calgary Board of Education Environmental Stewardship initiative and to guide the work of the Energy & Environmental Services Department (EcoTeam).

The 2009-2010 Environmental Stewardship Annual Report is the third Annual Report summarizing progress towards achieving individual outcomes and in turn, the four high level outcomes that will move the Calgary Board of Education (CBE) towards becoming a model of local and global environmental stewardship.

IV. ANALYSIS

Diverse sectors including business, corporate, government, and not for profit groups have environmental sustainability as a primary objective. Many organizations in these various sectors have made reporting on environmental action and stewardship part of their annual business outcomes. The CBE is also making environmental action and stewardship reporting a priority with its commitment to Advancing Environmental Stewardship.

V. FINANCIAL IMPACT

Employing a holistic leadership model that considers facilities, curriculum, community and policy implications for all system initiatives will result in greater financial savings than using the historical compartmentalized approach. For example, facility retrofit efforts associated with energy efficiency will result in reduced utility costs.

Curricular initiatives will be conducted in conjunction with facility initiatives that integrate learning and teaching strategies in support of the behaviour and attitude changes that maximize the potential to be gained from the facility changes.

Community engagement efforts will involve and orient the community and relevant partners about these activities in the school. These coordinated efforts will both lead to success at school, as well as provide community leadership for adopting actions and behaviours that demonstrate good environmental stewardship.

The creation of an environmental management system will provide a standardized, streamlined approach to doing business while minimizing environmental impact.

VI. IMPLEMENTATION CONSEQUENCES

The 2009-2010 Environmental Stewardship Annual Report describes the progress made towards achieving each of the individual outcomes listed in the Framework and Implementation Plans.

By sharing this report with various audiences and partnerships, the CBE will be showcasing its commitment to environmental stewardship by demonstrating concrete examples and illustrating the CBE's progress in increasing operational environmental literacy of staff and students and collectively reducing their impact on the environment.

VII. CONCLUSION

The 2009-2010 Environmental Stewardship Annual Report demonstrates the CBE's commitment and success in becoming a model of local and global environmental stewardship.



Naomi Johnson
Chief Superintendent of Schools
CALGARY BOARD OF EDUCATION

Attachment I: 2009-2010 Environmental Stewardship Report



CALGARY BOARD OF EDUCATION

2009-2010 Environmental Stewardship Report



Advancing Environmental Stewardship within the Calgary Board of Education

Introduction

Two major tenets have framed the work of the Energy and Environmental Services (EES) team since its inception in 2007. Those two tenets, first introduced in the CBE document, A Framework to Advance Environmental Stewardship within the Calgary Board of Education, are as follows:

Vision

The Calgary Board of Education is a model of local and global environmental stewardship.

Mission

The Education*Energy*Environment team provides leadership to advance operational environmental literacy through strategic facility, curricular and community initiatives.

The 2009-2010 Environmental Stewardship Report describes the actions that EES engaged in over the 2009-2010 school year to provide leadership to advance environmental literacy through strategic facility, policy, curricular and community initiatives.

Three appendices are attached to the document:

Appendix A - a project list which contains summary information regarding the 38 projects that are currently championed by the EES.

Appendix B - a sample show case of impressive work that is happening in CBE schools.

Appendix C - a summary report on the 10% Electricity Conservation Challenge, comparing electricity consumption of all the schools and administrative sites from 2008/09 (baseline year) to 2009/10.

Strategic Outcomes

Four high level outcome statements comprise the primary objectives of the CBE Education*Energy*Environment initiative. Together with Guiding Principles, they represent the decision making criteria that supports the ongoing work in achieving the vision of the Calgary Board of Education.

A: Environmental literacy is integral to the culture of the Calgary Board of Education.

B: The Calgary Board of Education co-operates with external initiatives that support advancing environmental stewardship.

C: The Calgary Board of Education provides strategic leadership, resources, and programs to schools and associated communities that advance environmental stewardship.

D: The Calgary Board of Education is guided by its ecological footprint indicators in efforts to advance environmental stewardship.

General Highlights of 2009-2010

- EES is engaged in 38 projects to advance environmental stewardship within the Calgary Board of Education. **Appendix A** lists all of these projects, a brief description of the project and their status. These projects have a relationship to the Implementation Initiatives outlined in the 5 Year Implementation Plan.
- Sixteen implementation initiatives, as outlined in the 5 Year Implementation Plan have been completed.
- The Education*Energy*Environment website is increasingly robust and active. Together with the guidance and resources from Communications and Media Services the team is creating a presence on the internal website (staffroom) for environmental initiatives.
- The creation of an environmental management system, EcoLEAD, is well on its way. System rollout and training to FES staff will commence in the first quarter of 2011.
- EcoSites, a system initiative aimed at promoting and celebrating environmental stewardship in schools was in a beta-pilot with 6 schools. Materials and resources were modified and readied for release for use by the entire system in September 2010.
- In collaboration with the University of Calgary and the City of Calgary, the CBE championed the development of an EcoFootprint Calculator for K-12 Schools and Post-Secondary Institutions. The Calculator will be piloted in schools during the 2010-11 school year.

Specific Highlights of 2009-2010

Facilities

Energy Performance Contracts (EPC)

- 8 school EPC (Ameresco)
 - All scheduled work now complete
 - Final review of measures and sign off
 - Formally moved to measurement and verification phase
 - Some deficiencies are still being addressed, most notably the poor boiler performance at Thorncliffe and the completion of the BAS as-built drawings
- 35 school EPC (Johnson Controls)
 - Progress on the contract proceeding, 75% complete the construction phase
 - All major mechanical, lighting and water conservation measures complete
 - BAS installs approximately 20% complete
 - Additional analysis for the wind turbine installation has resulted in the selection of another school as the preferred location

- 19 school EPC (Ameresco)
 - schools selected based on principal surveys
 - energy audits and Learning Environment Roster completed
 - Scope of work to be selected and work started in 2010-11 school year

Energy & Utility Management

- Inaugural year of the 10% Electricity Conservation Challenge 4.2% Total Consumption Reduction and 5.6% Electrical Intensity Reduction
- Utility Metering
 - A pilot project of 25 site installations complete
 - Collected data is being used by several groups including schools and as part of the Ameresco performance contract
 - Upgrades to the software to allow real time data collection and analysis implemented
- Facilitated Lighting Supply RFP

Waste and Recycling

- recycling protocol for new schools including P3 schools
- supported school participation in Waste Reduction Week
- Waste Free lunch pilot
- Co-mingled recycling available to schools
- Battery recycling program
- Highfield Waste Assessment report

Green Roof Pilot

- prepared a report outlining the implementation strategy for a green roof pilot project – identified Henry Wise Wood High School as preferred pilot location

Biodiesel

- prepared a feasibility report on the use of biodiesel in FES fleet vehicles

Curriculum

- Operated Destination Conservation in 45 schools in conjunction with a corporate partner and an NGO facilitator.
- Collaborated with Environmental Learning Partners to develop innovative, aligned curriculum based programs and resources.
- Supported the educational objectives associated with the Mayor's Environment Expo
- Provided comprehensive and strategic leadership to system initiatives that advance environmental literacy, i.e. EcoSites, Outdoor School pilot.
- Conducted professional development programs with facility operators (Facility Management Program), schools (environment across the curriculum planning), students (provided resources and input into school environmental initiatives)
- Capacity building work with Junior High Environmental and Outdoor Education teachers.

- Leadership in Energy and Environmental Design (LEED) kiosk at Connaught school
- LEED Green education support for schools
- EcoSites betapilot
- Outdoor School & Personalization of Learning Pilot program
- Collaborated with Teaming Up 4 Healthy Learners comprehensive school health initiative to advance environmental stewardship outcomes attached to comprehensive school health

Community

- Collaborated with the University of Calgary's office of Sustainability and the City of Calgary Ecological Footprint Project Team to develop an EcoFootprint Calculator for Schools and Post-Secondary Institutions.
- Support CBE membership in imagineCALGARY partnership through publication in partner newsletter, attendance at imagineCALGARY partner meetings and informing the imagineCALGARY Report to Trustees.
- Member of Environmental Advisory Committee to City Council.
- Elected to Recycling Council of Alberta Board of Directors, chair of ICI (Institutional, Commercial and Industrial) Sub-Committee.
- Enmax Renewable Energy partnership and Gen-E pilot program participant.
- Received funding from Education Matters, TD Friends of the Environment Foundation and Enmax for projects.
- WorkShift participant with Calgary Economic Development Corporation.
- Organized third annual CBE earth hour on earth day.
- Supported launch and school participation in Idle-free School program pilot, developed by Alberta Environment.
- Continued collaborative work with Edmonton Public School Board on initiatives.
- CRAZ (Calgary Regional Air Shed Zone) project participation: The aim of the project was to promote carpooling in CRAZ's Airshed zone which will help reduce transportation related emissions.
- Direct Energy donation to Elbow Park School for weather station.
- Carpool plan for LEED schools.
- Participation in: Corp Partnerships innovations Showcase.
- Participation in ConocoPhillips Canada Community Investment Non-Profit Open House.
- TD Canada Trust Panorama Branch funding of Panorama Hills projects.

Policy

- EcoLEAD team participation in Alberta Council for Environmental Education (ACEE) Leadership Clinic to focus on training elements review.
- Developed draft training plan based on ACEE results and group work completed to date.
- Developed revision to AR8006 – changed format from prescriptive to commitment.

- Completed an environmental regulatory and legislation applicability assessment for all levels of governance: Federal, Provincial and Municipal.
- Completed Aspects and Impacts inventory for all departments.
- Developed outline for significance ranking criteria applicable to Aspects and Impacts.
- EcoLEAD team development with Pacific Centre for Leadership – experiential learning session at Nakoda Lodge.

Appendix A: Energy & Environmental Services Project List 09-10

3 YEP Ref	Project Number	Project Name	Project Description	Project Lead	Status
1.4.1	NA	NA	Align EES activities with 3YEP	All EES	EES projects and activities reviewed to identify linkages to 3YEP
1.4.1	EES-1	Strategic Framework and Implementation Plan Review	Review of documents for applicability and new direction	Olena	Review to occur before end of 5 year Implementation Plan (2012)
1.4.1	EES-2	Architectural and Engineering Services guidelines review	Provide input to AES on design guidelines for new schools with reference to Energy Conservation, Water Conservation, Waste Management and connection to the Natural world.	Earl	Ongoing; review to include direction on LEED certification
1.4.2	EES-3	CBE Environmental Advisory Committee	Create an advisory committee that meets bi-monthly to advise on environmental issues	Olena	Send invitations to advisory committee members, hold first meeting in 10-11 year
1.4.2 3.1.3	EES-7	EcoLEAD	ISO 14001 integration and certification	Nelson	Aspects and Impacts Ranked, Policy revision in process, training and engagement plan pending review
2.2.1	EES-9	Environmental stewardship curricular resources and services	Provide input to Resource and Learning Commons on environmental stewardship resources for CBE	Roy	Ongoing
3.1.3	EES-12	ECMS/EUI	Information Systems to conduct an investigation of suitable replacement software for utility management.	Earl	Options being evaluated, likely will be a combination of a specialized package for energy management and Archibus
1.4.2 3.1.3	EES-13	Utility Metering Project	Installation of equipment to enable schools and EES to view electricity, natural gas and water consumption over the Internet, in real-time.	Earl	Pilot project (Carma) installation complete, evaluation continues
1.4.2	EES-15	Environmental Stewardship Annual Report	Report on CBE Environmental Stewardship projects and accomplishments	Olena	Completed yearly
1.3.2 1.4.2	EES-16	Environmental Partners Database	Develop database of Environmental partners to be used jointly with Corporate Partnerships	Olena	Database created; will populate the Corporate Partnerships database with current projects and partners

3 YEP Ref	Project Number	Project Name	Project Description	Project Lead	Status
1.3.2 3.1.1	EES-17	Grants & Funding sources databases	Develop database of grant and funding sources to be used by EcoTeam and CBE	Olena	Search for external funding sources for environmental action projects and learning resources is ongoing, plan to host a grant writing workshop
3.1.1 3.1.3	EES-18	Destination Conservation	Support delivery of Destination Conservation in 45 schools	Roy	Ongoing
2.1.2 3.1.1	EES-22	Naturalization Areas	Advocacy for educational use of Naturalization Areas	Roy	ongoing
3.1.1 3.1.3	EES-24	3Rs Initiatives	create and support reduce, reuse, recycle programs at the CBE (system level)	Debbie	Introduced co-mingled recycling program for schools; plan to implement in all schools
1.4.2 3.1.1 3.1.3	EES-28	EcoSites	Environmental stewardship initiative connected to student learning through advocacy and public recognition	Roy	Initiative launched in Fall 2010; ecosites to be aligned with comprehensive school health
1.4.2 3.1.3	EES-36	Waste Management Program	Develop guidelines and monitor contract for waste removal services	Deborah	Continue to work with Waste Management on delivering exceptional service to schools for waste and recycling
1.4.2 3.1.3	EES-38	Performance Contracting - Ameresco 1	Conduct performance contract on 8 schools with Ameresco.	Eari	Project essentially complete, waiting for final deliverables and deficiency clean-up
1.4.2 2.2.1	EES-39	Enmax Partnership Renewable Energy Project (GenE)	Install renewable energy systems in schools	Olena	Equipment installed; GenE resources made available to schools
1.4.2	EES-40	Green Procurement Strategy	Support Purchasing Department in the development of a green procurement strategy	Olena	Provide Purchasing Department with examples of green procurement policies from other organizations in 10-11 year
3.1.3	EES-45	Computers Off Campaign	Support IT in the investigation of and implementation of software to be installed that will automatically start up and shut down CBE computers in order to conserve electricity.	Olena	Support IT as required
1.4.2 	EES-47	Green Roof Feasibility Study	Feasibility assessment of green roof technologies on CBE facilities	Nelson	Completed feasibility study; working on developing pilot project – pending guidance from Corporate Risk related to pilot at Henry Wise Wood

3 YEP Ref	Project Number	Project Name	Project Description	Project Lead	Status
2.1.1 2.2.1	EES-49	Junior High Environmental and Outdoor Education	Co-coordinate junior high environmental literacy teaching and learning resource review and creation. Collaborate with PEOE specialist; to support CBE ENVOE teachers	Roy	Ongoing support for JH ENVOE environmental literacy outcomes as part of Junior High complimentary course
1.4.2 3.1.3	EES-55	School ecological footprint calculator tool	Develop ecological footprint calculator for schools in partnership with UofC and City of Calgary	Olena	Launch with EcoSites in Sept/10
1.3.3 1.4.2	EES-57	External website	Work with Communications Department to populate External website with relevant information related to environmental stewardship initiatives	Olena	ongoing
1.3.3	EES-58	Internal Website/Link online	work with Communications Department to publish articles relevant to CBE community on Staffroom and Link Online	Olena	ongoing
3.1.3	EES-59	10% Electricity Conservation Challenge	Develop campaign to promote lights out and other electricity conservation actions and behaviour in schools and admin sites for the purpose of saving electricity	All	Inaugural year of challenge complete and recognition event held in Oct 2010. 2010-11 Challenge launched in Sept 2010.
3.1.3	EES-76	Water conservation project: Urinal tank on motion control	In the majority of CBE schools, urinal tanks constantly fill and flush regardless of usage. Occupancy sensors and a solenoid will be installed to minimize water usage for flushing urinals	Earl	Some small, individual school IMR projects completed, others planned for next year
3.1.3	EES-77	Domestic hot water tank replacements	Replacement of over-sized hot water tanks with efficient, commercial hot water tanks	Earl	undertake IMR projects to replace over-sized hot water tanks with more efficient domestic or commercial hot water tanks
3.1.3	EES-78	Boiler shutdowns on OAT	Installation of outdoor air temperature sensor to shut off boilers automatically on warm days	Earl	Some small, individual school IMR projects completed, others planned for next year
3.1.3	EES-80	Rentals and Utility Usage	Work with rentals department to understand after hours usage. Design program to promote energy conservation by rental groups	Olena	Initial assessment of 8 schools completed; provide rental department with utility usage information

3 YEP Ref	Project Number	Project Name	Project Description	Project Lead	Status
3.1.3	EES-81	Centennial Recommissioning	Work with architecture firm to recommission mechanical and electrical systems at Centennial	Ross	Recommendations from the report are nearing completion. Multiple ongoing issues have been identified and are being rectified.
1.4.2 3.1.3	EES-82	Performance Contracting (JC)	Conduct performance contract on 35 schools with Johnson Controls, over 2 years.	Earl	Project progressing, approx. 80% complete, forecast M&V to start in March
3.1.1	EES-83	CBE Earth Day	Promote environmental stewardship activities at CBE schools and sites on Earth Day; showcase on website	Olena	Showcase school initiatives on Ecoteam website, yearly
3.1.3	EES-84	Scheduling of HVAC equipment/lights in schools	Rewrite scheduling procedures (start up, shutdown), investigate and reprogram automated scheduling to increase efficiency	Earl	Systems being scheduled for holidays, shutdown procedures sent to operation and maintenance personnel every major holiday break
1.1.1	EES-86	Workshift Pilot	Prepare Supt's report on telework at the CBE and engagement with the CEDC's Workshift Program	Nelson	Sup's Team approved concept and called for strategy; engaged HR as initiative owner; strategy implementation report pending presentation to Sup's Team by HR
1.4.2 3.1.3	EES-87	Energy Performance Contract Phase IV	Ameresco 2, 19 schools, focused on enhancing learning through energy retrofits	Olena	Use student learning index and quality of teaching and learning environment measures and energy audit to determine detailed scope of work
1.1.1 1.2.1 1.4.2	EES-88	CTS Environmental Stewardship	Support implementation of new CTS natural resource module programs	Roy	Ongoing support implementing HS Environmental Stewardship course
1.3.2 3.1.1 3.1.3	EES-89	New environmental learning initiatives	Outdoor school renewal project	Roy	Pilot Project underway with 9 CBE schools
1.3.2 3.1.1 3.1.3	EES-90	Comprehensive recognition plan	Develop comprehensive recognition plan on how to identify and recognize environmental action projects and initiatives	Olena	Identified recognition programs inside and outside the CBE that can be used for recognition and communicated these on website

Appendix B: School Showcase

William Reid School: William Reid Recyclers



William Reid's grade 4 class, ready to recycle!

In March of 2009, William Reid School reduced their waste by an amazing 50% and have scheduled waste pick up at the school from a weekly services to every other week. There are many things that contributed to this substantial waste reduction; one of them being the keen grade 4 class!

After taking a field trip to one of the city's landfills and recycling facility in January, the class had a discussion about waste in our world. They also wondered if one person could help make a difference; here are some differences they have made in their school. The class collects paper recycling 3 times a week; one student says that sometimes the bag is heavier than her! "Grab Fests" also take place, where the teacher will bring in used clothes and other items from around her house, and students are allowed to take them home to reuse instead of the articles going in the trash. The students also make a conscious effort to borrow books from the library or other places instead of buying them. Another great way to reuse, is buying books from a used book store, as one student demonstrated. The class' environmental efforts have even had a social impact; they have used the money from bottle recycling at home to help sponsor a child in Haiti.



The whole school participates in litterless lunches the first Friday of every month. There is also a compost pile in the naturalization area, where the students can put their food scraps; the pile is tended by a community volunteer who is the mother of one of the grade 4 students.

Keep up the good work students and staff of William Reid School!

Henry Wise Wood High School

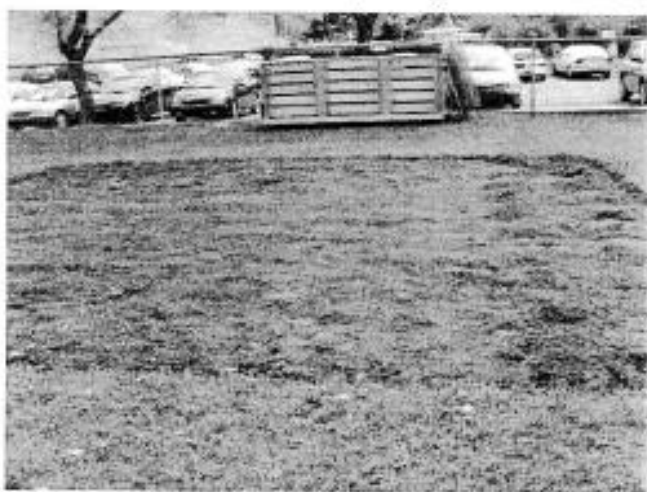
The environmental club at Henry Wise Wood has accomplished a lot in the past year! The club has approximately 60 students from grades 10, 11 and 12; the large size allows students flexibility to volunteer and commit to specific initiatives around the school.



The club has started a student-run composting program, where fruit and vegetable peels are collected in classrooms in designated pots. Every week the pots are emptied and rinsed, and the compost pile is tended to by some of the club's members. The first batch of usable compost will hopefully be ready in the spring of next year.

A vegetable garden was planted, tended to and harvested by student volunteers last year, with the vegetables given away at a school "meet the teacher" night in September. Each student volunteers to water and weed the garden each week, and throughout the summer.

This year a variety of vegetables were planted including potatoes, beets, carrots, peas and lettuce. The food will hopefully be donated to a charitable cause when harvested in the fall.



Henry Wise Wood's vegetable garden with composting bins in the background.

In May the club hosted a "bike into school" pancake breakfast which was completely student organized and run; anyone who biked, walked or got to school by another means than using a car got a ticket for a free breakfast. The event also had entertainment provided by a local student band. It was a huge success - over 200 students and staff participated!

A large part of the success of the club is due to the students' hard work, dedication and leadership. The teacher in charge of the club also contributes to the success, as she brings topics of conservation beyond the club and into her classroom. Tying environmental issues to the curriculum and to students in a relevant way is one of the ways she engages students.

So what's next for the Henry Wise Wood environmental club? They've set their sights on obtaining grants for recycling stations in their school, or even possibly getting solar panels to help offset energy use in the school.

Appendix C: 10% Electricity Conservation Challenge 2008-09 (baseline year) vs 2009-10

The following data shows a comparison in electricity consumption from 2008-09 to 2009-10. There are many factors that contribute to electricity consumption in schools. The following is a list of factors that are considered when investigating why a school has higher or lower electricity consumption from the previous school year.

1. mechanical systems
2. type of lighting
3. computers
4. rental activity
5. maintenance/renewal work
6. facility operator experience/training
7. occupant behaviour

Lighting and computers account for approximately 70% of the electricity consumed in a school. Occupants in the building (staff and students) can affect the electricity consumption greatly by how they manage their lights and computers when spaces are not occupied.

All schools were invited to participate in the 10% Electricity Conservation Challenge in September 2009, and were provided with resources on suggested actions for success. 2 partner companies, ATCO EnergySense and Bullfrog Power generously donated recognition prizes for 4 schools that achieved the highest savings.

Overall, across the CBE, we've reduced total consumption by 4.2% from 2008/09 to 2009/10. Another way to calculate energy savings is to use energy intensity. Energy intensity takes into consideration energy used per square foot throughout the district. As CBE opens and closes schools the total square footage changes from year to year which may make energy intensity a more evenhanded way to measure our consumption. From an energy intensity point of view, the CBE reduced consumption by 5.6%. This is a significant number considering how large the CBE is, how many factors affect electricity consumption and how many people there are across the organization trying to work together to affect change.

10% Electricity Conservation Challenge

Annual Summary 2009/10 vs. 2008/09

2008-09 Characteristics

Operating Square Footage	13053172	ft2
Electrical Consumption	80,462,753	kWh
Intensity	6.16	kWh/ft2

2009-10 Characteristics

Operating Square Footage	13240845	ft2
Electrical Consumption	77,069,178	kWh
Intensity	5.82	kWh/ft2

Consumption (kWh)	-4.2%	Reduction of: 3393575 kWh
Intensity (kWh/ft2)	-5.6%	

The amount of electricity conserved is enough to power 512 homes for an entire year!