



**Calgary Board
of Education**

REGULAR MEETING OF THE BOARD OF TRUSTEES

PUBLIC AGENDA

TUESDAY, NOVEMBER 1, 2011

5:00 P.M. – 8:00 P.M.

Multipurpose Room, Education Centre
1221 – 8th Street SW, 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 Dr. Gordon Higgins School – Ends 5	Dr. D. Yee	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> <i>(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.)</i>	Public	
	5.4 <u>Stakeholder Reports</u> <i>(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.)</i>	Public	
	5.5 Trustee Inquiries		
	6.0 ACTION ITEMS		
P. 6-1	6.1 Tripartite Framework Agreement <i>(That the Board wants ASBA to represent our board's interests in discussions</i>	L. Ferguson	45 min.

<u>Attach.</u>	<u>TOPIC</u>	<u>Who</u>	<u>Time</u>
	<i>with the Government of Alberta and the ATA with the aim of concluding a provincial framework agreement; and THAT the Board appoints a trustee representative to serve on the ASBA Bargaining Advisory Committee</i>		
	7.0 MONITORING AND RESULTS		
	8.0 POLICY DEVELOPMENT AND REVIEW		
P. 8-1	8.1 Board of Trustees' Committees – Terms of Reference (GP-11E)	Board	15 min.
	9.0 CONSENT AGENDA		5 min.
	9.1 Board Consent Agenda		
P. 9-62 P. 9-72 P. 9-69	9.1.1 Approval of Minutes <ul style="list-style-type: none"> • Regular Meeting held October 4, 2011 • Special Meeting held October 11 and 12, 2011 • Regular Meeting held October 25, 2011 <i>(THAT the Board approves the Minutes of the Regular Meetings held October 4, 2011 and October 25, 2011, as submitted.)</i>		
P. 9-49	9.1.2 Correspondence <i>(THAT the Board receives the correspondence for information and for the record.)</i>		
P. 9-61	9.1.3 Roster for Second Vice-Chair <i>(THAT the Board approves the Roster for Second Vice-Chair, as submitted.)</i>		
P. 9-1	9.1.4 Trustee Liaison Report re: Alberta School Boards Association (ASBA) Board of Directors <i>(THAT the Board receives the report for information.)</i>		
P. 9-75	9.1.5 Trustee Liaison Report re: Calgary Association of Parents and School Councils (CAPSC) <i>(THAT the Board receives the report for information.)</i>		
	9.2 Chief Superintendent Consent Agenda		
P. 9-4	9.2.1 Chief Superintendent's Update <i>(THAT the Board receives the report for information.)</i>		
P. 9-13	9.2.2 Building Impact & Efficiency: Advancing the CBE Brand & Visual Identity on Two Fronts <i>(THAT the Board receives the report for information.)</i>		
	10.0 TRUSTEE NOTICES OF MOTION		
	11.0 IN-CAMERA ISSUES	Chair	
	12.0 ADJOURNMENT		

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

November 1, 2011

TOPIC: Tripartite Framework Agreement

RECOMMENDATION:

- 1. That the Board of Trustees wants ASBA to represent our board's interests in discussions with the Government of Alberta and the Alberta Teachers' Association with the aim of concluding a provincial framework agreement addressing: term, school board funding, teacher salaries, and a dispute resolution mechanism; and**
- 2. That the Board of Trustees appoints a trustee representative to serve on the ASBA Bargaining Advisory Committee.**

BACKGROUND:

The ASBA is currently asking school boards' views on ASBA's participation in negotiating a framework agreement with the Government of Alberta and the ATA (tripartite discussions), that would ensure teacher workforce stability for a longer term, following the expiry of the current collective agreements in August, 2012.

It is proposed that the framework agreement will deal with four issues:

- Term of the agreement
- A dispute settlement mechanism to be used in the event of an impasse in local bargaining
- Teacher salaries for the duration of the agreement
- Long term, predictable and sustained funding for school boards

All other issues would be bargained locally.

Should the ASBA receive a mandate from its members to participate in the tripartite discussions, the ASBA wishes to establish a committee to advise the ASBA Board of Directors throughout the negotiation process and to facilitate communication with ASBA's team at the negotiating table. It is important to note that the ASBA Board of Directors would remain the decision making body for the ASBA.

The Bargaining Advisory Committee will provide a political perspective to the ASBA Board of Directors, and will be comprised of:

- 4 metro trustees (to be identified by the metro boards); and
- 1 trustee from each of the Zones (to be identified by the Zone).

Regardless of the outcome of the vote of this Board to the first question, the Calgary Board of Education is required to appoint a trustee representative to serve on this committee. Should the ASBA receive a mandate from its members, the committee will be operational as early as November 4th, 2011. Should the ASBA proceed to represent

the interests of school boards in this process, ASBA is committed to open and transparent communication with school boards.

ASBA has requested an email confirmation of our board's decision on the question above as quickly as possible.

Attached to this report is the Frequently Asked Questions and responses that have been prepared by ASBA.

Respectfully submitted,

Trustee Lynn Ferguson
CBE Representative, ASBA Board of Directors

Attachment

**QUESTIONS AND ANSWERS RELATED TO POSSIBLE ASBA PARTICIPATION IN
TRIPARTITE DISCUSSIONS WITH ATA AND GOVERNMENT
(as of October 26, 2011)**

The document is a compilation of answers to questions we have received in the office with regard to the ASBA's possible participation on behalf of school boards in tripartite talks. By all means if other questions come to mind, please feel free to send them in and we will do our best to provide answers.

1. Is the approval being sought from school boards on a one time or continuing basis?

The question before school boards is: Does your board wish ASBA to represent school boards in discussions with the Government of Alberta and the Alberta Teachers' Association with the aim of concluding a provincial framework agreement addressing: term, school board funding, teacher salaries, and a dispute resolution mechanism? This question before school boards is for this period in time only and for this process only.

2. Will the scope be expanded from the provisions of term, school board funding, teacher salaries and a dispute resolution mechanism?

The scope for the discussion is as offered in the question to school boards and limited to those items only. ASBA would not support any expansion to this scope.

3. What does a predictable, sustained, long-term funding commitment specifically signify?

This concept reflects the ASBA's call for a funding regime that provides school boards with funding that is predictable, that is sustained, and that is committed over the long term. Specifically, the concept is that funding to school boards needs to be clearly identified well in advance of its application in order for school boards to effectively plan, that school boards need to be satisfied the funding will be provided and maintained on a go forward basis, and that the funding be provided for a significant period of time into the future. For example, Alberta Education would be required to announce percentage increases to school board funding, for a period of five years, with a means of guaranteeing the funds will be provided in each year as committed to. This example highlights the need to be clear as to what the base funding will be to which increases would be applied. How this concept is implemented will be the subject of discussion. Of particular importance to the ASBA is to find an "enforceable" mechanism that would guarantee funding.

4. What is the contemplated mechanism that will enable school boards to provide input into both the process and the tripartite discussions should this initiative go forward?

It is ASBA's desire to establish a committee comprised of school trustees to advise the Board of Directors and provide an ongoing vehicle for communication with the tripartite discussion team. Further it is our intention to engage superintendents, secretary treasurers and other education professionals from school boards, including metro boards, to support our efforts in representing the interests of school boards in the discussions.

5. Will school boards have the ability to participate in the bargaining process?

Yes, see the answer to your previous question.

6. Has a communication plan been developed for school boards regarding this process and the potential for participation?

It has been agreed that ASBA has an unfettered ability to communicate with school boards in this process. The only limitation contemplated in communications is in a shared desire by the parties to have spokespersons rely on coordinated messages as they are needed throughout the process. Should the ASBA proceed to represent the interests of school boards in this process, ASBA is committed to open and transparent communication with school boards.

7. Given that the Agreement contemplates bargaining at both the provincial as well as the local level, we would appreciate understanding:

- **The specific parameters of both provincial and local bargaining. In other words in granular detail, what is “in scope” and what is “out of scope” at the local and provincial levels?**

The only matters under discussion at the provincial level are:

- Term of the agreement,
- A dispute resolution mechanism to resolve any impasse in local bargaining,
- Teacher salaries, and
- A predictable, sustainable, long-term funding regime for school boards.

All other items would be discussed at the local level.

8. Has ASBA explored the success of like bargaining models in other jurisdictions?

Yes. We have had discussions with our counterparts in Saskatchewan and Ontario – both of whom use a “two-tiered” bargaining model. However, what is being considered in these tripartite discussions is unlike any other bargaining model of which we are aware.

9. What is the contemplated dispute resolution and ratification process?

The dispute resolution mechanism is still to be negotiated though will likely be some form of binding arbitration. As for the ratification process, although the specific process needs to be negotiated further, what is envisioned is a means of securing a commitment from school boards and their teachers to accept and subsequently incorporate the relevant portions of a framework agreement into their collective agreements. The parties would subsequently, after concluding their local bargaining, engage in their traditional ratification processes for ratifying their collective agreements.

10. What is the starting point of the discussions with the ATA and GOA? Will this be a fresh approach or begin where last tripartite discussions came to an end?

This is most definitely **not** a continuation of the previous discussions. As per the ASBA request, the processes for discussing transformation and collective bargaining have been separated. As has been discussed previously, the scope of these discussions is significantly narrowed in comparison to the former process.

11. Whether “teacher salary rates” refers to base salary only or total compensation?

The scope of these discussions, as it pertains to teacher salaries, is limited to the salary grids in the collective agreements. Contrasting from the last five year deal, this process is not to address other compensation items such as allowances, substitute teacher rates of pay, benefits, etc.; those compensation items may be subject to local collective bargaining.

12. Has consideration been given to the implications for students in the classroom?

The implications for students in the classroom remain of utmost and paramount concern to ASBA in this process. We believe that school boards are not interested in commitments which would result in diminished opportunities for students in the classroom. As was introduced in response to your earlier question around school board input, ASBA would anticipate the input of school boards to be critical in ensuring the interests of students are promoted in this process.

13. Is this proposal linked to the transformation discussions?

As noted above, the processes for discussing transformation and collective bargaining have been separated for these discussions. Notwithstanding, the Deputy Minister has indicated his belief that the two discussions do intersect at some point, specifically as it relates to the question of teacher and student time. ASBA does not maintain that belief, however, recognizes that collective bargaining, whether at a provincial or local level, can introduce challenges or barriers to transformation. The parties are encouraged to both remove such barriers from collective agreements and to refrain from negotiating any further challenges.

14. If 60/60 approval of moving forward in this way and an agreement is reached which again 60/60 agree with, would all school boards have to abide by the decision?

In response to your earlier question as to the ratification process, you will note that the ratification of a framework agreement will not be based on a 60/60 vote. School boards and their teachers would have to agree to accept and subsequently incorporate the relevant portions of a framework agreement into their collective agreements in order for it to have force and effect. In the previous five year deal, all school boards and all teacher bargaining units had to accept the framework agreement in order for it to be agreed upon by Alberta Education. That standard has not been introduced in these discussions, nor has any other means of addressing situations where a school board and/or their teachers reject a framework agreement. ASBA would anticipate the tripartite discussions would need to consider this further.

15. How will the ASBA Board of Directors gather input as it gives direction to the team representing the ASBA in these discussions?

Recognizing that as it makes decisions, the ASBA Board of Directors will benefit from a political perspective beyond the board of directors and the technical expertise of CASS and ASBOA, the following teams will be established to provide counsel to the ASBA Board of Directors through this process:

Political perspective:

A Bargaining Advisory Committee will provide a political perspective to the ASBA Board of Directors

- 4 metro trustees (to be identified by the metro boards)
- 1 trustee from each of the Zones (to be identified by the Zone)

Technical perspective:

The association is establishing three technical teams, made up of superintendents, secretary treasurers and association staff to deal with these issues:

- Teacher Salaries
- School Board Funding
- Term & Dispute Resolution Mechanism

As well, the presidents of CASS and ASBOA will be asked to meet periodically with the ASBA Executive Director to be apprised of developments and to provide input and feedback. Their participation will be away from the tripartite discussion table, but close behind the scenes.

Exploring teacher time:

Finally in anticipation of a government consultation with regard to the direction of teacher time, the ASBA is establishing an advisory committee to explore this issue. Like the others its membership will include superintendents, secretary-treasurers and association staff.

CALGARY BOARD OF EDUCATION
MEETING OF THE BOARD OF TRUSTEES
PUBLIC AGENDA
NOVEMBER 1, 2011

TOPIC: BOARD COMMITTEES

RECOMMENDATION

1. THAT the Board of Trustees approves the continued functioning of the following committees and the amended GP-11E: Board of Trustees' Committees - Terms of Reference for each of these committees, as attached:

- Audit Committee
- Board Evaluation Committee
- School Naming Committee (ad hoc)
- Trustee Remuneration Committee

BACKGROUND

Board Meeting Procedures speak to the establishment of committees and note that *"The Board of Trustees will make use of committees to help the Board of Trustees do its work. The functioning of Board of Trustees' committees will be governed by the Board of Trustees' Governance Policy regarding committees"*. A committee is a Board of Trustees' Committee only if its existence and mandate comes from the Board of Trustees.

Committees of the Board of Trustees are established pursuant to Governance Policy 11, Board of Trustees' Committees, which specifies that committee membership shall be reviewed annually at the Organizational Meeting and more frequently if the Board of Trustees so determines. The policy also states that each committee and its terms of reference are established by the Board of Trustees to help the Board to do its job.

At the Organizational Meeting on October 18, 2011, the Board approved the following Trustee appointments to Board of Trustees' Committees:

- | | |
|------------------------------------|---|
| • Audit Committee: | <u>Trustee Membership/Chair</u>
Trustee Taylor (Chair)
Trustee Bowen-Eyre |
| • Board Evaluation Committee: | Trustee King (Chair)
Trustee Cochrane |
| • School Naming Committee (ad hoc) | Chair or Vice-Chair of Board
& Ward Trustee (as Chair of
Committee) as required |
| • Trustee Remuneration Committee: | Trustee Lane (Chair)
Trustee King |

In order to allow additional time to review the Terms of Reference for each committee, the Terms of Reference for the Committees was not approved at the Organizational Meeting. The attached Terms of Reference have been updated to achieve some level of consistency in the wording, and to incorporate best practices for committee functioning. With the exception of the ad hoc School Naming Committee, it is important to note that each committee is responsible to review the Committee's Terms of Reference annually and propose recommended changes, if any, to the Board of Trustees. This may result in further changes to the Terms of Reference.

The current GP-11E includes Terms of Reference for a Planning Committee and a Governance Committee. These were both committees of the whole Board. If the amended attached GP-11E is approved by the Board, the Planning Committee and Governance Committee will no longer be Board committees, and the work formerly delegated to these committees will revert to the Board.

Respectfully Submitted,

Janice R. Barkway
Office of the Corporate Secretary

Attachments:

- GP-11E: Board of Trustees' Committees – Terms of Reference
- Governance Process Policy 11: Board of Trustees' Committees



CALGARY BOARD OF EDUCATION

Board of Trustees' Policy – Governance Process

GP-11E: Board of Trustees' Committees – Terms of Reference

AUDIT COMMITTEE

PURPOSE AND RESPONSIBILITIES

To assist the Board of Trustees to ensure the assets of the Corporation are preserved and resources are utilized effectively. Consistent with this function, the Committee shall encourage continuous improvement of and foster adherence to the Board of Trustees' policies, procedures and practices at all levels. The Committee shall oversee the processes for managing and reporting on the Corporation's financial activities and related internal controls. Specific Committee responsibilities include the following:

- recommend external auditors to the Board of Trustees;
- review annually the external auditors' performance and report to the Board of Trustees;
- provide an open avenue of communication between the external auditors and the Board of Trustees;
- review the annual audit plan and recommend its approval to the Board of Trustees;
- review the annual financial statements and the audit findings report and report to the Board of Trustees;
- following completion of the annual audit, review with the external auditors any significant difficulties encountered during the course of the audit, including any restrictions on the scope of work or access to required information.

MEMBERSHIP

Minimum of five individuals, comprised of:

- two trustees (to be determined at the Board of Trustees' annual organizational meeting); and
- not less than three individuals external to the Corporation.

The Committee Chair shall be one of the trustee members, appointed by the Board of Trustees.

The term of appointment for each external member shall be for three years, renewable to a maximum of six years, except that, in order to provide continuity, two of the first three external members shall be appointed for terms of one and two years respectively, and the terms of one or both trustee members shall be reduced to preclude their membership expiring at the same time. Notwithstanding any such term, each Committee member shall serve at the pleasure of the Board of Trustees. The Board of

Trustees reserves the right to terminate any appointment without notice, with or without cause.

All Committee members shall commit to ethical conduct, proper use of authority, decorum, and professional conduct.

AUTHORITY

The Committee shall be appointed by and report to the Board of Trustees.

The Committee is advisory in nature and shall bring forward recommendations to the Board of Trustees.

The Committee may communicate directly with the external auditors.

MEETINGS

The Committee Chair shall establish the agenda for the meetings and ensure that the properly prepared agenda materials are circulated to the members with sufficient time for study prior to the meeting.

The Committee will meet at least three times annually. As part of its job to foster open communication, the Committee will meet at least annually with the external auditors. All meetings will be scheduled to permit timely consideration of topics or responsibilities. Additional meetings may be held as deemed necessary by the Chairperson of the Committee or as requested by any member of the Committee.

A quorum at meetings of the Committee shall be its Chairperson and two of its other members, including one individual external to the Corporation. The Committee may hold its meetings, and members of the Committee may attend meetings by electronic means, provided all meeting attendees can hear each other.

All meetings of the Committee shall be held in private.

The minutes of the Committee meetings shall accurately record the recommendations of the Committee and shall be distributed to the Board of Trustees.

REPORTING

The Committee shall report, through the Chairperson of the Committee, to the Board of Trustees following each meeting on the major discussions and recommendations made by the Committee. The reports will include the minutes of meeting of the Committee, which will include, at minimum, the date and place of meeting, attendees, record of recommendations and which member or other individual is assigned any actions arising, and date, time and place of the next meeting.

The Committee shall report annually to the Board of Trustees on the Committee's responsibilities and how it has discharged them.

The Committee shall review the Committee's Terms of Reference annually and propose recommended changes, if any, to the Board of Trustees.

BUDGET

There is no identified budget for this Committee. However, should there be occasion whereby financial resources are required, the Committee shall forward a request/recommendation to the Board of Trustees. Committee members are not entitled to receive any fees or compensation.

Adopted: ♦, 2011

DRAFT



CALGARY BOARD OF EDUCATION

Board of Trustees' Policy – Governance Process GP-11E: Board of Trustees' Committees – Terms of Reference

BOARD EVALUATION COMMITTEE

PURPOSE AND RESPONSIBILITIES

The Board Evaluation Committee is responsible for:

1. ensuring that the Board of Trustees conducts the retrospective review stipulated by Governance Process Policy GP-4: Board of Trustees' Annual Planning Cycle; and
2. arranging for an evaluation of the Board of Trustees' performance throughout a school year relative to:
 - (a) its Governance Process policies (GP 1-13); and
 - (b) goals that the Board of Trustees has set for such year and for its term of office; and
3. recommending to the Board of Trustees the processes to be used for such evaluation.

The Committee shall make its recommendations to the Board of Trustees regarding the evaluation processes to be used by no later than May 31 of each year.

The annual evaluation shall be conducted no later than thirty days following the end of the school year in respect of which performance is being evaluated.

MEMBERSHIP

The Committee shall consist of not less than two trustees appointed annually by the Board of Trustees at its organizational meeting.

All Committee members shall commit to ethical conduct, proper use of authority, decorum, and professional conduct.

AUTHORITY

The Committee shall be appointed by and report to the Board of Trustees.

The Committee is advisory in nature and shall bring forward recommendations to the Board of Trustees.

MEETINGS

The Committee Chair shall establish the agenda for meetings and ensure that prepared agenda materials are circulated to the members within a reasonably sufficient time to enable members to study the materials prior to the meeting.

All meetings will be scheduled to permit timely consideration of topics or responsibilities. Meetings may be held as deemed necessary by the Chairperson of the Committee or as requested by any member of the Committee.

A quorum at meetings of the Committee shall be the two appointed trustees. The Committee may hold its meetings, and members of the Committee may attend meetings by electronic means, provided all meeting attendees can hear each other.

All meetings of the Committee shall be held in private.

The minutes of the Committee meetings shall accurately record the recommendations of the Committee and shall be distributed to the Board of Trustees.

REPORTING

The Committee shall report, through the Chairperson of the Committee, to the Board of Trustees following each meeting on the major discussions and recommendations made by the Committee. The reports will include the minutes of meeting of the Committee, which will include, at minimum, the date and place of meeting, attendees, record of recommendations and which member or other individual is assigned any actions arising, and date, time and place of the next meeting.

The Committee shall report annually to the Board of Trustees on the Committee's responsibilities and how it has discharged them.

The Committee shall review the Committee's Terms of Reference annually and propose recommended changes, if any, to the Board of Trustees.

BUDGET

There is no identified budget for this Committee. However, should there be an occasion whereby financial resources are required, the Committee shall bring forward a recommendation to the Board of Trustees. Committee members are not entitled to receive any fees or compensation.

Adopted: ♦, 2011



CALGARY BOARD OF EDUCATION

Board of Trustees' Policy – Governance Process GP-11E: Board of Trustees' Committees – Terms of Reference

SCHOOL NAMING COMMITTEE

PURPOSE

The School Naming Committee is an ad hoc committee of the Board of Trustees and may be established from time to time when a need has been identified to name or rename any Calgary Board of Education school. If the Board of Trustees determines that a School Naming Committee shall be established, the purpose of the Committee is:

1. to provide recommendations to the Board of Trustees for the naming or renaming of a school; and
2. to ensure that the reputation of the Corporation is given the highest priority when making recommendations for school naming.

MEMBERSHIP

The School Naming Committee shall be comprised of two trustees, one of whom shall be the Ward Trustee for the community in which that particular school is located or is to be located, as Chair, the Chair or Vice-Chair of the Board, the Corporate Secretary or designate, the Area Director or designate, and two or three representatives from the school community.

All Committee members shall commit to ethical conduct, proper use of authority, decorum, and professional conduct.

AUTHORITY

The Committee shall be appointed by and report to the Board of Trustees.

The Committee is advisory in nature and shall bring forward recommendations to the Board of Trustees.

MEETINGS

The Committee Chair shall establish the agenda for the meetings and ensure that the prepared agenda materials are circulated to the members within a reasonably sufficient time to enable members to study the materials prior to the meeting.

All meetings will be scheduled to permit timely consideration of topics or responsibilities. Meetings may be held as deemed necessary by the Chairperson of the Committee or as requested by any member of the Committee.

A quorum at meetings of the Committee shall be its Chairperson and three of its other members. The Committee may hold its meetings, and members of the Committee may attend meetings by electronic means, provided all meeting attendees can hear each other.

All meetings of the Committee shall be held in private.

The minutes of the Committee meetings shall accurately record the recommendations of the Committee and shall be distributed to the Board of Trustees.

REPORTING

The Committee shall report, through the Chairperson of the Committee, to the Board of Trustees following each meeting on the major discussions and recommendations made by the Committee. The reports will include the minutes of meeting of the Committee, which will include, at minimum, the date and place of meeting, attendees, record of recommendations and which individual is assigned any actions arising, and date, time and place of the next meeting.

BUDGET

There is no identified budget for the School Naming Committee; however, miscellaneous costs, as required, may be included in the expenditures of the individual school or the Corporate Secretary's Office. Committee members are not entitled to receive any fees or compensation.

VALUES AND PRINCIPLES

In the selection of names, the Committee will consider Corporation values and be guided by the following principles:

- (a) Schools should be named:
 - i. for the districts in which they are located; or
 - ii. for locations or events that show great Canadian historical significance; or after a Canadian individual of recognized stature, whose life work aligns with achievement of the organizational Ends, or who has demonstrated exemplary achievement of the organizational Ends; or
 - iii. by any other name that may be deemed appropriate by the Board of Trustees.
- (b) When naming schools after individuals, the use of the names of individuals who are deceased or who have retired will be considered first.
- (c) Prior to naming a school after an individual, that individual or immediate family will be requested to grant permission.
- (d) Except for high schools, it will be the practice to exclude grade configurations as part of the school name.

PROCEDURE

- (a) When the Board of Trustees has determined the need for a School Naming Committee, the Committee will be convened by the Corporate Secretary's Office, in consultation with the Ward Trustee.
- (b) The School Naming Committee shall consult with the school community to discuss the matter.
- (c) The School Naming Committee shall make a recommendation to the Board of Trustees.

Adopted: ♦, 2011

DRAFT



CALGARY BOARD OF EDUCATION

Board of Trustees' Policy – Governance Process

GP-11E: Board of Trustees' Committees – Terms of Reference

TRUSTEE REMUNERATION COMMITTEE

PURPOSE

The Trustee Remuneration Committee shall review annually, in accordance with Governance Process Policy, Exhibit GP-12E, Trustee Remuneration, including Trustee remuneration levels, taking into consideration budgetary, economic and other relevant factors, and recommend to the Board of Trustees continuation of or changes to that Policy.

The Committee shall submit its recommendations to the Board of Trustees regarding Trustee remuneration levels for a school year at least six weeks prior to the Board of Trustees' approval of the Corporation's operating budget for such school year.

MEMBERSHIP

The Committee shall consist of two trustees, a parent representative from the Calgary Association of Parents and School Councils, a representative from the Calgary corporate community, and at least one other stakeholder of the Corporation.

All Committee members shall commit to ethical conduct, proper use of authority, decorum, and professional conduct.

AUTHORITY

The Committee shall be appointed by and report to the Board of Trustees.

The Committee is advisory in nature and shall bring forward recommendations to the Board of Trustees.

MEETINGS

The Committee Chair shall establish the agenda for the meetings and ensure that the properly prepared agenda materials are circulated to the members within a reasonably sufficient time to enable members to study the materials prior to the meeting.

The Committee will meet at least once every year. All meetings will be scheduled to permit timely consideration of topics or responsibilities. Additional meetings may be held as deemed necessary by the Chairperson of the Committee or as requested by any member of the Committee.

A quorum at meetings of the Committee shall be its Chairperson and three of its other members. The Committee may hold meetings, and members of the Committee may

attend meetings by electronic means, provided all meeting attendees can hear each other.

All meetings of the Committee shall be held in private.

The minutes of the Committee meetings shall accurately record the recommendations of the Committee and shall be distributed to the Board of Trustees.

REPORTING

The Committee shall report, through the Chairperson of the Committee, to the Board of Trustees following each meeting on the major discussions and recommendations made by the Committee. The reports will include the minutes of meeting of the Committee, which will include, at minimum, the date and place of meeting, attendees, record of recommendations and which member or other individual is assigned any actions arising, and date, time and place of the next meeting.

The Committee shall report annually to the Board of Trustees on the Committee's responsibilities and how it has discharged them.

The Committee shall review the Committee's Terms of Reference annually and propose recommended changes, if any, to the Board of Trustees.

BUDGET

There is no identified budget for the Trustee Remuneration Committee. However, should there be an occasion whereby financial resources are required, the Committee shall bring forward a recommendation to the Board of Trustees. Committee members are not entitled to receive any fees or compensation.

Adopted: ♦, 2011



CALGARY BOARD OF EDUCATION

Board of Trustees' Policy – Governance Process GP-11: Board of Trustees' Committees

Monitoring Method: Self-Assessment
Monitoring Frequency: Annual

A committee is a Board of Trustees' committee only if its existence and mandate comes from the Board of Trustees. Board of Trustees' committees are not to interfere with the wholeness of the Board of Trustees' job, nor interfere with delegation from the Board of Trustees to the Chief Superintendent. Therefore, Board committees shall be used sparingly.

1. The Board of Trustees shall establish Board committees and their Terms of Reference. The approved Terms of Reference for all Board of Trustees' Committees shall be listed in Governance Process Policy 11E: Board of Trustees' Committees – Terms of Reference. Such committees will be advisory to the Board of Trustees and shall assist the Board of Trustees in its work as governors, representatives and advocates.
2. The Board of Trustees shall appoint members to committees and these members shall serve at the pleasure of the Board. Attendance at meetings of Board committees shall be limited to Committee members and invited guests, unless otherwise decided by the Board of Trustees.
3. Committee membership shall be reviewed annually at the Organizational Meeting and more frequently if the Board of Trustees so determines.
4. The Board of Trustees shall review annually the Terms of Reference of all committees.
5. Each committee shall be chaired by a person who is appointed by the Board of Trustees. It shall be the responsibility of the Committee Chair to:
 - (a) provide written reports to the Board of Trustees;
 - (b) bring recommendations from the committee to the Board of Trustees;
 - (c) review annually with committee members GP-11 and the Committee Terms of Reference;
 - (d) file minutes of committee meetings with the Board of Trustees for the corporate record and include at least the following information:
 - date and place of meeting;
 - attendees;
 - record of decisions and who is assigned any actions arising; and
 - date, time and place of next meeting.

Adopted: February 15, 2011

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

NOVEMBER 1, 2011

CORRESPONDENCE

RECOMMENDATION:

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

- Letter dated October 20, 2011, from the Honourable Thomas Lukaszuk, Minister of Education, regarding additional Educational Act input.
- Letter and attachment dated October 24, 2011, from Board Chair Pat Cochrane to the Honourable Thomas Lukaszuk, Minister of Education, regarding Educational Act input.

Respectfully Submitted

J.R. Barkway,
Office of the Corporate Secretary

October 20, 2011

Subject: Additional Education Act Input

**TO: Board Chairs of Public, Separate, Francophone and Charter School Boards
President Stakeholder Associations**

ACSTA (Alberta Catholic School Trustees' Association)
ASBA (Alberta School Boards Association)
AHEA (Alberta Home Education Association)
ASCA (Alberta School Councils' Association)
ATA (Alberta Teachers' Association)
AAPCS (Association of Alberta Public Charter Schools)
AISCA (Association of Independent Schools & Colleges in Alberta)
ASBOA (Association of School Business Officials of Alberta)
CASS (College of Alberta School Superintendents)
Federation des parents francophones de l'Alberta
Federation des conseils scolaires francophones de l'Alberta
Learning Disabilities Association of Alberta
PSBAA (Public School Boards' Association of Alberta)

cc: All Superintendents of Public, Separate, Francophone and Charter School Boards
Executive Director of Stakeholder Associations

I would like to thank you for the warm welcome that you have extended to me as the new Minister of Education. I am excited about assuming this very important portfolio and working with school boards in meeting the needs of our students in the education system.

One of the critical framework pieces for transformation of the education system is the legislation contained within the new Education Act. The Education Act was introduced in the Legislative Assembly on April 27, 2011 and passed the first reading. The Bill was introduced for second reading on April 28, 2011, but was not put to a vote. It is essential that the new Act have the student as the reference point and reflect the themes identified by Albertans in *Inspiring Education – a Dialogue with Albertans*. Since the Act's introduction, there have been many discussions and meetings with stakeholders and their representatives, as well as an online discussion. Stakeholders and the public have expressed their support, as well as some concern, with what is contained within the Education Act.

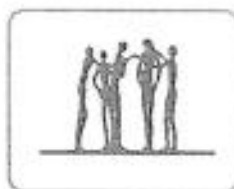
At this time, I am asking you to take another look at the Act through the lens of the student and consider whether the Act appropriately reflects the themes of the *Inspiring Education* dialogue. I would like your feedback on what improvements you would recommend to ensure that this is addressed. I would like to receive your feedback by Monday, October 24, 2011 so that we may consider any changes to the Act for the Fall Session. I understand that this is an extremely tight timeline and I appreciate your efforts to provide me with a response.

Thank you for your work on this issue and the contribution it will make to the transformation of education. I look forward to receiving your comments at Education.actinput@gov.ab.ca.

Sincerely,

A handwritten signature in black ink, appearing to read 'Thomas A. Lukaszuk', with a large loop at the start and a horizontal stroke extending to the right.

Thomas A. Lukaszuk
Minister of Education
MLA, Edmonton – Castle Downs



Calgary Board of Education
OFFICE OF THE BOARD OF TRUSTEES

Education Centre
1221 8th Street SW, Calgary, Alberta T2R 0L4 Telephone: 403-817-7933 Fax: 403-294-8282

October 24, 2011

Honourable Thomas Lukaszuk
Minister of Education
Room 423 Legislative Building
10800 – 97th Avenue
Edmonton, Alberta T5K 2B6

Dear Minister Lukaszuk:

On behalf of the Board of Trustees, I am pleased to provide you with feedback, pursuant to your request, regarding the proposed Education Act.

Due to the short timelines for your request and response, we are providing a copy of our earlier response to the former Minister. In response to your specific request regarding whether the Act appropriately reflects the themes of the *Inspiring Education* dialogue, I would like to note that we are disappointed with the proposed framework in relation to the expectations set out in the work of *Inspiring Education*, *Inspiring Action* and *Setting the Direction for Special Education*. We do not see the ideas from these public consultations reflected in the proposed framework. The framework does not reflect values such as: responsive, empowering, broad, visionary, innovative, flexible, inclusive, student focused and outcomes focused. It does not reflect the principles of democracy in public education. The language and terminology used is “old” language.

If the Education Act moves forward as it is, the new Act will not serve us well into the future and in our efforts to transform public education.

Our Board and senior Administration have been active participants in both the *Inspiring Education* and *Setting the Direction for Special Education* initiatives. The outcomes of these two initiatives have certainly provided you with strong statements regarding the vision that Albertans have for their Kindergarten-Grade 12 public education system.

Honourable Thomas Lukaszuk
Page 2
October 24, 2011

Our Board would encourage you to not rush forward with the current proposed Education Act. This is work that is critically important for student learning into the future. We respectfully suggest that further development of the framework is required to ensure that the new Act reflects the themes identified by Albertans in *Inspiring Education*.

The Calgary Board of Education looks forward to continuing the discussion and working with you as a new Education Act is developed for Alberta.

Yours truly,

A handwritten signature in black ink, appearing to read "Pat Cochrane". The signature is written in a cursive, flowing style.

Pat Cochrane, Chair
Board of Trustees

Attachment

Education Act 2011 Proposed Framework – October 7, 2010

The Calgary Board of Education Perspective

The Calgary Board of Education (CBE) is pleased to offer the following comments on the Proposed Framework for the new Education Act. We have reviewed the framework document and have organized our comments under each of the seven Parts of the proposed legislation.

Preamble

Recommendations for Improvement

The Inspiring Education, Inspiring Action and Setting the Direction for Special Education documents are pivotal in moving forward with the transformation of our public education system. In reviewing the preamble, we do not see the vision articulated in these documents contained in the preamble.

The preamble specifically mentions the interests of students and parents but neglects to mention the role of taxpayers, the owners of the public education system. Public education is owned by Alberta taxpayers and the interests of all citizens, not only students and parents, need to be included in the new Education Act.

It was challenging to fully understand concepts in the proposed framework given that the definition section was not included.

Part 1 – Access to Education

Observations for your consideration

Definitions in this section would have been helpful. What is meant by "student", "child", "school", "resident student", "early childhood education" and "kindergarten"? We need to know how Alberta Education defines these terms in order to fully understand the proposed provisions.

Student residency is a complex matter and many factors must be taken into consideration. For example: Catholic/public; school board boundaries/municipal boundaries; international students; alternative programs schools operated by a school board within the boundaries of a different board. We also would suggest that access to education is affected by transportation.

Recommendations for Improvement

The introduction of this part states: "this part of the act will define who the Province of Alberta and individual school authorities are responsible for educating, and how we provide that education". While the section does speak to "who" we are responsible for educating, it says nothing as to "how" the education is to be provided.

The proposed provisions that speak to age specific entrance and exit of the school system are restrictive and may not stand the test of time. We recommend that the provisions be re-written as values-based statements that speak to accessing the public education system. Values statements will better serve the public over time compared to articulating very specific statements of age.

In reviewing the provisions related to age, we are assuming that this deals with "funded access" versus simply "access". If that is the case, perhaps the wording of the provision can be improved to make the statement clear.

If an objective of the Alberta government is to have all Albertans complete high school, why have age restrictions been included in the new Education Act?

Part 2 – Opportunities to Learning

Observations for your consideration

The concepts of flexibility, responsiveness and "any time, anywhere learning" are not reflected in Part 2. The overarching vision for tomorrow's learner is not expressed. The wrap-around service concept, whether it be an interdepartmental or a community based resource, is not evident.

The proposed provisions do not empower boards. What is contained in the provisions is a listing of what boards may provide and is quite similar to current legislation. The role of the educator in designing and programming curriculum is not mentioned in this section.

The use of "may" versus "shall" entered into our discussion. Does "may" mean the board has discretion in this area? Clarity of language is required.

Recommendations for Improvement

Include the expectations, as set out in Inspiring Education and Inspiring Action.

The preamble states: "This Part will reflect the concepts of access to instruction in various ways – in a variety of settings, times and at a pace that reflects individual needs of students and supports learner success." However, when reviewing Part 2, we see nothing that speaks to the vision, values or principles of Inspiring Action. The proposed provisions are not visionary, innovative, flexible, responsive, student-focused nor outcomes focused.

We recommend that Alberta Education grant Natural Person Power to school boards. This will empower boards to carry out activities and conduct their day-to-day business without the need for specific legislative authority.

We believe that Alberta Education intends the new Education Act to be transforming of public education. As such, we recommend a review of the language and terminology used in the Proposed Framework. Using consistent and forward thinking language will better serve Albertans well into the future.

Part 3 – Student Needs and Dispute Resolution

Observations for your consideration

School boards are accountable to students in a number of areas, dispute resolution being only one of these areas. Also there are different types of disputes many of which will not be resolved through a suspension or expulsion.

Part 3 of the proposed framework takes a prescriptive and restrictive approach to the dispute resolution process. The purpose statement is not in line with the proposed provisions as the provisions do not speak to student success.

The values espoused in Inspiring Action should be demonstrated in this section. Local autonomy is limited.

Alberta Education should consider including values statements that propose the rights and responsibilities of parents in their child's education. The second purpose statement reads: "Parents have a right and responsibility to make decisions respecting the education of their children". However in the proposed provisions, point 6 is the sole provision related to parents and it states "a parent must seek review within 60 days of the decision of the Board of Trustees".

Recommendations for Improvement

Change the title of Part 3 to reflect a broader values statement.

Grant Natural Person Power to school boards so that they are empowered to carry out activities and conduct their day-to-day business without the need for specific legislative authority.

Place many of the proposed provisions (i.e.: 6, 8, 9, 12) in a regulation as these are very detailed and not consistent with the vision of new legislation being enabling, empowering, supportive and less prescriptive.

We are of the opinion that the act of suspending a student lies solely with the school principal, and not with the individual teacher.

Use consistent and forward-thinking language. Part 3 must consider the vision of anytime anywhere learning.

Part 4 – Governance and Roles

Observations for your consideration

Part 4 does not reflect the principles of democracy in public education. Our Board strongly disagrees with the appointment of Trustees because it does not reflect democratic principles.

Elected trustees are expected to represent the interests of their constituents regardless of race, religion, gender or age. We make decisions that are in the best interests of the majority of students in our school system. We believe it will be difficult to determine what groups or segments of the population are underrepresented on a Board of Trustees. This may open an opportunity for lobbying by special interest groups for appointment to the school board.

As the City of Calgary and the Province of Alberta continue to welcome more and more people from countries all over the world, we will welcome their children and youth into our public schools. Student success is our top priority and we will continue to work with community-based organizations to support our students' learning.

Codifying collaboration is not required; understanding and responding to the needs of one's community is. For example, the CBE has established a

Cultural Advisory Council and an Elder Advisory Council that gives counsel to the Board to help inform decisions and policy that support the concept of diversity and multiculturalism.

The proposed framework does not address the role of Community in public education. In Inspiring Action, there is an entire section dedicated to the role of parent and community engagement.

More specifically:

- 6(c): We are concerned that a breach of the Board's Code of Conduct would lead to a Trustee's disqualification. Our Board currently has a policy that addresses Board Member Violations and includes a process of disciplinary action.
- 14(b): How will the Minister measure research and innovation in Charter Schools? How will this research benefit all Alberta students?

Recommendations for Improvement

We have a number of recommendations regarding specific proposed provisions:

- Include what school boards are accountable for in the purpose statement
- 3(e): Define the philosophy of inclusive education in the preamble.
- 3(g): Not to specify 'bullying' because there are many factors that affect student well-being and success.
- 3(j): Not to legislate a code of conduct and an appeal process. We do not see the benefit of including this in the Education Act.

Part 5 – Financial Responsibility

Observations for your Consideration

We believe that collaboration between Alberta Education and Alberta Infrastructure is essential in order to ensure our schools are being built to meet 21st century educational programming and so school boards will not have to fund retrofitting new schools to meet student needs.

The framework neglects to outline parents' responsibilities with respect to student fees.

Recommendations for Improvement

School boards desire sustainable and predictable funding for both operational and capital expenses.

Create funding mechanisms that are connected to providing choice, personalization of learning, and a range of learning environments within a school board jurisdiction to meet student needs.

The purpose statement needs to reflect the concept of financial equity as opposed to financial equality in the purpose statement. We recommend the following be included in the purpose statement: In order to meet student learning outcomes school boards must have adequate funding.

We recommend that the proposed provisions 1-9 be contained in regulation rather than legislation.

We recommend moving proposed provision 8 regarding school closures to Part 4 Governance and Roles.

We recommend Alberta Education grant Natural Person Power to school boards (i.e.: buy, sell, and own property).

Part 6 – Educational Professional and Occupations

Our review did not include an examination of Part 6 as the provisions relating to professionals and paraprofessionals in the education sector will be moved into a separate act for introduction in 2012 or 2013.

Conclusion

The Alberta Education website says this about the School Act Review: *"In preparation for this, Alberta Education has been actively engaging Albertans in discussions around the future of education through several key initiatives. Public and stakeholder input gathered from Inspiring Education: A Dialogue with Albertans and Inspiring Action was used to inform legislative proposals. The new act is expected to reflect public expectations of a strong education system that ensures the rights, needs and expectations of individuals and groups are in balance with those of society as a whole".*

In our review of the proposed framework, we were disappointed that the ideas from these public consultations are not reflected in the proposed framework.

The proposed framework does not reflect values such as: responsive, empowering, broad, visionary, innovative, flexible, inclusive, student-focused and outcomes focused. It does not reflect the principles of democracy in public education. The language and terminology used is "old" language.

We believe that if the proposed framework moves forward as is, the new Act will not serve us well into the future and in the Minister's efforts to transform public education.

CALGARY BOARD OF EDUCATION

REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES

PUBLIC AGENDA

November 1, 2011

To: BOARD OF TRUSTEES
Re: Roster for Second Vice-Chair
Purpose: Approval

I. RECOMMENDATION

THAT the Board of Trustees approves the roster for Second Vice-Chair for the period of November, 2011 through October, 2012 as follows:

November/December 2011	Trustee King
January/February 2012	Trustee Bowen-Eyre
March/April 2012	Trustee Bazinet
May/June 2012	Trustee Taylor
July/August 2012	As Available
September/October 2012	Trustee Lane

II. BACKGROUND

The Board of Trustees' Board Meeting Procedures require that "The position of second Vice-Chair shall be appointed at the Organizational Meeting on a rotating roster basis, every two months." This roster excludes the Chair and Vice Chair. At the Organizational Meeting on October 18th, this item was deferred to a later Board meeting, so is now being brought forward for Board consideration.

Respectfully submitted,

Janice R. Barkway,
Office of the Corporate Secretary

CALGARY BOARD OF EDUCATION
REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES
PUBLIC AGENDA
November 1, 2011

To: BOARD OF TRUSTEES
From: Trustee Lynn Ferguson
Re: Liaison Report – Alberta School Boards Association (ASBA)
Purpose: Information
Governance Policy Reference: GP-13: Board of Trustees' Linkages

I. RECOMMENDATION

THAT the Alberta School Boards Association (ASBA) liaison report containing the ASBA Board of Directors' Meeting Highlights dated October 13, 2011 be received for information.

II. ISSUE

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

Respectfully submitted,

Trustee Lynn Ferguson
Liaison Representative

ASBA Board of Directors Meeting

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

Voting process:

Should the ASBA represent school boards in tripartite talks?

Two school boards asked the ASBA to organize a Special General Meeting where school boards would vote about whether the ASBA should represent school boards in talks with the Alberta Teachers' Association and the Government of Alberta. The board of directors decided against holding a Special General Meeting and will proceed with the process outlined in Jacquie Hansen's Board Chairs E-mail 18. Specifically this will see each school board vote (at their local table) and submit their vote to the ASBA office. The motion will pass if, of the school boards who vote, 60 per cent of school boards representing 60 per cent of the students support the motion.

Discussing more advocacy flexibility with Zones/boards

Based on its review of the association's advocacy approach, the ASBA's Political Advocacy Task Force recommended the association would be more effective if it had the ability to respond to hot topics in public education – even if these issues aren't dealt with in current association policy.

Because the ASBA's advocacy efforts focus only on issues set out in policy; on questions where there is no policy, the ASBA's voice – and school boards perspective – is muted. Some of these issues which would benefit from school boards' input include:

- How much time Alberta students should spend in class
- Full day Kindergarten
- Supports for sexual minority students
- Child obesity

The task force has developed a draft approach to give the association more leeway to advocate in the absence of ASBA policy, but stressed the starting point for a change of this magnitude must be a conversation and consultation with school boards and Zones. The ASBA Board of Directors has asked that the task force's findings be presented to Zones for information and discussion.

Who is on the ASBA Political Advocacy Task Force?

Karen Bartsch, Zone 6 Director Chair, Grasslands Regional Division No. 6
Richard Van Ee, Trustee, Buffalo Trail PS Regional Division No. 28
Marie Logan, Trustee, Horizon School Division
Dr. Lucy Miller, Superintendent, Calgary Catholic Schools
David Price, Chair, Golden Hills School Division No. 75
Michael Ouellette, Trustee, Grande Prairie RCSSD No. 28
Bill MacFarquhar, Trustee, Chinook's Edge School Division No. 73
Suzanne Lundrigan, ASBA Director of Communications
David Anderson, ASBA Executive Director

Cost/privacy concerns flagged for PASI

The lack of an explicit government commitment to recouping school boards for the costs associated with introducing the Provincial Approach to Student Information (PASI) system is a growing concern for the ASBA. As PASI moves forward, the ASBA is also strongly encouraging school boards to get legal advice before entering into PASI agreements – especially with regard to privacy standards. The ASBA Board of Directors received an update from the project team leading the introduction of PASI.

First board meeting via videoconference: cost-saving measure

The ASBA Board of Directors held its first videoconference on Oct. 13. The board made a commitment during last year's budget discussions to use this technology more often as part of a cost saving initiative.

CALGARY BOARD OF EDUCATION

REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES

PUBLIC AGENDA

November 1, 2011

To: BOARD OF TRUSTEES

From: Trustee Pat Cochrane

Re: Liaison Report – Calgary Association of Parents & School Councils
(CAPSC)

Purpose: Information

Governance Policy Reference: GP-13: Board of Trustees' Linkages

I. RECOMMENDATION

THAT the attachments with respect to the Calgary Association of Parents and School Councils (CAPSC) be received for information and be considered as the liaison report for that organization.

II. ISSUE

The attached is a report provided by the Calgary Association of Parents and School Councils. As the Board of Trustees' representative for CAPSC, I am providing this report for your information.

Respectfully submitted,

Trustee Pat Cochrane
Liaison Representative

Attachments (2)

**Calgary Association of Parents and School Councils
Minutes of Meeting held Thursday, September 22, 2011
A.E. Cross School Library
7:00 pm**

- 1) Meeting called to order at 7:15 pm by Co-President Eryn Kelly
- 2) Victoria Morgan moved that the agenda provide time at the end of the meeting for Alison Redford to speak. Motion was seconded by Heather Kovach. Motion Carried.
- 3) Guest Speakers:

Jenny Regal – President, Calgary Public Teachers’ ATA Local 38 (with Sandy Nichol); Jonathan Teghtymeyer - ATA Executive Staff Officer (sent his regrets)

Ms. Regal passed out various resources made available by the ATA to parents in attendance. She gave an overview of the ATA, highlighting key resources available to parents on their website. The ATA’s STOP THE CUTS campaign was also highlighted. She then took questions from the audience.

Trustee Cochrane, Trustee King, Trustee Taylor (sent her regrets)

Trustee Cochrane provided a brief overview of the relationship the board has with CAPSC including the grant, official recognition, and the stakeholder seat for all public meetings of the Board. She also described the role of the Trustee Liaison to CAPSC.

Alison Redford, Progressive Conservative Leadership Candidate

Ms. Redford gave a brief presentation on her leadership platform with a focus on education. She then took questions from the audience.

Jawad Durrani with CPF (Canadian Parents for French) – Calgary Chapter

Mr. Durrani spoke to awareness for the organization, as well as made a request for volunteers.

- 4) Andrea Guinn moved that the meeting be adjourned. Motion was seconded by Jeff Bowes. Motion carried.
- 5) Meeting adjourned at 8:45 pm.

UPCOMING MEETING

Wednesday October 19th at 7:00pm

Library at AE Cross School 3445 37th Street SW

We are very pleased to have Bill Belsey speaking at this month's meeting. He will share with us his presentation "Bullying, A Learning Journey"

□ Bill Belsey is President of Bullying.org.

He is the creator and facilitator of www.bullying.org, the worlds most-visited and referenced Website about bullying. www.bullying.org has won many awards including the Childnet International Award that goes to Internet initiatives that make the world a better and safer place for young people and was a finalist for the Stockholm Challenge Award, an award that has been referred to as The Nobel Prize of the IT (Information Technology) world.

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

November 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 receives this report for information.

II. PURPOSE OF THE UPDATE REPORT

As the Board of Trustees' 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

Response to Trustee Inquiry about Second Languages

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

At the Board of Trustees' meeting on October 18, 2011 administration's response to a trustee inquiry was read into the record. A copy of the response, which also contains the questions posed in the inquiry, are attached to this report.

Information has also been published on the CBE website under What's New at

<http://www.cbe.ab.ca/new/spotlights11-12/101811-secondlanguage.asp>

Facilities and Environmental Services

Environmental Learning

Ends 3: Citizenship

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

EL-6: Instructional Program

At its core, environmental learning focuses on taking care of our world. Schools involved with the CBE EcoSites initiative are engaging their students in actions that help students develop a sense of what it means to be a citizen of Calgary and the world. EcoSites are schools that learn about the environment, care for the environment and take action to improve the environment. During the 2010-2011 school year, over 70 CBE schools engaged in environmental learning by becoming a CBE EcoSite.

W.O. Mitchell School is a CBE EcoSite. W.O. Mitchell has been engaged in recycling and composting for many years. The school has also created a "litterless lunch" campaign to reduce the amount of garbage created by lunches. Students are so interested in reducing their impact on the earth that the Green Team Environment Club applied for and received grant funds from the Alberta Teachers' Association to purchase and install recycling containers in the school playground. The Environment Club lobbied to get rid of the beverage machine because it used too much energy and, for the past 3 school years, W.O. Mitchell School has been part of the 10% electricity conservation challenge with great results. The school plans to begin discussions around the possibility of creating a naturalization space in their school yard. These actions help students to develop a sense of what citizenship means.

Olympic Heights School is a CBE EcoSite. Students at the school are fortunate to work with GEN-E, a partnership with Enmax that focuses on helping students to learn about energy. Students use data collected from an onsite wind turbine that is connected to the school's electricity grid to offset energy consumption. Students have learned to connect their personal choices with energy and begun to take steps to reduce their consumption of energy in the school and at home. Olympic Heights school also provides opportunities for students to engage in a natural environment on a daily basis. Students have developed gardens and naturalization spaces where personal meaning and connections to the curriculum link with student curiosity and the natural interest in the world around them.

Facilities and Environmental Services support citizenship development by coordinating the CBE EcoSites initiative. EcoSites is aligned with the CBE Comprehensive School Health Initiative, Teaming UP 4 Healthy Learners under the Valuing Others pillar. Environmental learning is integrally linked to personal and social responsibility and can be part of a school's plan to create healthy learning environments.

Learning Services

Admissions

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

EL-16: Learning Environment/Treatment of Students

During the three-month period of July to September, 2011, a total of 1,208 students were admitted to the CBE through the Admissions and Assessment office at Kingsland Centre. Our new students originate from over 100 countries and speak 64 different languages. More than 69% of the students are Permanent Residents in Canada and nearly 20% are Temporary Residents in Canada. Eleven percent were student authorization; i.e., international students. The majority of international students registered in September.

Interpreter and Translation Services

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

EL-16: Learning Environment/Treatment of Students

CBE's Interpreter and Translation Services responds to system-wide requests for translations of documents, interpreters for parent-teacher conferences, phone contact to students, parents or guardians and parent orientations about school system or about specific programs. During the period of August 15 through September 30, 2011, there were 513 requests received. Following is a list showing the top 8 language groups. The remaining 100 requests were spread across 21 additional languages.

Arabic:	55
Cantonese:	74
Korean:	45
Mandarin:	52
Punjabi:	55
Spanish:	37
Urdu:	42
Vietnamese:	53

Shelter Liaison Service

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

EL-16: Learning Environment/Treatment of Students

The Shelter Liaison Service provides educational information and advocacy to support the continuity of learning and a positive school experience for children living in women's shelters. The service works with both the Calgary Board of Education and the Calgary Catholic School District. The work of the service focuses on helping moms connect their children to schools. During the period of August, 2010 through June, 2011 there were a total of 290 referrals; 235 of those referrals were CBE students.

Weekly visits are made to the first stage shelters such as Sheriff King, Calgary Women's Emergency Shelter, and Awo Taan. Shelter Liaison Service employees meet with new residents and talk about safety concerns, educational needs and the supports the children require. Each student's needs are assessed on an individual basis and many students who reside in the shelters attend the designated community school in that area. Some students remain at the school in which they are enrolled. Funds provided by Education Matters assist with transportation costs for these students.

The Early Years Evaluation Kindergarten Transition Pilot Project

Ends 1: Mega End

Ends 2: Academic Success

Ends 4: Personal Development

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

EL-16: Learning Environment/Treatment of Students

The Calgary Board of Education has entered into a three-year partnership with Alberta Education, along with eight other school jurisdictions, to implement a universal screening tool for kindergarten children. The tool was developed in Canada and is called the Early Years Evaluation Teacher Assessment (EYE-TA). Participation in this project will assist our province in:

- developing an appropriate common approach model for the delivery of broad-based supports to create rich environments for preschool children;
- building the capacity of teachers and early childhood practitioners to design effective instructional models to support early intervention.

In August, kindergarten teachers attended training sessions on the administration of the EYE-TA. These sessions emphasized how this new approach to assessment, combined with a redesign of our enhanced supports model for kindergarten, will improve both our ability to personalize learning for children and communication with parents and other professionals. During the first six to eight weeks of school, kindergarten teachers began using the EYE-TA, along with other teacher assessments, to gather and record developmental observations in five domains:

- Awareness of Self and Environment;
- Social Skills and Approaches to Learning;
- Cognitive Skills;
- Language and Communication;
- Physical Development.

In October, these observations are then entered into an online tool which generates a report for each individual child as well as class reports. Through the month of November, principals and area-based early learning strategists will be coordinating collaborative meetings with kindergarten teachers, principals and members of the enhanced supports team to review the data and develop action plans to personalize learning for all children in kindergarten. Results will be shared with parents during reporting conferences scheduled at the end of November or in Early December. In June, those children who were identified in October as requiring extra support in one or more developmental domain will be re-screened with the EYE-TA.

Alberta Education is accepting the results of the EYE-TA to identify children who meet the eligibility criteria for mild/moderate developmental delays and as a beginning step for identifying those with severe delays. As a district, the EYE-TA results have the potential to provide us with data to inform decisions about resourcing our kindergarten and prekindergarten classrooms.

IV. ENDS STATEMENT FOCUS

The focus of this report is on Ends 3: Citizenship. The Board of Trustees has stated, "Each student will be a responsible citizen by being an informed and involved member in his or her local, national and global communities." 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

Students of West View School were inspired in Social Studies classes by Craig Kielburger (Free the Children) and his ability to make a difference in the world despite his young age. Our students felt empowered by Craig's efforts and *Project Africa* was sparked. In the spring of 2011, our students decided that they would like to eliminate the obstacles preventing children in other parts of the world from accessing an education. After considerable research, they chose to fundraise to build a school in Sierra Leone because of the country's low gross domestic product (GDP), and life expectancy.

While incarcerated, many of our youth feel they have jeopardized their freedoms and feel powerless to make a difference. As involved citizens in *Project Africa* our students are gaining awareness of the quality of life and the standard of living of others. They are also appreciating that despite their own circumstances, they are capable of making positive change. This was reinforced by author and civil war survivor Mariatu Kamara when she

spoke at the Calgary Young Offender Centre in September and shared her experiences as a victim of war in Sierra Leone.

Despite limitations to fundraising within a correctional setting, students have found inventive ways to support this project. The Food Studies class has initiated numerous bake sales with proceeds donated to *Project Africa*. Students are also using their artistic skills by creating artefacts such as sketches, paintings, sculptures and poetry for display and sale at the Mount Royal Gallery in November.

Our students are feeling pride as they watch their grass roots initiative expand throughout the Calgary Young Offender Centre, Solicitor General and other community partners in Alberta. We are proud to share that *Project Africa* to date has raised \$6,500.00. It has evolved into a cause that is connecting youth, adults and agencies toward a common goal – to become educated, engaged and involved citizens who have the power to positively impact the global community.

Area II

At Dr. J.K. Mulloy School the learning experiences that support each student to be a responsible citizen by being an informed and involved member in his or her local, national and global communities are varied and occur at the classroom level as well as through whole school endeavours. In classrooms, the learning tasks associated with our *Dual Language Reading Club* provide opportunities for students to learn about different cultures. Recently, one of our parent volunteers – a teacher in her country of origin – helped us with an Urdu reading club. In this club, literate Urdu speaking students were able to expand their knowledge, not only of the literary heritage of their culture, but also of various literary techniques such as the use of figurative language, through discussions both in Urdu and English. The culmination of the club was to have the students share artwork depicting the story and to share the story with their classmates. These types of learning tasks also provide the opportunity for the larger class to share in expanding their learning in literacy and to build their knowledge and appreciation of other cultures.

School-wide involvement in the *Right to Play* to donate sports equipment to communities around the world, has given students the opportunity to learn about different ways of life while at the same time making a difference for children less fortunate. Our involvement with *Schools for Africa* called upon students to consider what constitutes a necessity and luxury. Students were challenged to "go without" the luxury they had identified and through that raised \$3000 toward the building of schools in Africa. At Dr. J.K. Mulloy School the opportunity to reflect on what it means to be responsible citizen and to act as a responsible citizen is built into the students' daily learning experiences as well as in our school expectations on how we treat each other.

Area III

As part of our focus on citizenship development at Roland Michener School this year, we are working to develop student opportunities to be contributing citizens by providing assistance and aid to families within our school that experience difficult times. These families might find themselves having difficulty in meeting the needs of their children while they are at school.

Through our *Leadership Group*, grade 5 and 6 students have identified several areas where they can demonstrate their leadership in citizenship by recognizing that some of our families cannot for whatever reason supply a healthy and nutritious lunch when their

children come to school. To that end, our leadership students have committed to making healthy lunches each day of the week that will be held for whomever needs it come lunch time. Each morning students gather under the assistance of our breakfast supervisor to 'design' a lunch that any student would enjoy later that day. This group gives input to the makeup of each lunch, gathers the ingredients and organizes all of the items to be created. Students have mentioned that in doing so they are leading by helping others, and that no student should come to school hungry.

The initiative of this group has sparked a strong movement toward students helping the community.

Area IV

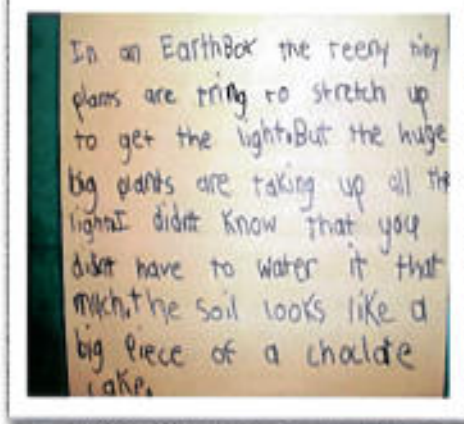
The *Legacy Corporation* at Vincent Massey is a student-run business that tackles issues of social justice in the local and global communities. Through the organization of awareness and fundraising campaigns, students learn about multi-tasking, time management, public speaking, leadership, mentorship, accounting, integration of technology and most of all collaboration. Their projects vary from year to year depending on the interests, skills and commitments of the students. This year, the *Legacy Corporation* is continuing their sponsorship of a village in Uganda where they support widows and the education of students. They will pursue the sale of handicrafts made by the widows of Uganda. They also plan on extending their communication with the African community. Already the widows of Uganda have sent us a video where they sing a song that they have composed expressly to thank the students of Vincent Massey. Our students are currently responding by preparing a video that showcases a song composed and performed by the Legacy students.

On the local scene, students are planning to run Food and Clothing Drives for Calgarians in need, as well as providing for less fortunate Vincent Massey students and other CBE schools. The *Legacy Corporation* is highly valued by the students, the parents and the community. Past Legacy students come back to the school to check on the projects' progress and mentor students. We are proud of our Legacy students and their active citizenship.

Area V

At McKenzie Lake School we believe in encouraging our students to be adaptable, to look beyond the walls of the school and most important to become life-long learners and critical thinkers who contribute to the greater good of our society.

Last year, Alberta Agriculture donated 26 Earth Boxes to McKenzie Lake School. The boxes are self-watering and self-fertilizing and we have learned that even the brownest thumb can coax a crop from them. We've had a bumper harvest of fresh vegetables, fruits and herbs and the children have had a wonderful opportunity to see their learning at work in the natural world. Students measured their plants, drew the flowers they grew and wrote about how their herbs and spices added flavour and nourishment to the foods they eat.



Earth Boxes have provided us a fun way to connect curriculum areas, as well as to encourage children to see how math, science, writing and art are so enriching and vital to their lives.

Our students, staff and community members all working together model the concept of interdependence and civil society. The Ends statements around character development and citizenship are brought to life as children learn to give back to the community by balancing their own concerns with the needs and rights of others.



Naomi Johnson

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

Attachment: Trustee Inquiry Response – Second Languages

| backgrounder |

Second Language Learning – Response to Trustee Bazinet

Oct. 18, 2011

Media Relations
403-819-2317

mediarelations@cbe.ab.ca

Thank you for your questions with respect to second languages being offered in our schools. I am pleased to answer them now.

You asked, how many elementary schools currently offer a second language and at what grade level? How many offered a second language last year?

This year, there are 113 elementary schools offering a second language. These schools have several grade configurations, including K-3, K-4, K-6, 4-6, 4-9 and 5-9.

In terms of kindergarten, there is one school offering a second language. At Grade 1, eight schools are offering a second language. At Grade 2, eight schools, at Grade 3, 20 schools, at Grade 4, 93 schools, at Grade 5, 90 schools and at Grade 6, 93 schools are offering a second language.

Grade	Number of schools offering a second language -2011-2012
K	1
1	8
2	8
3	20
4	93
5	90
6	93

Last year, all elementary schools offered a second language.

In cases where elementary schools are not offering a second language this year, many are ensuring that enrichment activities such as language clubs, carnival celebrations and second-language cultural events and activities occur in the school.

Schools will be monitoring the offering of a second language each year to meet the needs of the school population.

At the junior high level, how many schools currently offer a second language and on what basis is it offered? (i.e. as an option along with other options) Have there been any changes since last year?

learning | as unique | as every student



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All junior high schools were required to offer a second language as an option, which was primarily French. All but two are continuing to offer a second language. One is a French immersion school in which not enough English-stream students enrolled. The other school offered a second language but no students enrolled.

Last year, all Grade 7 and 8 students took a second language. The courses were offered in the option block, which equalled 75 hours per grade, per year.

In addition to answering your specific questions, because of the interest in our rich and varied language programs, our Global Learning and Communications Services teams have prepared a background document on them. That document was posted on our website this afternoon.

I'd like to take this opportunity to provide some highlights from it:

- we are the largest provider of French Immersion in Alberta, with 7,248 students
- our Spanish Bilingual program is now the largest in Alberta, with 2,500 students at eight schools.
- across the system, we have 24,409 students taking French as a second language this year.
- our Mandarin Bilingual program expanded to three schools this year and now attracts 385 students.
- and German Bilingual is accessed at two schools by 168 students.

At the high school level, we have:

- 2,240 students taking French as a second language
- 2,082 students enrolled in Spanish Language & Culture programs
- 176 students enrolled in our German Language & Culture programs
- 178 students enrolled in our Mandarin Language & Culture programs.

And we also offer Korean, Cree and Blackfoot Language & Culture programs.

We are very proud of our track record of being a leader in second language learning in the province of Alberta and invite everyone to visit our website to see the rich opportunities that we offer.

Building Impact & Efficiency: Advancing the CBE Brand & Visual Identity on Two Fronts

Date	November 1, 2011
From	Naomi Johnson, Chief Superintendent of Schools
Purpose	Information
Executive Limitation Reference	EL-3: Information, Counsel and Support to the Board of Trustees EL-12: Asset Protection EL-13 Facilities
Resource Person(s)	Richard Peter, Chief Communications Officer Marla Martin-Esposito, Manager, Communication Channels

1 | Recommendation

It is recommended:

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

GLOSSARY Reports for the Board of Trustees uses a number of terms that may not be familiar to everyone. Some of the terms are defined in a glossary at the end of the reporting, including: Ends, monitoring, Executive Limitation and reasonable interpretation.



2 | Issue

Over the last seven years the Calgary Board of Education (CBE) has initiated projects to improve its brand. The last attempt was a year ago.

The Board of Trustees expects this work to be completed. Administration has plans in progress to advance the strategic work while immediately improving CBE brand discipline. In fact, Administration has already introduced visual identity guidelines to substantially improve the operational efficiency and impact of CBE communication.

3 | Background

The Calgary Board of Education has a brand. Whether the CBE has the brand it wants is another question.

To answer the question and strengthen the brand, work began at least twice. In 2004, the CBE considered changing its name and implementing a new logo across the system. It did not happen.

Six years later, the CBE embarked on a similar initiative. Building on research done in 2008, more research was commissioned. The goal was to understand the heart of the CBE brand. According to reports, the goal was to position the organization for a new visual identity and possibly a new name.

The CBE considered two names and several logo options in the fall of 2010. Ultimately, the work stalled. Jump-starting the work was a priority for the chief communication officer when he joined the CBE in February 2011.

Previous attempts to improve the brand and visual identity were linked to opportunities: a new chief superintendent, the move to a new building or the CBE's 125th anniversary. These milestones may have made a brand initiative timely. Without a milestone, it is still a good time to review the brand.

There are many ways to define a brand. It is the sum of all impressions of an organization, for example. A brand is a promise. And a brand conveys a relationship.

After a couple of false starts, the CBE is finally embarking on an initiative to:

- 1 | understand the strength of its brand and relationship with key stakeholders;
- 2 | determine whether the brand we have fits with our vision for public education; while we
- 3 | immediately improve efficiency and impact of our communication.



The initiative is more than a promise. Progress is already being made. As we advance the work through the 2011-12 school year, the work will also model the quality of engagement we aspire to have with our communities.

Indeed, the process of evaluating our brand will improve our brand.

4 | Analysis

What is “brand”?

Everyone has an answer. Everyone. Regardless of your education or expertise, chances are, if asked to define a brand you could come up with an answer.

Whether your answer is a good one or “right” (if a correct answer even exists), the fact that most people could answer says something meaningful about “brand.”

One of the best definitions may be that a brand is the sum of all impressions of an organization, a product, or a person, for example. With that in mind, it follows that the definition of a brand could be the sum of what everyone thinks brand is.

The CBE has invested some energy to understand and potentially evolve its brand. Conversations about brand often focus on the intangible. Brand “ambassadors” and “promises” are important. In addition to these so-called softer aspects, there are tangible reasons why it is important for an organization to:

- accurately understand its brand;
- given the organization’s vision, assess whether its brand is an asset or a liability;
- articulate the desired brand clearly;
- build the discipline—including visual identity guidelines—to advance toward the desired brand relationship with key stakeholders; and
- engage in an ongoing dialogue with stakeholders to make sure the vision and stakeholder expectations are coming together.

To advance the CBE brand, a number of interdependent initiatives are underway. This report will explain the work and how it is connected.

The best question to answer first may be: why is this work important now?

The CBE does not have a new chief superintendent. We have already moved into the new Education Centre. And our 125th anniversary is behind us. So why should we do this work now?



The CBE operates in an increasingly competitive "market." The CBE competes for Calgary students with the Calgary Catholic School District, charter schools and private schools. Moreover, when the province is allotting limited budget dollars, public education is competing with every other provincial priority.

Public education may never be as urgent as healthcare but it is every bit as important.

How do we communicate the importance of public education and the unique contribution of the CBE? How do we define our value so parents and guardians choose to trust us to educate their children? How do we sell the CBE?

Selling the CBE is not just important for "outsiders." A clearly defined brand has the power to unite and celebrate employees. The CBE is a school system not a system of schools. Our brand can reflect a one-for-all-and-all-students ethic. We have evidence employees want this too.

A teacher who wants to spend his or her career lecturing students from the front of a class day after day may not be a fit in the CBE. By contrast, the CBE may be the perfect place for a teacher wholeheartedly committed to personalized learning. Our brand can help define the difference and attract—and retain—the best of the best.

So now is a good time to examine our brand and our organization. Where are we today? Where do we aim to go? What do we need for success? Is ours the brand that will help us on our journey or does it need to change?

A successful brand requires that we:

- 1 | know what we want our brand to be; and
- 2 | have the discipline to consistently deliver on our vision.

The CBE is working both areas. Let's discuss the immediate action first.

The immediate action is designed to improve the operational efficiency and impact of CBE communication already. The immediate action involves our visual identity. Visual identity is an aspect of brand but not the same as brand.

A survey of communication over the last three to four years confirms that CBE communications are not consistent. Advertisements, brochures, merchandise, posters and websites say different things about the CBE. This observation applies to both messages and design. (see attachment)

Even the CBE logo has been allowed to become a vehicle for personal expression. More than a dozen variations are in use. We have allowed people to change the colours and fonts, to stretch and distort, and to animate. If our logo is supposed to represent *the* CBE, how many "CBEs" are there?



If you question whether this is important, consider Coca-Cola, Disney and the Olympics. It has been said these three brands have done more to influence worldwide copyright legislation than all other organizations put together. These organizations guard their brands ferociously. Coca-Cola doesn't change its font. Mickey Mouse is not distorted. The Olympic Rings do not undulate in electronic media.

The CBE has introduced the first phase of new visual identity guidelines. The guidelines are not an abstract spell book for brand magic. The guidelines are a tangible guide to improve brand discipline by setting standards everyone can follow. To enable employees to join our effort, the guidelines have been publicized through e-mail and they are readily available through the employee intranet site, the Staffroom. (*see attachment*)

The first phase of guidelines provides standards for:

- our tagline;
- our primary colour palette and fonts;
- stationery and business cards;
- e-mail;
- PowerPoint templates; and, of course;
- the refreshed CBE logo.

The content of the first phase was guided by the templates and tools needed by the most people to have the biggest impact. The same guidelines will guide subsequent phases.

As a result, the guidelines will evolve in two ways: more content will be added and the content will continually improve with feedback from users.

As mentioned above, the CBE logo has been refreshed. The changes now are slight so that we have freedom to make a bigger change in the future—if it is warranted.



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The refreshed CBE logo has three versions to support a variety of applications.

The refreshed version improves the visual impact, especially in electronic media. We have also removed the screened "CBE" from behind the "Family of Man" and revised how the logo is "stacked" for vertical executions.

We have kept the Armengol Sculptures, commonly known as "Family of Man."



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Previous research suggests the icon is either “brand” neutral or confusing. Additionally, it remains to be seen whether the sculpture will continue to be physically connected to the Education Centre. While that question is answered, the CBE has retained this aspect of our visual identity.

By way of a reminder, although the Armengol Sculpture has been in the CBE logo since the 1970s, the CBE does not have the rights to use it. With our logo refreshed and a new tagline in market, we have initiated the process to get the images, words and “word marks” properly trademarked.

In the summer, the CBE introduced a new “tagline.” We needed a single message to improve the impact and efficiency of our communication.

The message—Learning as unique as every student—reflects our system’s commitment to “personalized learning.” Outside of educators, the power and value of “personalized learning” may not be fully understood.

We hope this message is simple, relevant and possibly unexpected.

CBE newcomers may be surprised to discover the rich variety of and rationale for alternative programs. When a parent is deciding where to enrol a child, this message was designed to set the CBE apart from our competition and apart from what people might expect of a large, public school board.

We have tested it with a number of employees and the response has been favourable. Yet, we concede the “tagline” is not perfect. Over the course of 2011-12, we will explore our relationship with key audiences and their expectations of the CBE.

Although it is imperfect, the tagline has benefits because it:

- connects to our mega end;
- acknowledges our respect for diversity;
- highlights our emphasis on personalized learning versus factory-model education;
- communicates why we have learning choices to match student needs and gifts;
- says “teaching how each student learns best”;
- connotes universal access, inclusion and success with a word like “every”;
- embraces learners of all ages with the word “student”;
- unites our work in a single message; and
- steps toward integrated-CBE-brand discipline.

We believe the tagline will serve us well for the time being. Many employees agree. Indeed, the response to the visual identity guidelines has been uncommonly positive.

Employees quickly changed their e-mail to include the tagline (before an e-mail standard was introduced). When the rationale for the tagline was made available to employees in August the feedback was instant.



The brand feedback said as much about organizational alignment as it does about visual identity guidelines. Here is a sample of what employees wrote:

"I thought the ad was incredible....simple, yet speaking to the complexities of learning and student diversity addressed through the variety of programs within the CBE. I really like it!"

"Love the ad. Love the message it sends, it's empowering. It's also about time we moved into the 21st century of marketing, branding, advertising and 'competition'. Although the board does not make money, we are in the BUSINESS of educating children, and like any other business we need grow and change or we will not thrive as a business. The new logo and slogan with photos is fresh, bold and modern. Thanks for sharing."

"I always believe that all companies and organizations should have their own brand and unique image or slogan. They are the best reminders of a company to customers. I often wondered why CBE did not advertise our strong selling points...I think we can attract more students from the charter schools if we advertise our variety of option courses of our Junior high and Senior high regular programs."

"I was thrilled to see that there will (finally!) be one united and uniting logo/message that will unite the CBE and all of its diverse programs."



CBE advertisement for back to school and other opportunities.



Of course, there are some criticisms and a predictable reluctance to change. Over time, we hope employees will accept the invitation to join the brand effort, communicating one compelling *system* message *consistently*.

To help sell the CBE, we have also created a "blurb" to elaborate on the meaning of "Learning as unique as every student." The blurb was created to help explain that the CBE combines the intimacy of personalized learning with the scale of an organization that leads education.

The blurb will be incorporated into communication materials to help parents understand the benefits of the CBE for students:

Part of being unique is that each student learns differently. Students can realize their full potential by learning in ways that recognize their individuality. This is why the CBE is dedicated to personalized learning. Each of our more than 100,000 students is supported by a system. The CBE has the capacity to lead in education while honouring each student's gifts. The result is a rich and dynamic learning experience that enables lifelong learning.

The CBE is advancing its brand discipline and consistency already. There are immediate benefits in terms of impact and efficiency. For instance, in the past when faced with a design challenge, the Communication Services team would start from scratch.

Today there is a growing tool kit of templates that enable us to focus on the content instead of how it is presented. The impact of a consistent look is greater. The speed at which work can be created is greater. As a result, the quality and quantity of work done by Communication Services is increasing without additional resources.

It is also important to note that the brand and visual identity work has been done completely in house without a single incremental dollar. CBE employees have done the work. The work is an investment and the value for our system is real.

Fiscal responsibility has been a guiding principle for this work. Our sensitivity to costs is twofold.

- 1 | Any logo change—even a free one—could be perceived as a frivolous and ill-timed waste of limited resources.
- 2 | Second, we will be asked about the cost of the work.

Given the scrutiny we are under, we must make decisions that we can stand behind in the bright light of public opinion. The brand work stands as an example of improving how we work and the work we do as responsible stewards of resources.

While we build our brand discipline, we will begin a comprehensive brand review. This work will continue through the school year with several objectives. Some of the objectives will also help to improve the CBE communication strategy and our community engagement.



The strategic brand work will:

- 1 | review existing research, reports and recommendations to inform the process;
- 2 | identify and prioritize key CBE stakeholders;
- 3 | determine how stakeholders communicate with the CBE;
- 4 | accurately and objectively understand what key stakeholders think and expect of the CBE;
- 5 | understand the strengths and the weaknesses of our brand today;
- 6 | identify the factors that drive decisions to come to and stay with the CBE for education;
- 7 | translate the work into a brand strategy for the 2012-13 school year, including implications for the visual identity and tagline; and
- 8 | help to sort out the message hierarchy in the CBE.

"Message hierarchy" requires an explanation. The CBE has many "messages," including:

- Mega End and Ends
- Mission: Educating tomorrow's citizens today
- Vision: "The Calgary Board of Education is the dynamic learning community of choice..."
- Values: "Students come first. Learning is our central purpose. Public education serves the common good."
- other values, such as excellence, equity, access and choice
- would-be "values" like diversity or inclusion and transparency
- core messages, including "Each student, every day, no exceptions" and "everyone has a part to play in public education"
- chief superintendent directives, which are supposed to be guided by "fundamental commitments"
- the newly depicted Three-Year Education Plan with pillars:
 - 1 | personalize learning
 - 2 | build our capacity
 - 3 | engage our public
 - 4 | steward our resources

All of these messages are important. The challenge for employees and other stakeholders is to understand how they fit together cohesively. The brand-strategy findings will enable the CBE to review and potentially simplify its messages.

In fact, by integrating the brand strategy work with the initiative to improve CBE community engagement overall, we will improve the quality of our work *and* the process by which it is created. Put another way, we can build a plan to engage our publics that actually improves our public engagement.



The process to build a shared understanding of the CBE's key stakeholders is well underway. CBE leaders from schools and the Education Centre, trustees and representatives of unions and associations were invited to evaluate the system opening. The online survey included questions about communications.

About 200 people assessed stakeholders against two criteria:

- 1 | importance to the CBE and
- 2 | the CBE's ability to communicate with *and* influence the stakeholder group.

The results are helping to build a shared understanding of how we prioritize stakeholders. By prioritizing stakeholders, we can focus where we will have the greatest return. With finite resources we cannot be all things to all people.

More work will be done to prioritize stakeholders, focusing both the brand and community-engagement work.

By the end of this school year, the CBE will have:

- 1 | improved its brand discipline and the ability to deliver on a consistent brand experience;
- 2 | learned how the brand needs to evolve to support our vision and stakeholder expectations;
- 3 | detailed a three-year brand strategy to move beyond mere visual identity guidelines to a consistent, desired CBE experience; and
- 4 | the means to continually evaluate and improve our relationships, as represented by the brand.

5 | Financial Impact

All of the brand work is being done using existing CBE resources. The work done in 2011 has not required one dollar of incremental costs. Indeed, the work has been an investment in the efficiency and impact of CBE communications and our relationship with key stakeholders.

We anticipate there will be costs associated with the brand strategy going forward. Quantitative and qualitative research will be required. For the results to be credible and objective, we expect to engage a third party through a competitive process.

The brand work will be integrated with the community engagement initiatives underway across the system. By doing this, we will ensure that the same investment has benefits for multiple projects.

Our approach is also delivering on the Three-Year Education Plan. Our fiscal responsibility is an example of stewarding resources; developing the CBE home team to do this work is building our capacity.



6 | Implementation Consequences

The introduction of visual identity guidelines are designed to improve the impact and operational efficiency of CBE communication. The visual identity guidelines are an important part of our brand work but the work is not done.

The goal of the brand strategy is to understand whether we have the brand needed to engage stakeholders in our vision. The consequences of not doing this work include:

- continuing to convey unfocused and fragmented messages;
- an inefficient communication service;
- internal and external uncertainty about the CBE and what might set it apart from other choices;
- communication and brand remain separate from the business and what we aim to achieve for students;
- we continue to work without clear objectives for success; and
- the people we need to support public the most continue to be confused about the best way to do it.

7 | Conclusion

The CBE has long recognized the value of our brand but we have failed to invest in it fully or appropriately. We hope that the Board of Trustees takes confidence from this report.

Meaningful work has been done to immediately improve our visual identity guidelines as well as the impact and operational efficiency of our communications. More importantly, we hope the Board of Trustees is satisfied there are plans to strategically improve our brand.

Administration looks forward to sharing the formal results by June 2012.



Naomi Johnson
Chief Superintendent of Schools

Attachments:

Attachment I – Building brand and impact efficiency

Attachment II – Visual identity guidelines



GLOSSARY

Ends	The ultimate objectives for the Calgary Board of Education are called "Ends." The expression "a means to an end" helps explain that everything the CBE does is to achieve the ultimate objectives. The board defines the top objective or "Mega End" as: Each student, in keeping with his or her individual abilities, will complete high school with a foundation to function effectively in life, work and continued learning.
Monitoring	Monitoring is the process to determine whether the Board's expectations for the school system have been met. Monitoring reports document Administration's work so the Board of Trustees can evaluate it.
Executive limitations	To achieve the ultimate objectives of the CBE, management or "Administration" can do many things. Executive Limitations define the boundaries for action. In other words, what Administration cannot do to achieve objective.
Reasonable Interpretation	Administration describes its understanding of what the board expects. In some cases, no "interpretation" is needed.



by Richard Peter
Chief Communications Officer
August 2011

building brand impact & efficiency

advancing our brand strategy and visual identity on two fronts

The CBE is an amazing organization with incredible people and a noble mandate. It's time our communications reflected the excellence of what we do and how we do it.

The Calgary Board of Education has a brand. Whether we like it or not, we have a brand.

Our brand is the sum of what everyone thinks of us. Everyone. All the time. And it does vary over time.

"Brand" is not just a logo but a logo is a symbol of a brand. Some logos are powerful. Instantly recognizable, they convey a powerful, carefully crafted message.

The CBE logo communicates a message. Is it the message we mean to send? It is who we are? Who we want to be? What we were?

Does our perception of ourselves match what others think? Are there gaps? Are the gaps significant? Meaningful? Surmountable?

Does everyone in the CBE agree with who we are and what we aspire to be?

Does our vision for ourselves align with what others expect of us?

If there is a difference, how do we close that gap?

Do we adjust our vision to more closely align to others' expectations?

Do we engage "others" to bring them toward our vision?

Do the gaps even need to be closed?

By the way, are all "others" equally important to the CBE?

The CBE has a brand, obviously. Together we will learn whether the brand is what we want it to be. This work will be done throughout the 2011-12 school year. In the meantime, we need to improve how we communicate now.

The CBE wants a brand strategy. Stated better: the CBE needs a strategy to deliberately articulate, build and communicate its brand. We will advance this work on two fronts.

First, we are introducing interim visual identity guidelines that will immediately begin to improve our impact and operational efficiency. We will talk more about this in a moment.

Second, we will begin a project to identify, understand and prioritize our stakeholders. We will learn firsthand what they think about the CBE now and what they expect from the CBE in the future.

Our brand decisions will be guided by an accurate understanding of what everyone who matters to the CBE thinks. We can guess this will include employees, students and parents. It will undoubtedly include—and likely exclude—"others." We will figure out who together.

The goal of the brand project will be to build a strategic framework rooted in a keen understanding of our key stakeholders and represented by, among other things, our visual identity. It will ultimately reflect and involve all of us.

Why?

By what we say and how we behave, we are all communicators. Even further, no matter what our role, as employees of the CBE, we may find we are all educators too.

The strategic brand work will take some time to do right and it will be a dynamic process intimately connected to our dialogue with key stakeholders.

In the meantime, we need to improve our communication both in terms of what we say and how we say it. (Our listening is also going to be substantially better. We will save that initiative for another conversation.)

Some logos are so recognizable, you know the brand promise from just a portion of the logo.



Coca-Cola

Apple

Volkswagen



**Calgary Board
of Education**

We are introducing interim brand guidelines to help improve our communication. Before we share the solution, let's share the problem we are trying to solve.

It's complicated.

Consistency is vitally important. If we say something different every time we communicate, it's hard to create the desired impact.

For years our communication has been incredibly inconsistent. In fact, when asked if there was an Executive Limitation about not changing the logo without the Board of Trustees approval, the answer was simple. If there is an Executive Limitation it has never been heeded let alone enforced.

The "variety" of print, electronic and promotional materials is one example of inconsistency. Our logo seems to have become another vehicle for "personal" expression.

"Fill a space" may seem harsh but it is true. We had nothing to say except something like, "Here's a hodge podge of our many alternative programs."

Did this enhance our brand?

More simply, did we contribute to an accurate understanding of the CBE and what makes us relevant? Distinct? Excellent?

As schools prepare to open, we have another channel to say something about the CBE in back-to-school supplements in the *Calgary Herald* and the *Calgary Sun*.

What do we want to say?

Let's start with what we don't need to say.

When I was a sponsor and board director for the Alberta Ballet, I discovered that ads in the ballet program don't need to show ballet slippers.

To be in the program, you must be a sponsor. To get a program, you need to attend a ballet.

Over the last couple of years, our communication has looked like this...



Here is another challenge.

The CBE has many excellent messages. How do they align? How are they integrated?

Let's look at this another way.

The *Calgary Herald* produces a number of supplements related to education. The CBE was not in the 2011 private-school supplement. At the last minute, we did fill a space in the alternative program supplement.

So is it necessary to show you support the ballet when the only way to be in the ballet program is to be a supporter?

If you sponsor the ballet to reach a key audience, why wouldn't you say something else?

For example: "We share an interest in the ballet so I'd like to tell you something else about my company. Our environmental performance is second to none."

excellence in consistency

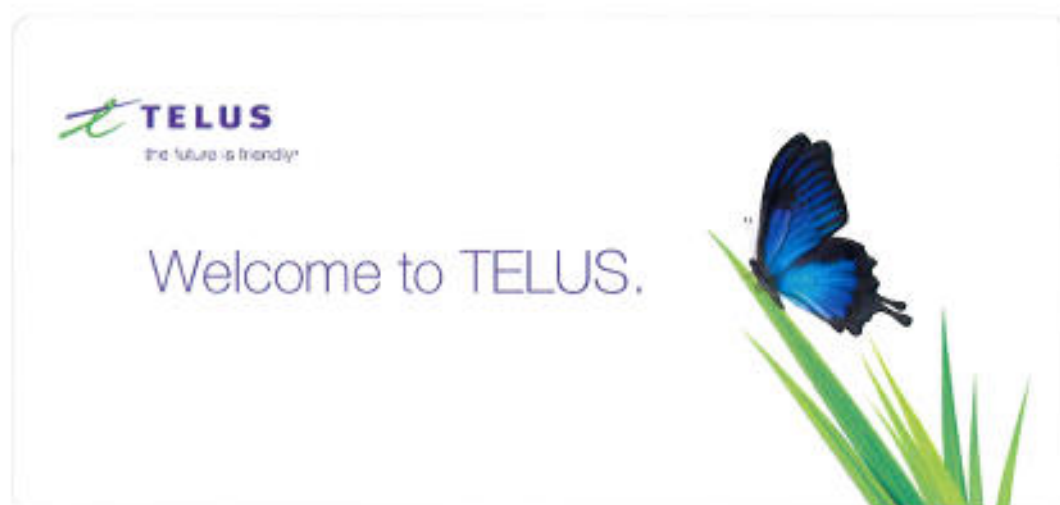
Whether you like Telus, we all know that a white background, retro music and an animal are going to tell you something about Telus.

And for years, no matter what the offer, "The future is friendly."

Consistency contributes to impact. Consistency also enables efficiency.

You can be certain that Telus's agility in the market is helped by not having to start every communication from scratch. Instead of creating original template designs every time, Telus can focus on the content.

The CBE can too.



Does our message need to fundamentally change for each channel? For each communication opportunity?

If the Calgary Board of Education is advertising in a back-to-school supplement, in addition to our editorial participation, do we need to say "Schools are opening"?

Or is there something else we can say that distinguishes us from other schools?

Is there a message that sells the Calgary Board of Education?

Is there something that differentiates us in a way that may be unexpected and positive?

Is there a message that would be as timely and relevant in a back-to-school, private-school and an alternative-school supplement?

Is there a message that communicates the "why" that makes the CBE special?

Can we convey our mega-end in an understandable way for an average parent.

Can we reflect the pillars of our Three-year Education Plan in a statement that also enables employees to connect their work to our core purpose?

Is there a message that can reinforce that we are a school system not a system of schools?

For the CBE, can we communicate that the whole is greater than the sum of its parts?

There is a related challenge.

How do we respond to requests to "sell" Juno Beach Academy and "market" the all-boys alternative program? Are we selling individual schools or are individual schools and programs selling points of our system?

Is there a message that can unite all of the exceptional work being done at the CBE? Or, in "brand" language, are alternative programs brand "proof points"?

Is there a message that comes out of the place where our mega-end, Three-year Education Plan and "all-for-one ethic" converge?

We think so.

This single message will improve the impact and efficiency of our communication.

It reflects our system's commitment to "personalized learning"—a concept that may not be fully understood outside of education.

We hope this message is simple, relevant and possibly unexpected: Learning as unique as every student.

As a newcomer to the CBE, I was surprised to discover the rich variety of and rationale for alternative programs.

If a parent is deciding where to enrol a child, this message sets the CBE apart from our competition and what people might expect of a large, public school board.

We have tested it with a number of employees and the response has been favourable. Yet, this message or "tagline" is not perfect.

Over the course of 2011-12, we will explore our relationship with key audiences and their expectations of the CBE.

This will enable us to build a brand strategy that is even more meaningful and even better able to advance our vision for learning.

A tagline is a statement or message that is intended to convey a brand in a few words.

learning | as unique | as every student



**Calgary Board
of Education**

Although it's imperfect, the message has benefits. It:

- connects to our mega end;
- acknowledges our respect for diversity;
- highlights our emphasis on personalized learning versus factory-model education;
- communicates why we have learning choices to match student needs and gifts;
- says "teaching how each student learns best";
- connotes universal access, inclusion and success with a word like "every";
- embraces learners of all ages with the word "student";
- unites our work in a single message; and
- steps toward integrated-CBE-brand discipline.

We believe this line will serve us well for the time being.

Delivering a consistent and powerful brand experience depends on at least two factors:

a clearly defined vision of the brand we want to have and the discipline to move toward it.

The tagline and a refreshed CBE logo give us a framework to improve our communication now.

While these work hard for us, we will be defining a more robust and comprehensive brand strategy.

At the same time, we will be building the organizational discipline to support and build one brand.

The assortment of CBE logos reflects, among other things, a compelling and unifying reason to operate better.

What is "better"?

When we wholeheartedly align behind the same vision, it follows that there is only one way to represent it.

A year from now we will have done a significant amount of brand work and we may be embracing a change that is fundamental or incremental. The actual outcome will depend on what we learn.

Meanwhile, we will do better work and we will work better together to produce it.

As for the logo, we have "refreshed" it. The changes are small and necessary.

The changes now are slight so that we have freedom to make a bigger change in the future – if it is warranted.

In spite of all of the variations, there is one official CBE logo. (Indeed and despite appearances, this has always been true.)

The refreshed version improves the visual impact, especially in electronic media.

To refresh the logo we removed the screened "CBE" from behind the Family of Man, changed to a "sans-serif font," and revised how the logo is "stacked" for vertical executions.

A consistent brand architecture will integrate schools, programs, affiliations and organizational structure. These changes simplify our logo, set a standard the organization can follow faithfully, allow for enhanced online presentation, and leave every door open for the future.

There is something else important about how this work is being done.

The refreshed logo, tagline and brand guidelines have all been developed without a single dollar of incremental costs.

This work has been done in house, drawing on the expertise and knowledge of CBE employees.

Our sensitivity to costs is twofold.

A major logo change at this time—even a free one—could be perceived as a frivolous and ill-timed waste of limited resources.

Second, we will be asked about the cost of the change.

In case you are wondering, we are measuring the response to the back-to-school ads.

Each paper will have a unique URL, so we will know how many people came to www.cbe.ab.ca from the *Herald*, the *Sun* and from other parts of our website. We will also track performance over time. The information will enable us to make better media buying choices in the future.



Given the scrutiny we are under, we must make decisions that we can stand behind in the bright light of public opinion. The brand work stands as an example of improving how we work and the work we do as responsible stewards of resources.

There is still much more work to be done. For now, we hope that you better understand:

- the initiative to immediately improve how we communicate;
- the interim visual identity guidelines and tagline and the rationale for them; as well as
- our plan to embark on a process to build a comprehensive brand strategy for 2012.

We will continue to communicate with you.

Expect more information about how we will advance the brand strategy and how we are going to improve our listening.

Finally, with the back-to-school supplement in mind, here is the black-and-white ad we placed in the *Calgary Sun* and *Calgary Herald*.

When you see the ad, I hope you will not evaluate it based on whether you like it or not.

I hope you have the background now to assess it as a solution to a problem on the way to getting even better.

The CBE is an amazing organization with incredible people and a noble mandate. It's time our communications reflected the excellence of what we do and how we do it.

We are developing user-friendly visual identity guidelines for everyone. For now, we wanted CBE insiders to learn about the change from us first. □

author's note |

The content of this document was available to everyone who has a cbe.ab.ca e-mail address before the first Back-to-School ad was published in the *Calgary Sun*.

visual identity guidelines

September 2011 | version 1.0



| welcome | visual identity guidelines



Calgary Board
of Education

1221 - 8 Street S.W., Calgary AB T2R 0L4

www.cbe.ab.ca

The CBE has a brand. Our brand is the sum of what everyone thinks of us. Everyone. All the time. And it varies over time.

A brand is not just a logo but rather, a logo is a symbol of a brand. Delivering a consistent and powerful brand experience depends on at least two factors. There needs to be a clearly defined vision of the brand we want to have and there needs to be the discipline to move toward it.

Our visual identity guidelines help improve our communication. Consistency is very important. If we say something different every time we communicate, it's hard to create the desired impact. Consistency contributes to impact and it enables efficiency.

We are developing a strategy to deliberately articulate, build and communicate our brand. Together we will learn whether our brand is what we want it to be. This work will be done throughout the 2011-12 school year.

We are advancing this strategy on two fronts. First, we are introducing visual identity guidelines that will immediately begin to improve our impact and operational efficiency. Second, we are developing a project to identify, understand and prioritize our stakeholders. We will learn firsthand what they think about the CBE now and what they expect from the CBE in the future. Our brand decisions will be guided by an accurate understanding of what everyone who matters to the CBE thinks. We can guess this will include employees, students and parents. It will undoubtedly include—and likely exclude—others. We will figure this out together.

The goal of the brand project will be to build a strategic framework rooted in a keen understanding of our key stakeholders and represented by, among other things, our visual identity. It will ultimately reflect and involve all of us. Why?

By what we say and how we behave, we are all communicators. Even further as employees of the CBE and no matter what our role, we may find we are all educators too.

The strategic brand work will take some time to do right and it will be a dynamic process intimately connected to our dialogue with key stakeholders. In the meantime, we need to improve our communication both in terms of what we say and how we say it. That's why we're introducing these visual identity guidelines now.

The CBE is an amazing organization with incredible people and a noble mandate. It's time our communications reflected the excellence of what we do and how we do it.

Richard Peter
Chief Communication Officer

© 2011 CBE Inc.

learning | as unique | as every student

| learn | visual identity guidelines

We invite you to learn about the Calgary Board of Education (CBE) visual identity guidelines. You can play an active role in our visual identity and represent our brand in a consistent way. We hope you find this information helpful and join us in the effort to build an even stronger brand for the CBE; one that reflects the quality of the work done by thousands of CBE employees so tens of thousands of students learn every day.

These guidelines – coupled with a refreshed CBE logo and tagline – give us a framework to improve our communication effectively, efficiently and immediately. It will allow us to do better work in better ways.

We are working hard to get the guidelines right. In the process, we have and will continue to consult you, our colleagues, clients and stakeholders. Decisions will need to be made to ensure that we represent ourselves as one brand communicated consistently to all audiences and across all communication channels.

This process is a journey. We hope that you will join us. Many of you have already provided input and prioritized pieces that need to be updated first. We appreciate the feedback and the help.

Because this process is a journey, it will take time to roll out. The rollout will be a phased approach. Over time additional components will be added to the plan.

	phase one Sept. 16	phase two Nov. 18
visual identity architecture		✓
logo	basic guidelines	logo with tagline placement of partner logos
tagline		✓
colour palette	primary	secondary
fonts	✓	
stationery	letterhead, business cards internal template examples signature (letterhead & e-mail)	note pads notecards others as required
PowerPoint template	basic guidelines & examples	
creative templates	sample templates	more detailed examples and guidelines
website & portal		style sheets defined
signage	sample only	banners, digital
photography treatment		✓
tone of voice		✓

| save | steward our resources

Please do not throw out any “old” materials if they still help you get the job done. Please continue to distribute brochures, business cards and use up any pre-printed stationery you may have. In this early stage of the rollout, financial responsibility is important.

These new guidelines are not meant to stall any ongoing projects either. Communications and the “business” of education cannot stop while we build all templates and guidelines. If you have something you are about to distribute with the old logo, that’s OK. As we mentioned, this process will take time. Over time, we will have more tools to help you communicate.

We will have to prioritize the requests and ask for your support and cooperation in this process. If you are working on a project that has a longer shelf life and/or is being distributed to many audiences, contact us. We will do our best to help you in a timely manner.

Your communication needs may help us adjust our priorities. If many people have the same need, it will jump to the front of the queue.

As always, if you have any questions, please ask.
communicationservices@cheab.ca

our system logo

Our logo is an instantly recognizable symbol of the Calgary Board of Education brand. As such, we must all take care to ensure that the usage of the logo is always consistent.

The original Calgary Board of Education logo was designed in the 1970s. We have made subtle changes to reflect our organization today while minimizing costs.

The CBE logo is composed of a graphic element and a "word mark." When using the logo, both components must always appear together.

Three versions of the logo accommodate most applications.

When the full-color logo version cannot be used for technical or financial reasons, black is recommended.

Please do not attempt to re-create or build a logo. To maintain the design integrity of our logo, do not:

- use the graphic element or the word mark alone;
- stretch or distort the logo;
- modify, incorporate or combine into another logo, symbol or identifier; or
- animate the logo.

The logo files can be found in The Staffroom.

<https://staffroom.cbe.ab.ca/CBEIntranet/Toolbox/learn+visual+identity+guidelines.htm>

The visual identity guidelines can also be found in the Staffroom under Tips & Tools.

CBE logo 2011 Colour Horizontal
CMYK Black + CYAN Blue



Calgary Board of Education

CBE logo 2011 B&W Horizontal
Black & White



Calgary Board of Education

CBE logo 2011 Colour Left Align
CMYK Black + CYAN Blue



**Calgary Board
of Education**

CBE logo 2011 B&W Left Aligned
Black & White



**Calgary Board
of Education**

CBE logo 2011 Centre Align
CMYK Black + CYAN Blue



**Calgary Board
of Education**



**Calgary Board
of Education**

CBE logo 2011 B&W Centre Align
Black & White

our system logo

When using the logo on a dark background, there are a couple of things to note.

- The graphic element must maintain a white interior background.
- Background should not obscure the legibility of the logo. Consider using the black and white logo on lighter backgrounds and the reversed logos and white text on dark backgrounds

The reversed logo versions are available upon request from communicationservices@cbe.ab.ca

CBE Logo 2011 Reversed Colour Horizontal
CMYK Black + CMYK Blue



Calgary Board of Education

CBE Logo 2011 Reversed B&W Horizontal
Black & White



Calgary Board of Education

CBE Logo 2011 Reversed Colour Left Align
CMYK Black + CMYK Blue



**Calgary Board
of Education**

CBE Logo 2011 Reversed B&W Left Align
Black & White



**Calgary Board
of Education**

CBE Logo 2011 Reversed Centre Align
CMYK Black + CMYK Blue



**Calgary Board
of Education**



**Calgary Board
of Education**

CBE Logo 2011 Reversed B&W Centre Align
Black & White

our system logo

Cyan can be used as an alternate background color in specific instances (i.e., innovation wall).

Attachment II

CBE logo 2011 Colour Horizontal
CMYK Black + CYAN Blue



Calgary Board of Education

CBE logo 2011 B&W Horizontal
Black & White



Calgary Board of Education

CBE logo 2011 Colour Left Align
CMYK Black + CYAN Blue



**Calgary Board
of Education**

CBE logo 2011 B&W Left Aligned
Black & White



**Calgary Board
of Education**

CBE logo 2011 Centre Align
CMYK Black + CYAN Blue



**Calgary Board
of Education**



**Calgary Board
of Education**

CBE logo 2011 B&W Centre Align
Black & White

our system logo

Position the logo in a clear area free from other text and graphics to ensure proper visibility.

Further versions of the guidelines will also provide more clarity on use of the CBE logo with partner logos.

If you need help or require a different logo format contact communicationservices@cbe.ab.ca

The logo files can be found in The Staffroom - <https://staffroom.cbe.ab.ca/CBEIntranet/Toolbox/learn+visual+identity+guidelines.htm>

The visual identity guidelines can also be found in the Staffroom under Tips & Tools.

CBE logo 2011 Horizontal Align
CMYK Black + CYAN Blue

Minimum clear space around logo
is equivalent to 1/4 logo height

Minimum logo size is 3.5 cm wide



Calgary Board of Education



Calgary Board of Education

CBE logo 2011 Left Align
CMYK Black + CYAN Blue

Minimum clear space around logo
is equivalent to 1/4 logo height

Minimum logo size is 2.5 cm wide



**Calgary Board
of Education**



Calgary Board
of Education

CBE logo 2011 Centre Align
CMYK Black + Blue

Minimum clear space around logo
= 1/4 of the graphic height
all around the logo

Minimum logo size is 1.5 cm wide



**Calgary Board
of Education**



Calgary Board
of Education

our tagline

A tagline is a statement promise that is intended to convey a brand in a few words. It reinforces an organization's vision and highlights how one brand is different than another.

We have embraced a new tagline in our communications: learning as unique as every student. This replaces "educating tomorrow's citizens today."

The tagline is not used on all communications. We are being careful and deliberate as to where and when it is included.

To ensure the power of the tagline is not lost, it should be used sparingly and not included on all internal documents including e-mail signatures.

learning | **as unique** | as every student

- connects to our mega end
- acknowledges our respect for diversity
- communicates why we have learning choices to match student needs and gifts
- says "teaching how each student learns best"
- connotes universal access, inclusion and success with a word like "every"
- embraces learners of all ages with a word like "student"
- unites our work in a single message
- steps toward integrated-CBE brand discipline.

our tagline

The tagline is being added to highly visible system-wide pieces (e.g., letterhead, website, brochures). In these cases, it is added as a proof statement of our vision. In those cases, the tagline is considered a headline.

The tagline can also be "locked up" with the stacked version of the logo. That version is being used to "sign off" certain applications.

Including the tagline may not always be appropriate, like a Consideration of Closure ad or a legal document. On text-heavy communications, the tagline will be dropped to simplify the messages.

We also invite service units and departments to refrain from developing or continuing to use mottos or slogans on communication materials. Departmental mission statements are important for the department, but not necessary for external e-mails, for example.

The tagline is not available for wide distribution yet. We ask that you refrain from building the tagline yourself and including on your materials.

learning | **as unique** | as every student

tagline (colour version)

learning | **as unique** | as every student

tagline (greyscale version)

learning | **as unique** | as every student



**Calgary Board
of Education**

logo + tagline lockup (colour version)

our colour palette

Our primary color palette is comprised of black and cyan. Grey (which is 50 per cent black) has been added as an accent color.

Since cyan is such a strong color, we use it sparingly and not for everyday communications. We are using cyan in headlines, to draw attention to our web address and as the color of bullets. Cyan is to be used at full-color strength only; no percentages.

Grey is being introduced as an accent color. We are using grey in our tagline, e-mail signature, internal templates and as alternate headline treatment in black and white applications.

Black is still the primary color choice for single-color logo treatments and for body copy.

A secondary color palette and user guidelines are being developed. They will be distributed soon.



primary colour palette

our fonts

We have updated our font to Myriad Pro.

Myriad Pro is our preferred font and will be used on all CBE printed materials.

Not everyone in the organization currently has access to Myriad Pro. When Myriad is not available, please use Arial.

Arial should be used on all internal documents as well as for e-mail correspondence (including your e-mail signature).

Arial Narrow can be used for charts and PowerPoint presentations.

Verdana will continue to be used as our web font for content since it is widely available and a very legible font in the web environment. For headers and graphics, Myriad Pro may be used online.



Calgary Board of Education

Myriad Pro Semibold

Myriad Pro Regular

Myriad Pro Light

Arial Regular

Arial Narrow

Verdana

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz 1234567890

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz 1234567890

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz 1234567890

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz 1234567890

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890

our fonts

tip | to make your bullets cyan squares – go into your bullet menu, click the square bullet then click on define new bullet-font-colour-more colours-custom and under the RGB type
R 0
G 173
B 218

To define the bullet for numbers, go into the number bullet menu and define new number format. Replace the period with a stroke under number format. The | key can be found above the enter key above the forward backslash.

To adjust the font to Arial in your e-mail, in Microsoft Outlook go into file-options-mail-stationery & fonts. Under personal stationery click fonts (for each category) and scroll down to pick Arial.

	internal documents
headlines	<ul style="list-style-type: none"> ■ Arial bold ■ 14 point ■ black text
subheads	<ul style="list-style-type: none"> ■ Arial ■ 12 point ■ black text (grey can also be used) ■ Body copy should always be left justified. Use single spacing with an extra line space between paragraphs. If a headline is required or certain copy needs to stand out from the rest of the body copy, 12 point Arial Bold is recommended. However, usage should be kept to a minimum.
bullets	<ul style="list-style-type: none"> ■ cyan square bullets or use when using numbers (e.g. 2)
text treatment	<ul style="list-style-type: none"> ■ Arial ■ 10 point ■ black text
e-mail	<ul style="list-style-type: none"> ■ outbound: Arial, 10 point, black ■ replies: Arial, 10 point, grey ■ signatures: Arial, 10 point grey

our stationery

To build one brand and reduce costs we are eliminating many of the stationery versions and customization options. Each service unit and department is invited to follow the standards set forth in these guidelines.

There are a small number of exceptions, namely Board of Trustees and individual schools. The visual identity guidelines reflect this.

letterhead

There are three versions of the letterhead with limited customization (except for address and School name and contact information) available:

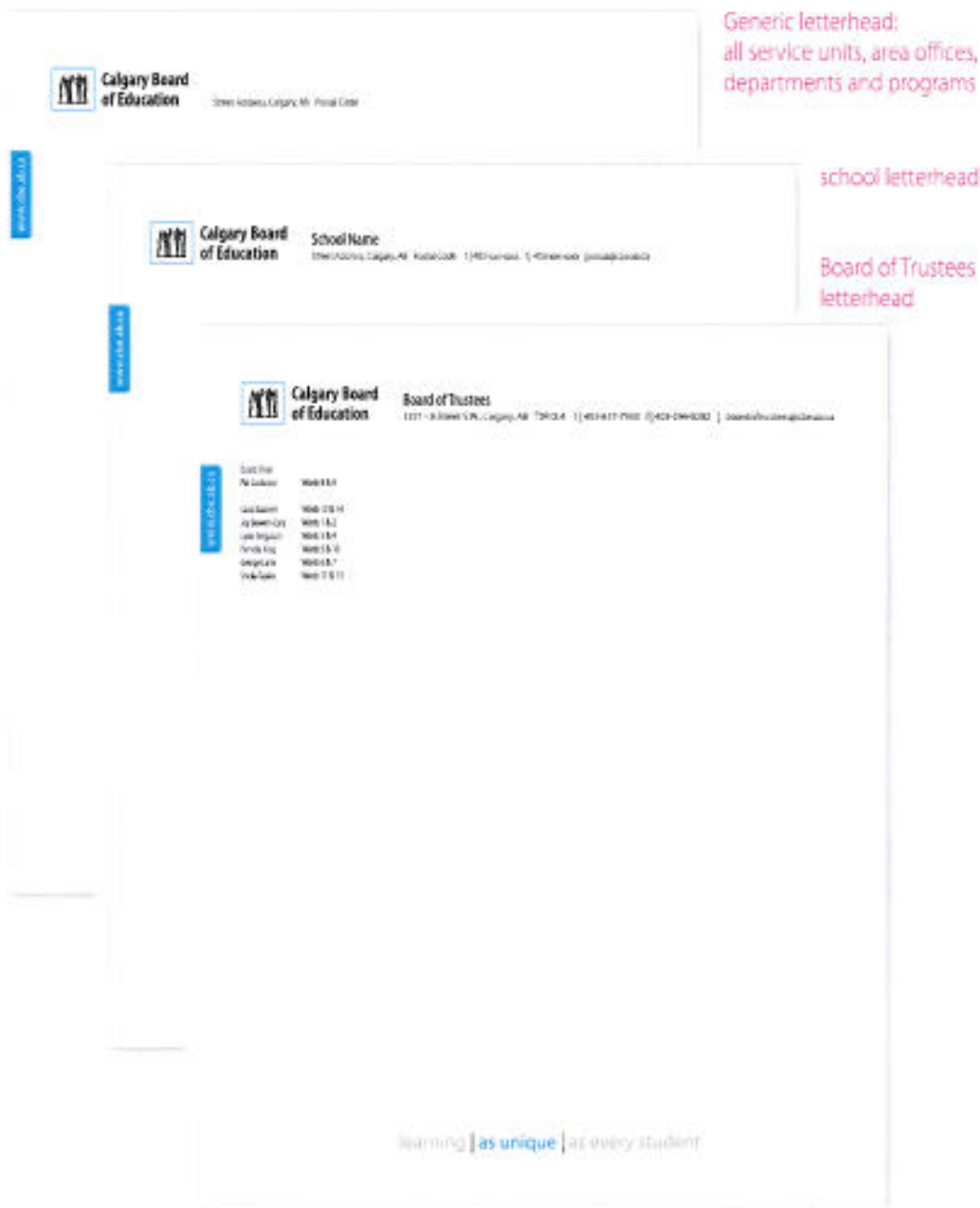
- "generic"
- individual schools
- Board of Trustees

We have eliminated phone, fax and e-mail address in the generic version of the letterhead. Rather we invite users to adopt a more detailed signature (as shown on page 17).

CBE letterhead is available in an electronic format and available to order through our CBE print vendors.

Letterhead templates can be found at:

<https://staffroom.cbe.ab.ca/CBEIntranet/Toolbox/learn+visual+identity+guidelines.htm>



our stationery

business cards

There are three versions of the business card with limited customization available:

- "generic"
- individual schools
- Board of Trustees

Business cards may be ordered through our CBE print vendors.



Generic business card:
all service units, area offices,
departments and programs



School business card



Board of Trustees
business card

business envelopes

Envelopes can be customized by address. Envelopes may be ordered through our CBE print vendors.

Calgary Board of Education
1221 - 8 Street S.W., Calgary, AB T2R 0A4

business envelope

our signature

Every correspondence sent represents the CBE. Less is more. Like business cards, we are streamlining our signature to keep CBE messages simple.

- Department names are not included unless required to clarify title. In that case, the department name follows the title (e.g., Mary Smith, Executive Assistant for Finance & Supply Chain Services).
- For schools, the school name always follows the title (e.g., John Smith, Principal, School).
- Fax and cell phone numbers are optional.
- E-mail address is not necessary since it is included already in your e-mail.
- Address has also not been included. It is readily available on our website if necessary.
- Our own logo and tagline (learning as unique as every student) should not be included. Logos and pictures take up server space and are not necessary.
- Personal messages and images are to be removed and the "think twice before you print" is also not necessary.

tip | To adjust your e-mail signature to this new template, go into Microsoft Outlook, click on file-options-mail-e-mail signatures. You can create your email signature for new messages and replies.

Name
Position title, School (or department only if position title is not clear)
Calgary Board of Education | www.cbe.ab.ca
t | 403-xxx-xxxx
c | 403-xxx-xxxx

Arial 10 pt. (grey)

e-mail signature

Name
t | 403-xxx-xxxx
c | 403-xxx-xxxx (optional)

Arial 10 pt. (grey)

e-mail signature reply

Name
Position title, School (or department only if position title is not clear)
t | 403-xxx-xxxx
c | 403-xxx-xxxx (optional)
f | 403-xxx-xxxx (optional)
username@cbe.ab.ca

Arial 10 pt. (black)

Arial 10 pt. (grey)

letter signature



internal templates

Templates for PowerPoint, memos and fax cover sheets can be found at:

<https://staffroom.cbe.ab.ca/CBEIntranet/Toolbox/learn+visual+identity+guidelines.htm>

Other templates will be developed over time.

Following these guidelines, each department can start to update internal forms.

If you have any questions, contact communications at communicationservices@cbe.ab.ca



www.cbe.ab.ca

fax

to: name or department name
company name
T 403-XXX-XXXX | 403-XXX-XXXX | September 31, 2011

from:
(name)
(title)
Calgary Board of Education
T 403-XXX-XXXX
F 403-XXX-XXXX

(Subject description here)

fax template



www.cbe.ab.ca

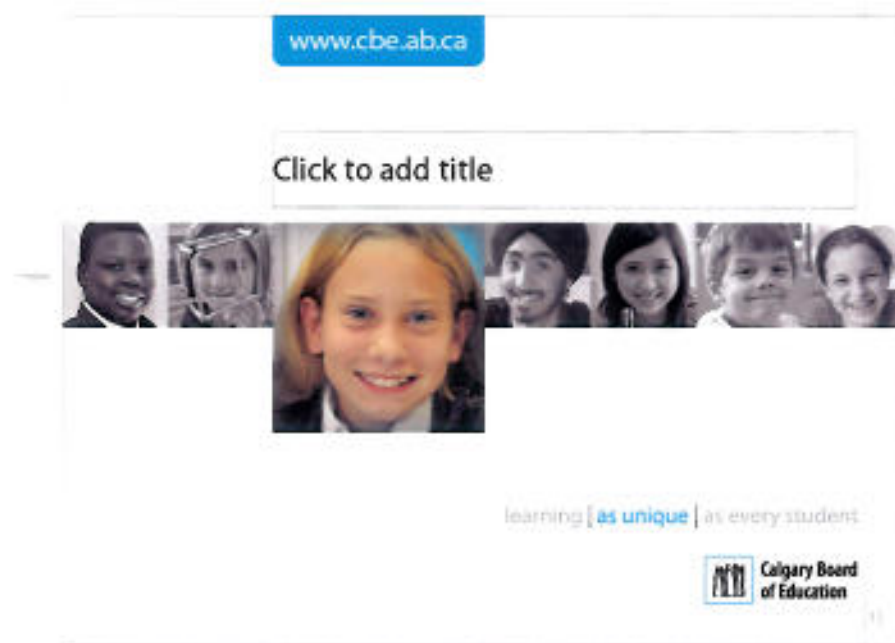
memo

to: (name or department name)

from:
(name)
(title)
Month __, 201__

(Subject description here)


memo template



www.cbe.ab.ca

Click to add title

learning **as unique** as every student

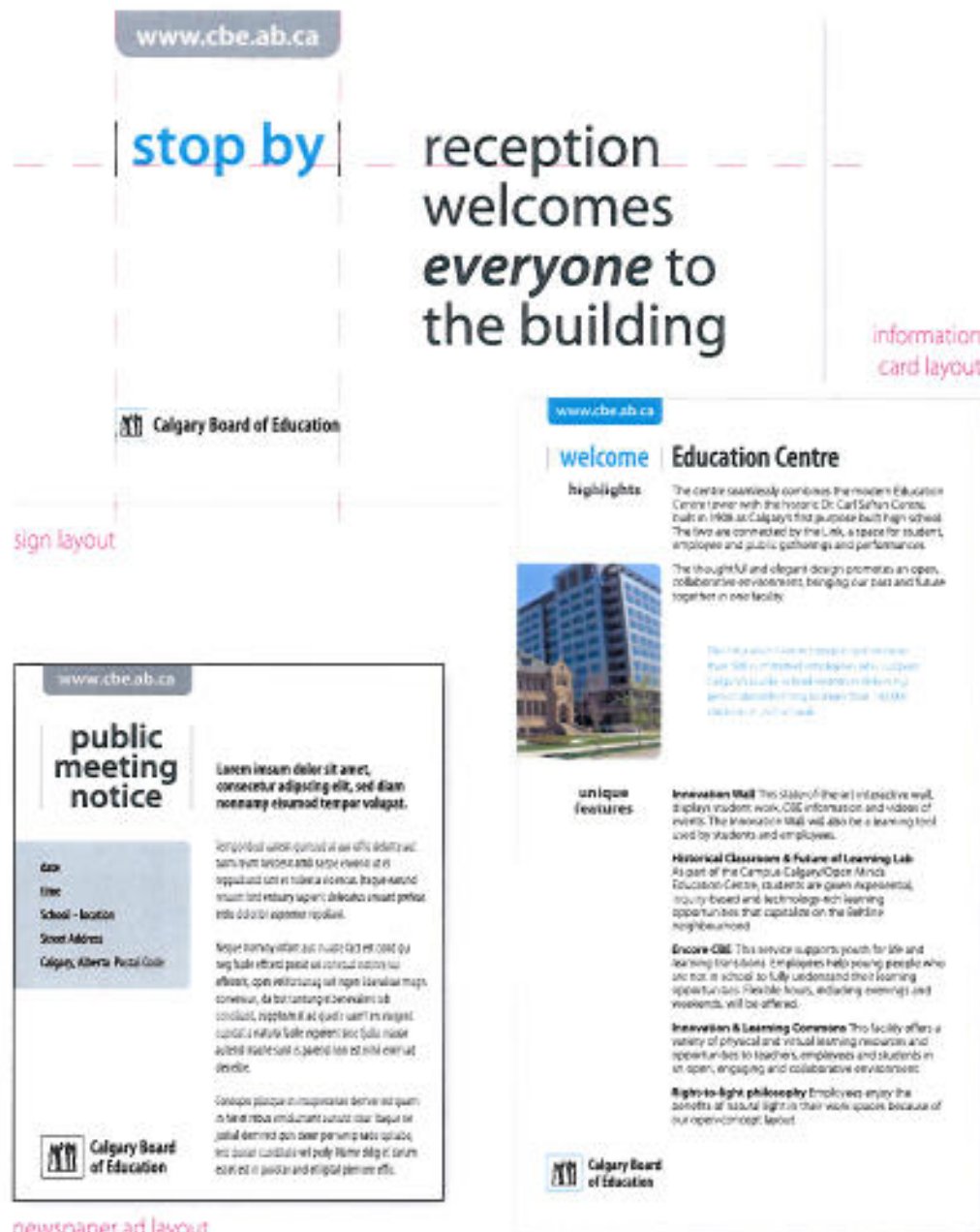
 Calgary Board of Education

Powerpoint template

our creative framework

To ensure visual consistency across communication pieces and channels, a creative framework has been developed. The foundation of our visual identity is the use of an "invisible" framework to make our communications look consistent.

Here are a few examples of how we are applying visual consistency across communications:



contact us

For more help from Communication Services, know that we have designated people to serve each component of the CBE.

you are

your contact

Area offices & individual schools	Joanne
Board of Trustees	Joanne
Chinook Learning Services	Marla
Communication Services	Cathy
Deputy Chief Superintendent	Joanne
Facilities & Environmental Services	Joanne
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