



# REGULAR MEETING OF THE BOARD OF TRUSTEES

## PUBLIC AGENDA

**TUESDAY, APRIL 19, 2011**

5:00 P.M. – 8:00 P.M.

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

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

<u>Attach.</u>	<u>TOPIC</u>	<u>Who</u>	<u>Time</u>
	<b>1.0 CALL TO ORDER, NATIONAL ANTHEM AND WELCOME</b>	Chair	5 min.
Agenda	<b>2.0 CONSIDERATION/APPROVAL OF AGENDA</b>	Chair	2 min.
	<b>3.0 SCHOOL/SYSTEM PRESENTATIONS</b>		
	<b>4.0 HONOURS AND RECOGNITIONS</b>		
Verbal	<b>5.0 PUBLIC CONVERSATION AND INFORMATION</b>		30 min.
	<b>5.1 Report from Chair and Trustees</b>		
	<b>5.2 Report from Chief Superintendent</b>		
	<b>5.3 <u>Public Question Period</u></b> (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 <a href="mailto:corpsec@cbe.ab.ca">corpsec@cbe.ab.ca</a> no later than 5 hours prior to the scheduled start time of the meeting. This form is also available in Appendix C of the Board Meeting Procedures. The person asking the question must be present at the meeting.)	Public	
	<b>5.4 <u>Stakeholder Reports</u></b> (An opportunity for stakeholder groups or the public to verbally address the Board for 3 minutes on any educational issue, to a maximum of 5 reports per meeting. Advise the Corporate Secretary at least 10 minutes prior to the commencement of the meeting if you wish to do a stakeholder presentation.)	Public	
	<b>5.5 Trustee Inquiries</b>		

<u>Attach.</u>	<u>TOPIC</u>	<u>Who</u>	<u>Time</u>
	<b>6.0 ACTION ITEMS</b>		
P. 6-1	<b>6.1 Consideration of Closure of the Kindergarten to Grade Six Regular Program at Mayland Heights School</b>	F. Coppinger	30 min.
P. 6-67	<b>6.2 Consideration of Closure of Sir James Loughheed School and All Programs Contained Therein</b>	F. Coppinger	30 min.
P. 6-61	<b>6.3 Resource Allocation to Schools – Early Spring Staffing (2011-12 Operating Budget)</b>	D. Meyers	30 min.
	<b>7.0 MONITORING AND RESULTS</b>		
P. 7-1	<b>7.1 EL-14: Student Accommodation – Annual Monitoring</b>	N. Johnson	20 min.
P. 7-12	<b>7.2 EL-15: Transportation – Annual Monitoring</b>	N. Johnson	20 min.
	<b>8.0 POLICY DEVELOPMENT AND REVIEW</b>		
	<b>9.0 CONSENT AGENDA</b>		5 min.
	<b>9.1 Board Consent Agenda</b>		
P. 9-31 P. 9-1	9.1.1 Approval of Minutes <ul style="list-style-type: none"> <li>• Regular Meeting held March 15, 2011</li> <li>• Regular Meeting held March 22, 2011</li> </ul> <i>(THAT the Board of Trustees approves the Minutes of the Regular Meetings held March 15, 2011 and March 22, 2011, as submitted.)</i>		
P. 9-59	9.1.2 Correspondence <i>(THAT the Board of Trustees receives the correspondence for information and for the record.)</i>		
	<b>9.2 Chief Superintendent Consent Agenda</b>		
P. 9-4	9.2.1 2011/2012 Student Fees		
P. 9-15	9.2.2 Report on Financial Status of Operating Budget as at February 28, 2011 and Forecast for the Year Ending August 31, 2011 <i>(THAT the Board receives the report for monitoring information and for the record.)</i>		
P. 9-20	9.2.3 Capital Budget and Reserve Status Report as at February 28, 2011 <i>(THAT the Board receives the report and attachments for monitoring information and for the record and approves the specific budget requests as presented.)</i>		
P. 9-47	9.2.4 Transition Strategies for Sir William Van Horne High School Students <i>(THAT the Board receives the report for information.)</i>		



<u>Attach.</u>	<u>TOPIC</u>	<u>Who</u>	<u>Time</u>
<b>10.0</b>	<b>TRUSTEE NOTICES OF MOTION</b>		
<b>11.0</b>	<b>IN-CAMERA ISSUES</b>		
<b>12.0</b>	<b>ADJOURNMENT</b>	Chair	

**CALGARY BOARD OF EDUCATION**

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

**April 19, 2011**

**To:** The Board of Trustees

**From:** Naomi E. Johnson, Chief Superintendent of Schools

**Re:** **Consideration of Closure of the Kindergarten to Grade Six Regular Program at Mayland Heights School**

**Purpose:** Information and for the Record, and Approval of the Public Meeting Minutes

**Governance Policy Reference:** EL-1: General Executive Constraint  
EL-3: Information, Counsel and Support to the Board of Trustees  
GP- 5E: Closure of Schools

**Originator:** Frank J. Coppinger, Superintendent, Facilities and Environmental Services

**Resource Persons:** Calvin Davies, Director, Community Engagement and Operational Planning  
Susan Church, Director, Area II  
Rod Peden, General Counsel and Corporate Secretary  
Janice Barkway, Director of Client Services, Legal Affairs

**I. RECOMMENDATION**

It is recommended:

1. THAT the Minutes of the Public Meeting of March 21, 2011, attached to this report as Attachment I, be approved by the Board of Trustees, and
2. THAT this report be received for information and for the record.

**II. ISSUE**

The Board of Trustees' Governance Policies and Procedures identify the formal process that must be followed when closure is being considered. Under the direction of the Board of Trustees, the steps necessary to comply with the Board of Trustees' Policies and Procedures relative to school closure have been undertaken. This report is being provided to document compliance and to assist the Board of Trustees with its further deliberations.

### III. BACKGROUND

Where the Board is considering closure it must raise the matter through a motion at a regular meeting of the Board. On March 1, 2011, the Board of Trustees passed a motion to proceed with a consideration of closure of the Kindergarten to grade six regular program at Mayland Heights School.

The attached chart identifies the timelines and actions taken in compliance with the Board of Trustees' Governance Procedures. (*Attachment II- Relevant Excerpts from GP-5E: Board of Trustees' Procedure- Consideration of Closure of the Kindergarten to Grade Six Regular Program at Mayland Heights School*)

### IV. CONCLUSION

The Calgary Board of Education has complied with the requirements of the Board of Trustees' Governance Policies and Procedures as set forth herein. The Board of Trustees is now in a position to deliberate and to decide, by resolution, whether to close the Kindergarten to grade six regular program at Mayland Heights School. Any such resolution may be considered as of April 11, 2011 and must be considered before the end of this current school year.



**NAOMI E. JOHNSON**  
**CHIEF SUPERINTENDENT OF SCHOOLS**

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| Attachment I:   | Minutes of the Public Meeting Respecting Consideration of Closure of the Kindergarten to Grade Six Regular Program at Mayland Heights School                     |
| Attachment II:  | Relevant Excerpts from GP-5E: Board of Trustees' Procedure – Consideration of Closure of the Kindergarten to Grade Six Regular Program at Mayland Heights School |
| Attachment III: | Written Notice Respecting the Consideration of Closure of the Kindergarten to Grade Six Regular Program at Mayland Heights School                                |
| Attachment IV:  | Record of Signs Respecting the Consideration of Closure of the Kindergarten to Grade Six Regular Program at Mayland Heights School                               |
| Attachment V:   | Record of Posters Respecting the Consideration of Closure of the Kindergarten to Grade Six Regular Program at Mayland Heights School                             |
| Attachment VI:  | Record of Newspaper Advertisements Respecting the Consideration of Closure of the Kindergarten to Grade Six Regular Program at Mayland Heights School            |
| Attachment VII: | Agenda Pubic Meeting for the Consideration of Closure of the Kindergarten to Grade Six Regular Program at Mayland Heights School                                 |

- Attachment VIII: Letter to His Worship Mayor Nenshi Regarding the Consideration of Closure of the Kindergarten to Grade Six Regular Program at Mayland Heights School
- Attachment IX: Written Submissions Received after the Public Meeting Respecting the Consideration of Closure of the Kindergarten to Grade Six Regular Program at Mayland Heights School
- Attachment X: City's Response to Correspondence Addressed to Mayor Nenshi Respecting the Consideration of Closure of the Kindergarten to Grade Six Regular Program at Mayland Heights School

**Attachment I: Minutes of the Public Meeting Respecting Consideration of Closure  
of the Kindergarten to Grade Six Regular Program at Mayland Heights School**

**Calgary Board of Education**

Minutes of the Public Meeting regarding Consideration of Closure of the Regular Program (Kindergarten to Grade Six) at Mayland Heights School, held in the Mayland Heights School Gymnasium, 2324 Maunsell Drive NE, Calgary, Alberta on Monday, March 21, 2011 at 7:00 p.m.

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**PRESENT**

**Board of Trustees:**

Ms. P. Cochrane, Chair, Trustee – Wards 8 & 9  
Ms. C. Bazinet, Trustee – Wards 12 & 14  
Ms. L. Ferguson, Trustee – Wards 3 & 4  
Ms. P. King, Trustee – Wards 5 & 10  
Ms. S. Taylor, Trustee – Wards 11 & 13

**Administration:**

Mr. C. Davies, Moderator and Chair of the Public Meeting  
Ms. K. Barry, Co-Chair of the Public Meeting  
Mr. R. Peden, General Counsel and Procedures Chair  
Mr. D. Stevenson, Deputy Chief Superintendent of Schools  
Ms. E. Demcoe, System Principal, Area II  
Ms. J. Barkway, Assistant Corporate Secretary  
Ms. D. Perrier, Recording Secretary

**WELCOME AND INTRODUCTIONS**

Copies of the Agenda entitled "Board of Trustees, Calgary Board of Education, Public Meeting, Discussion Respecting Consideration of Closure of the Kindergarten to Grade Six Regular Program at Mayland Heights School, Monday, March 21, 2011", which also contained information with respect to purpose of the meeting, discussion guidelines, and written submissions and further questions, were made available to those present and submitted for the record.

Mr. C. Davies, Director, Community Engagement and Operational Planning (CEOP) called the meeting to order at 7:00 p.m. and noted he would be Chair of the meeting and that the meeting had been arranged and convened by the Board of Trustees of the Calgary Board of Education (CBE). He made introduction of the trustees present and of the CBE administration. He also noted the attendance of Mr. D. Wiebe, Principal of Mayland Heights School, and Mr. D. Dyck, Principal of Belfast School, and he gave recognition to the teachers and staff members in attendance.

Mr. Davies informed that the meeting was being recorded on video for the purpose of maintaining an accurate internal record of the proceedings and he noted that minutes would be available on the website at [www.cbe.ab.ca](http://www.cbe.ab.ca) prior to the Board of Trustees making its decision.

## **OPENING REMARKS**

Deputy Chief Superintendent Stevenson came forward and provided the following comments:

"On behalf of the CBE administration, I would like to extend my thanks to all of you for attending tonight's meeting and for the significant time commitment that many of you have previously made in relation to this matter.

Tonight's meeting has been convened by the Board of Trustees and our Board Chair, Pat Cochrane, will be speaking to you shortly to outline their role in the closure consideration process. Before you hear from the Board Chair I wanted to speak with you about the advisory role and the support role that administration plays leading up to and following the formal legislated closure consideration process.

As many of you will already know, administration's Community Engagement and Operational Planning department initiated and coordinated an engagement process with the community some time ago, most significantly in December 2010 and January 2011, to address the opportunities and challenges associated with the possible closure of the Kindergarten to grade six regular program at Mayland Heights School.

Many of you here tonight, and many other members of the community, made significant contributions to that initial work, either as parent representatives, as part of focus groups, or simply in attending Open Houses and providing the CBE with your feedback, and I want to express my sincere appreciation to each and every one of you for the thoughtful and carefully considered input you provided administration to assist in that difficult work. That work was undertaken as part of administration's advisory role to the Board of Trustees.

That engagement process led to the preparation of an administrative recommendation that went forward to the Board of Trustees on March 1, 2011 and, after deliberation, the Board of Trustees did decide at that time to consider the closure of the Kindergarten to grade six regular program at Mayland Heights School.

As I'm certain the Board Chair will tell you, the fact that the Board of Trustees is prepared to consider the closure of this program should in no way suggest that any determination has already been made, and the fact is that no decision has been made to date.

Administration has made "recommendations" in the past, in relation to matters such as this, that the Board of Trustees has reviewed and as a consequence of input from the public, decided not to follow.

Because the Board of Trustees has sole authority and responsibility for the closure consideration process, administration's role since March 1, 2011 has been, and will be, to provide the Board of Trustees, the school community and the general public with our full and total support in providing relevant information and answers to questions. I want to offer my assurance to you tonight that throughout the process we will be doing just that.

On behalf of CBE administration I welcome any questions or comments that you may wish to direct to me or the team that is assembled here tonight. However, we would

ask you to hold them until the open discussion questions and comments portion of the evening.

Thank you."

### **PURPOSE OF THE MEETING AND ROLE OF THE BOARD OF TRUSTEES**

Mr. Davies called forward Ms. P. Cochrane, Board Chair and Trustee of Wards 8 and 9. Ms. Cochrane presented the following information on behalf of the Board:

"On behalf of myself and my fellow trustees, I would like to speak to you briefly about the Board of Trustees' role in the closure consideration process.

On Tuesday, March 1, 2011, after discussion and debate at a regular meeting of the Board of Trustees, a motion was passed by the Board to give consideration to the closure of the Kindergarten to grade six regular program at Mayland Heights School.

The Board of Trustees has the sole responsibility and authority to make closure decisions and I want to make it clear tonight that no decision has been made at this time.

Based on information provided to us by administration, a Written Notice Regarding the Consideration of Closure has been issued by the Board of Trustees, but that is only one part of the information that has been, and will be, reviewed and considered by trustees. In accordance with Alberta legislation and the Board of Trustees' Governance Policies and Procedures, before making any final decision on a matter such as this, the Board of Trustees follows a process to secure additional community input.

That process involves providing important and relevant information to you – the Written Notice – and reviewing it with you. It also involves providing you and other concerned members of the public an opportunity to impact our decision by providing us with your input. Tonight, trustees want to augment our understanding of the information presented in the Written Notice by hearing your observations, submissions and questions. That is why the Board of Trustees has organized and convened tonight's public meeting. Following tonight's meeting, you will have an additional opportunity to ask further written questions and make further written submissions.

Trustees, as the final decision makers, are here tonight to listen and observe. Throughout tonight's discussion and throughout the closure consideration process, trustees will be paying very careful attention to what you have to say.

All of the information collected during the closure consideration process will be weighed very carefully by trustees before any final decision is made.

The Board of Trustees tentatively anticipates debating the merits of this matter and making a decision regarding this closure consideration on Tuesday, April 19, 2011.

The Board of Trustees' ongoing commitment is to provide educational programs and services in suitable facilities throughout Calgary. To honour that commitment, we, as a Board, need to take into consideration student populations, the demand for programs, our available resources, and any other factors that may be significant. Although we certainly may consider financial factors, such as costs of the school or



program, there are many other equally important considerations that impact our examination of any school's circumstances --- student enrolment levels, our ability to resource instructional programming, the health and safety of students, accessibility, and on a system-wide basis, serving the overall interests of public education within our jurisdiction.

Consideration of closure is a very serious matter to the Board of Trustees and we clearly appreciate that it is very significant to the students, parents and other concerned members of the community. Because of that, we want to hear your input around this very important matter. We look forward to listening carefully tonight to your comments, observations and questions.

On behalf of the Board of Trustees, I thank you."

### **REVIEW OF THE WRITTEN NOTICE**

Mr. Davies indicated that copies of the Agenda and *Written Notice Regarding Consideration of Closure of the Kindergarten to Grade Six Regular Program at Mayland Heights School* were available on the table at the back of the gymnasium. He indicated that the public's observations and questions form part of the material that the Board of Trustees will consider as they review the potential closures and ultimately make a decision. It was pointed out that the public also has until 12:00 noon on Monday, April 18, 2011 to submit written follow-up questions and until 9:00 a.m. on Tuesday, April 19, 2011 to provide further written submissions to the trustees regarding this closure consideration.

Ms. K. Barry, Meeting Co-Chair and System Principal, CEOP, gave a PowerPoint presentation that provided an overview of the *Written Notice*. The following is a summary of the presentation given by Ms. Barry.

### **Issue**

A key issue is that there are two elementary schools located in the residential district of Mayland Heights and only one school will be required to accommodate all regular program students into the future.

The enrolment in the regular program at Mayland Heights School is low, and as a result, it is difficult to sustain a Kindergarten to grade six regular program.

### **Schools and Programs**

#### **Mayland Heights School**

Mayland Heights School currently offers a regular program for students from grade one to grade six residing in the residential district of Mayland Heights.

Due to low Kindergarten registration at Mayland Heights School, students were designated to Belfast School for September 2010.

With the opening of Saddle Ridge School in September 2010, Mayland Heights School was no longer required as an overflow bus receiver for students residing in Saddle Ridge, therefore reducing the number of students accessing the regular program at Mayland Heights School to less than 60 students.



On page 2 of the *Written Notice*, the table provides information related to Mayland Heights School. The school has instructional space to accommodate 525 students and as of September 30, 2010, had an enrolment of 299 students. Of the total number of students, 52 students are enrolled in grades one to six in the regular program.

Mayland Heights School also provides a French Immersion Program for 247 students from Kindergarten to grade six residing in the residential districts of Vista Heights and Mayland Heights and all residential districts within Area III.

#### Belfast School

Belfast School currently offers a regular program for Kindergarten students residing in the residential district of Mayland Heights.

The school also offers a regular program for Kindergarten to grade six students residing in the northwest portion of the residential district of Mayland Heights. Refer to page 3 of the *Written Notice* for a map of the attendance areas for each school.

The table on page 3 provides the enrolment information at Belfast School on September 30, 2010. Belfast School has instructional space to accommodate 250 students and as of September 30, 2010 had a total enrolment of 220 students: 47 students from the Belfast School attendance area, 53 students from the Mayland Heights School attendance area and 120 students from outside of the Mayland Heights residential district.

#### **Section A: Implications for Affected Attendance Areas**

The map on page 3 illustrates the current attendance areas for the regular programs at Mayland Heights and Belfast Schools.

Page 5 of the *Written Notice* speaks to the student designations that will change if the Board of Trustees approves the closure of the Kindergarten to grade six regular program at Mayland Heights School, effective the 2011-2012 school year:

- All elementary students (K-6) from the residential district of Mayland Heights would be designated to Belfast School.
- Current grade five regular program students will have the opportunity to complete grade six at Mayland Heights School, should a minimum of 15 students choose to do so.

The map on page 4 illustrates the proposed attendance area for Belfast School, if the regular program at Mayland Heights School is approved for closure.

The table on page 5 provides the projected enrolment at Belfast School should the proposed student accommodation plan be implemented. Belfast School currently accommodates the Kindergarten students from the Mayland Heights School attendance area and has the capacity to accommodate Kindergarten to grade six regular program students from the residential district of Mayland Heights.

#### **Section B: Implications Relative to CBE's Long Range Capital Plan**

A decision to close the regular program at Mayland Heights School would have no implications relative to the CBE's long range capital plan.

The CBE's *School Capital Plan 2011-2014* identifies project priorities for new school or replacement school construction and preservation and/or major modernization projects and is submitted to the province on an annual basis.

The CBE's *Ten-Year System Student Accommodation and Facilities Strategy* provide the long range future project requests and plans for CBE schools.

Both documents are available from any CBE school or can be accessed on the CBE website at <http://www.cbe.ab.ca/aboutus/documents.asp>

### **Section C: Implications with Respect to Busing**

If the regular program at Mayland Heights School is closed, all students in the residential district of Mayland Heights would reside in the proposed walk zone for Belfast School. As a result, administration anticipates no transportation costs.

Appendix 1 on page 13 of the *Written Notice* provides the Proposed Walk Zone Map for Belfast School.

### **Section D: Educational, Programming and Staffing Impacts**

The table on page 6 of the *Written Notice* provides the projected September 2011 enrolment for Mayland Heights School, if the Kindergarten to grade six regular program is not closed. As can be seen from the data in the table, approximately 45 students from the designated attendance area are projected for September 2011.

#### **Educational Impact on Mayland Heights School if the Regular Program is Not Closed**

With low enrolment, organizing effectively for student learning and meeting the learning needs and interests of students becomes challenging as fewer staff will be allocated for the regular program.

#### **Educational Impact on Mayland Heights School if the Regular Program is Closed**

As noted in the table on page 7 of the *Written Notice*, the September 2011 projected enrolment for the French Immersion Program at Mayland Heights School is 256 students. 19 current grade five regular program students have the option to remain at Mayland Heights School to complete their division and the remainder of the regular program students would be designated to Belfast School.

Closing the regular program at Mayland Heights School and designating the students to Belfast School will provide students with access to a larger regular program and a learning environment that has more opportunities for flexible organization and grouping of students to meet learner needs. Students would continue to have access to a greater range of extra-curricular and co-curricular activities.

#### **Staffing Impact**

Resources are allocated to schools based on a per school base allocation, student enrolment and student profile.

Should the Kindergarten to grade six regular program at Mayland Heights School be approved for closure, resource allocation levels would be adjusted at Belfast School to reflect the projected student enrolment and profile for September 2011. Further

adjustments would be made should there be any discrepancy between the projected student enrolment/profile and the actual September 30, 2011 student enrolment. Teachers would be transferred as per the teacher transfer process, in accordance with the CBE's current staffing processes.

Support staff in schools identified for transfer/layoff will be considered for placement and recall in accordance with the CBE and Staff Association Collective Agreement and current staffing processes.

Facility Operations staffing levels will be assessed in accordance with the CBE and CUPE Local 40 Collective Agreement and caretaking staffing formulae and practices.

### **Section E: Financial and Operational Impacts**

No operational impacts or cost savings are anticipated as the Mayland Heights School facility will accommodate the French Immersion Program for the residential districts of Mayland Heights, Vista Heights and Area III.

The financial and operational impacts are not key factors in the consideration of closure of the regular program at Mayland Heights School.

Both physical and human resources are allocated according to student enrolment and/or profile and would follow the students to their designated schools.

#### **Capital Impacts**

There are no known capital impacts associated with the proposed program closure.

### **Section F: Future Facility Plans**

Mayland Heights School will offer a French Immersion Program for students in the residential districts of Mayland Heights and Vista Heights and for students from Area III.

### **RESPONSES TO PREVIOUSLY SUBMITTED OR ANTICIPATED QUESTIONS**

Mr. Davies indicated that the following questions were either received before this public consultation meeting or were anticipated by administration.

#### ***Question: Will any current out-of-attendance area students have to leave Belfast School?***

Response: CBE administration does not anticipate that current out-of-attendance area students will have to leave Belfast School. Enrolment at the school will continue to be closely monitored.

#### ***Question: Will Belfast School continue to accept out-of-attendance area students?***

Response: It is anticipated that student enrolment from the Mayland Heights residential district will not exceed the capacity of Belfast School. Therefore, based on available space and resources, school administration may continue to accept out-of-attendance area students.

***Question: Did CBE administration consider switching the regular program students from Belfast School to Mayland Heights School and the Mayland Heights French Immersion Program students to Belfast School?***

Response: Yes, CBE administration did consider switching the programs between the two schools. CBE administration believes that given the demographic data and projections for the Mayland Heights residential district, Belfast School is the appropriate size school for a regular program in the community.

CBE administration is obligated to look at the effective use of space and resources, to be fiscally responsible in addressing the accommodation needs and the utilization of facilities throughout the system.

Only one school is required into the future with the anticipated enrolment from the residential district of Mayland Heights to be approximately 140 students. The instructional capacity at Belfast School is 250 student spaces.

***Question: Will the larger number of students at Belfast School impact programming, resourcing and organizing for learning?***

Response: The September 20, 2010 enrolment at Belfast School was 220 students and 228 students are projected for September 2011. Therefore, with a slight increase in enrolment at Belfast School, it is anticipated that there would be minimum impact to the program with respect to resourcing and organizing for learning.

***Question: How will the additional students from Mayland Heights School impact the fine arts and technology learning opportunities at Belfast School?***

Response: The additional students from the residential district of Mayland Heights will not impact the fine arts and technology learning opportunities for students. The Principal and staff at Belfast School believe that curriculum designed with a strong arts and technology component benefits student learning.

CBE administration anticipates stability in the school administration and teaching staff at Belfast for the 2011-12 school year, therefore the instructional design and implementation that has been in place will continue.

***Question: How much longer will CBE be offering French Immersion at Mayland Heights School?***

Response: 214 students or 87 per cent of the students attending the French Immersion Program at Mayland Heights School are from Area III. All student accommodation needs are monitored on an annual basis for each Area and should there be an opportunity for these students to move closer to home, CBE administration would pursue this with parents.

***Question: What will be done to ensure that students can cross the major roadways around Belfast School safely?***

Response: The safety of students is a shared responsibility. Parents are responsible to ensure their child travels safely to and from the school. The school has the

responsibility to work with students, staff and parents with respect to student safety.

There are controlled intersections with pedestrian cross walks in two locations on 19<sup>th</sup> street. Currently 53 students designated to Mayland Heights School attend Belfast School and make their way safely.

***Question: What measures are being taken to ensure the safety of students as they are dropped off and picked up by parents at Belfast School?***

Response: As safety of students is a shared responsibility between parents and the school, the administration and staff at school has the responsibility to work with students, staff and parents with respect to student safety.

A number of initiatives to address safety of students have been pursued. The following actions have occurred or are in process:

- For the past 4 years administration and School Council have discussed safety concerns
- Meeting with the City of Calgary regarding crosswalk installation in 4 locations
- Drop off zone signs were installed
- Meeting with the Community Liaison Officer from Calgary Police Service regarding School Patrols
- Staff parking lot barricades set up to prevent drive-through student drop-offs
- On-line survey creation regarding student participation in School Patrol program
- Speed bumps installed on 17 A street
- 3 School Council conversations this year
- Principal visible presence during student drop-off and pick-up times
- Principal review of traffic safety with students
- Communications with parents via school letter and newsletter.

***Question: What is the contingency plan should the enrolment from the Mayland Heights residential district exceed the capacity of Belfast School?***

Response: Demographic data for the next five years indicates that the numbers of students from within the Mayland Heights residential district will not exceed the capacity of Belfast School. The department of Community Engagement and Operational Planning monitors pre-school census data and uses this to build five-year enrolment projections for the residential district.

Although it is unlikely that the student enrolment from the residential district of Mayland Heights will exceed the capacity of Belfast School beyond the five-year projection, should the need arise, CBE administration would look at capacity in neighbouring schools, and may consider grade configuration changes.



### **OPEN DISCUSSION – COMMENTS AND QUESTIONS FROM PARENTS AND PUBLIC**

Mr. Davies reviewed the discussion guidelines that were noted on the back of the Agenda. He reiterated that the trustees were present to hear the public's input and that they will ultimately be the sole decision makers regarding the status of the consideration of closure of the Kindergarten to grade six regular program at Mayland Heights School. He noted that it would not be appropriate, in the middle of the process, for trustees to respond directly to questions or to engage in debate. He asked that questions be directed to him as the meeting Chair and he would provide a response or he would direct the question to an appropriate CBE administrator for response.

**Mr. T. Wooster**, president of Crossroads Community Association, shared his concern that all information provided to date by the CBE administration points to the complete closure of Mayland Heights School. He expressed the belief that the closure of the program would lead to the closure of the school and that it would have a detrimental effect on the property values and the community values of the residences of the Crossroads community. He spoke about and questioned the private/charter schools in the area, noting his belief that they have wait lists for enrolment, and they are located in after-tax dollars facilities, offering the same education as our facilities and institutions which are tax funded, such as Mayland Heights School. He questioned how a privately operated school could take over a neighbourhood school and pay rent to another school board and still be over capacity.

Mr. Wooster asked how the CBE arrived at the demographics for the Mayland Heights community. He noted their community association offers a pre-school program, which is full and has been for the past six years, and it has a wait list. He shared his understanding that the daycares and private day homes in Mayland Heights and Vista Heights are also filled to capacity, with pre-school and school-aged children. Mr. Wooster commented that children would be better served by attending a school in their own neighbourhood rather than having to be bused. He shared the belief that the demographics in the community are changing with more younger and affluent people seeking homes in the area.

Mr. Wooster expounded on the benefits of having four schools in the Mayland Heights area, serving elementary through high school, so that students could walk to each of them. He noted that taxpayer money is saved by not busing students. He shared the belief that the CBE seems to want to be in the business of renting out buildings to private for-profit companies, rather than being in the business of educating children. In closing, Mr. Wooster quoted the CBE's values as noted in its mission statement.

**Mr. R. L'Heureux**, parent of two children attending the regular program at Mayland Heights, noted his concern with the proposed closure and with the proposed walk zone, and questioned the expectation of young children walking up to two kilometres to get to school. He shared that his wife, who is asthmatic, will have to walk their children to and from school. Mr. L'Heureux felt that the CBE should promote the enrolment of more children from the district to Mayland Heights School.

**Mr. C. Foley**, parent of children enrolled at Belfast School, noted there are existing traffic issues around the school. He questioned the numbers put forth in the Written Notice, with respect to the current and the projected enrolment at Belfast School. He shared his belief that some of the classes at Belfast could average 40+ students in the fall of 2011; however, if the closure recommendation is approved and there are less than 15 grade six students to continue at Mayland Heights School, the class of grade six at Belfast School

could be 50+ students. Mr. Foley encouraged the trustees to visit Belfast School to review the classroom sizes and effectively consider how it will succeed with higher class sizes. He further noted that Belfast School currently has out-of-attendance area families on a wait list for enrolment.

**Ms. H. Mowat**, member of the public, noted the belief that the CBE does not appear to want to offer regular programs, but want to offer alternative programs, and she believed that the demographics for communities are portrayed incorrectly by the CBE. Ms. Mowat noted that children have infinite possibilities when they are given the right environment and the right program.

**Ms. W. Woollett**, resident of Mayland Heights and parent of two pre-school children, commented on Sir John Franklin School recently adding grades five and six students to their program. She asked why these grades were added when there is available space at Mayland Heights School. She shared the belief that the public are not well informed about the options that are available for educating students in the north east quadrant of the city. She spoke about special designations having been given to Belfast School and to Sir John Franklin School, and the taking away of that special designation to Belfast School. She commented that families, such as hers, bought homes in the community because of the close proximity to schools in the area. Ms. Woollett felt that the CBE has not informed the community well enough as to why decisions are being made to close schools, to shuffle children around neighbourhoods, and to add grades when the space that is available now is not being utilized effectively.

**Ms. C. Cheng**, early childhood educator and owner of a day home in Marlborough Park, shared that her daughter attended a community school in Marlborough and was in a class of 16 boys and 4 girls, most of whom were English language learners. Her daughter was reading at a third grade level in Kindergarten and subsequent to inquiring about what options were available to challenge her, she was told that her daughter would learn in the mainstream along with every body else. Ms. Cheng stated that she was not initially aware that French Immersion was an option; and when she learned that it was an option she immediately transferred her daughter to Mayland Heights School. She questioned whether it would be a better decision to move the students from Belfast School over to Mayland Heights School since it has a larger instructional space. She shared her concern that if the regular program closes at Mayland Heights School, that the French Immersion program might be looked at by the CBE for closure due to the additional instructional space that would be available.

Ms. Woollett remarked that the CBE should offer pre-school programs, and before and after school care programs on site to alleviate the space crunch that is experienced at day cares and at day homes. She commented that people in our country should be thankful for all of the advantages that we have in terms of our ability to educate children.

**Ms. M. Hajdu**, member of the community, noted her children had endured a school closure process when they attended school in the Catholic system. She shared her skepticism that a decision has not already been made to close the regular program at Mayland Heights School. Her children are enrolled in Belfast School and her son has been in a portable classroom for two years. She commented on the inadequate space offered in a portable and noted that the children have to leave the portable to visit the washrooms, which she felt was cause for concern when the washroom key is inadvertently left inside and the children are locked outside of it. She noted that her children must cross 19<sup>th</sup> Street at 8<sup>th</sup> Avenue every day and that her daughter was hit while riding her bike as a result of the driver losing his vision in the blinding sun. Ms. Hajdu shared that there are

parking issues at the school and that in the three years that her children have attended Belfast School she has not once seen the principal monitoring the parking.

**Ms. B. Cook**, parent of two pre-school children, noted she had plans to enroll her children at Mayland Heights School because their grandparents live in the community. She shared her concern that this proposal would push the capacity at Belfast School to its maximum. She asked that the out-of-boundary families who wish to enroll their children at Belfast School not be discounted should the closure of the regular program at Mayland Heights be approved.

Mr. Davies reiterated that the registration of out-of-attendance area students to Belfast School would be closely monitored by administration. He noted that the projections for enrolment at Belfast School are 140 students from the residential district of Mayland Heights, and with the capacity of the school being 250 there could be space for approximately 110 out-of-attendance area students.

**Ms. P. Halla**, chairperson, Mayland Heights Parent Council, shared four concerns that parents have expressed, the first being about safety. She noted that a number of parents in the Mayland Heights community do not own vehicles and that they chose their home in the area to be within short walking distance of a school. She shared some statistics about the number of vehicles travelling on 19<sup>th</sup> Street during peak morning, afternoon and evening hours. Ms. Halla pointed out that in situations where both parents work outside of the home, there are some younger children who walk to school with their older siblings and there are some young children who walk alone.

Ms. Halla stated that a concern of some parents is where they have a child enrolled in the regular program and another child in the French Immersion program, should the closure of the regular program be approved, those siblings would no longer attend school together. Hardships on the families in this scenario include different professional development days, vacation days, etc. She noted an additional issue is about the ease with which children would transition from the French program to the regular program, noting that this is a common occurrence for children who struggle in the French program.

**Ms. C. Bilyk**, parent of children attending Mayland Heights School, shared a concern with the numbers proposed by the CBE administration. Should the regular program at Mayland Heights School close, the projected numbers to attend Belfast School, by her count, would add up to 275 students. She questioned the ability of Belfast School to accommodate all of the students and she questioned whether they would lose their music room and/or arts room, noting they are an arts-focused school. She questioned further how the proposal would be beneficial to the students at either school. Ms. Bilyk questioned how the CBE would ensure the safety of the students walking from Mayland Heights to Belfast School. She asked what the long-term accommodation plan is for the French Immersion program at Mayland Heights School. She noted her disbelief that the CBE is uncertain of what the future holds for Mayland Heights. She shared the belief that the CBE does not discuss the issues with parents, but that parents have to accept whatever decision the CBE passes down.

Mr. Davies noted that with respect to the future of the French Immersion program at Mayland Heights School, in accordance with Executive Limitations 14: Student Accommodation, it is very clear that the administration must always look for opportunities for students to be able to attend school as close to home as possible. With 87% of the students being bused to the French Immersion program at Mayland Heights School, should the opportunity arise where we can look at those students being bused for a shorter period



of time, or having a significant number of those students not being on a bus for a period of time, the administration would look at that opportunity with the parents of the French Immersion students at Mayland Heights School.

Mr. Davies shared that a student accommodation process and plan is reviewed in collaboration with the Area Director to map where the students live that are coming into the school, and determine whether there are any facilities in the area from which those students are coming from to accommodate them closer to home. Administration would then meet with the parents of the school and have a conversation with them about any such opportunity.

Mr. Davies reviewed the enrolment projections for the regular program at both Mayland Heights School and Belfast School. He referenced page 6 of the *Written Notice*, noting that 45 students from the Mayland Heights residential district would be designated to Belfast School if the regular program were to close. With respect to the number of Kindergarten students enrolled at Belfast School, shown on page 3 of the *Written Notice*, although it shows the number as 37 students, those are spaces that are used for half of the time, therefore that utilization of space decreases by a factor of one half. Additionally, should the proposed closure be approved in a staged manner so as to keep the current grade five students at Mayland Heights for completion of their division, that is a projection of 19 students that would not move into Belfast School.

Ms. Bilyk noted that taking into account the factors provided, the number of students to attend Belfast School pushes it over capacity at 251 students. She questioned the ability for Belfast School to take in students from out-of-attendance area.

Mr. Davies explained that there will be room based on the out-of-attendance area students graduating out of grade six and not filling those spaces for out-of-attendance area students, and monitoring the out-of-attendance area intake for Kindergarten. Mr. Davies stated that the projection for Belfast School for September 2011, should the student accommodation plan be implemented, is 228 students. He noted further that the five-year projection for the Mayland Heights residential district alone is a maximum of 140 students. These projections are made by CBE planners who work with the city census information that is customized for us and which looks at capture rates. The accuracy within which these projections are made is within 2%.

**Ms. K. Elkadri** questioned where the grade five students would go if there are not 15 in total who enroll in grade six at Mayland Heights School. She expressed the belief that in the near future there will be full-day Kindergarten classes and full grade six classes at Belfast School, which she felt would put the school well over capacity.

Ms. Elkadri shared that she has a child currently attending the French Immersion program, and one enrolled in the fall for the Kindergarten French Immersion program. She stated that she lives in Area III and her child rides a bus each way for 55 minutes. She expressed a concern that a new location for French Immersion in Area III would be further away and a longer travel time. Ms. Elkadri shared the reasons she chose French Immersion for her child.

Mr. Davies reminded that this proposal is not about the closure of the French Immersion program at Mayland Heights School.

Ms. Elkadri shared her belief that the closure of the French Immersion program would ultimately occur if the regular program were to close at Mayland Heights School.

**Ms. K. Shaw** noted the community of Mayland Heights has had the choice of both a French program and an English program at one school and that the school has built up the two programs that work in collaboration with one another. She stated that the school now has a caring principal who is building the resources back up for both programs. Ms. Shaw questioned why Sir John Franklin School now offers grade five and grade six classes. She felt the younger grades should not be included with grades at the junior high level.

Ms. Demcoe, Area II System Principal, noted that the grade configuration at Sir John Franklin School was changed to make it a middle school in response to interest that was expressed by a number of parents residing in that quadrant of the city for their children to attend an arts-focused program closer to home.

**Ms. J. Petrunic** indicated that she is running for the constituency of the Liberal party, Calgary-East, and shared the view that administration has not correctly portrayed the numbers. She provided her belief that on average there are 17 students per class at Mayland Heights School, and there are on average 22 students per class at Belfast School, with a proposal to increase that to 25 students per class. She questioned if money is not an issue in this proposal, but the quality of education for students is, then why are we moving from smaller class sizes to larger class sizes. Ms. Petrunic noted that the material related to this potential closure does not show any qualitative data that teachers or parents have been allowed input to what a quality education is. She stated that the issue is clearly about money and that on behalf of their parents and voters, trustees need to lobby the government for more money for the public school budget.

Mr. Davies clarified that should the regular program remain open at Mayland Heights School, the projections indicate 10 students or less per grade. He noted that in that scenario the school would have difficulty organizing for the learning of those students. They would be required to look at the potential of combining grades, they would have a limited number of teachers for the English program, and the opportunities for students would not be as broad-ranging compared to being in with a larger cohort of regular program students.

Ms. Petrunic expressed that what she is hearing from the CBE is that the quality of education increases when children are in larger cohorts, in particular because it is easier for teachers to organize larger cohorts of students for student activities. She disagreed with this philosophy.

Mr. Davies said that is a generalization of the point, and he emphasized that is not what is being indicated. He shared that as the cohort increases, there are a number of resources that can be drawn upon by the school principal. There is increased flexibility to group and rearrange students in multiple ways so that when there is a need to have a grouping of one to six, the principal would have the opportunity to do that by flexing the other resources that are available to the school. Where there is a very small number of teachers, the principal is very limited in terms of how to plan, organize and regroup. Mr. Davies explained how the Resource Allocation Method (RAM) is modeled and allocated to schools based on the number of students in the school, and how flexibility is determined with respect to the staffing allocation.

**Ms. C. Cheng** spoke about the demographics, noting the close proximity of Mayland Heights School to the downtown. She shared her belief that in five to ten years the population in the area is going to change completely, with younger families moving in for a closer commute to the downtown. She commented that the CBE needs to better

promote Mayland Heights School, noting that she was unaware that it offered a French Immersion program until half-way through the year. She did not believe that parents were fully aware that they have options available to them. She expressed the belief that it is likely cheaper to temporarily bus students to inner city schools until the time that there is a need to build a school further out, rather than close existing schools.

**Ms. K. Page**, parent of a child enrolled at Belfast School as an out-of-attendance area student, shared her concern about potentially being displaced in the future should the accommodation plan be approved. She shared that she was hopeful to enroll a younger child in Belfast in the next few years as well.

Mr. Davies explained that no current out-of-attendance area students would be displaced from Belfast School, and that future out-of-attendance area enrolments would be monitored. He shared that keeping siblings together is looked at with importance and it is used as a filter.

Ms. Demcoe shared comments about the prioritization for out-of-attendance area students. She noted that the Kindergarten program is an optional program, and therefore a determination would have to be made about whether there is room to accept out-of-attendance area students to the Kindergarten program at Belfast School.

**Ms. E. Coles**, parent of a child attending Belfast School as an out-of-attendance area student, noted that their family will be moving into the Mayland Heights area. She expressed that stability in education is very important. She noted that she has another pre-school child and she is hopeful that both of her children will be able to attend the same school together.

**Mr. C. Tesarski**, indicated he is running for the leadership of the Alberta party, and expressed the belief that the CBE's five-year projections shown at this meeting do not indicate advanced planning. He expressed that our children are our most important resource and he expressed his hope that future generations will do a much better job of planning for this province than our current generation has done. He stressed that we must ensure our public education system remains strong and that the funding is available from the province. Mr. Tesarski stated he was in favour of the empowerment and fostering of children in specialized areas of education; however, if there is a quality regular program that can occur at Mayland Heights School, and if it can be filled with enough students from the area, then the proposed accommodation plan should not be approved. He questioned the decision to change the configuration of Sir John Franklin School to accommodate grades five and six students in the area who have expressed an interest in the arts-focused learning, noting that Belfast School offers an arts and technology focus. Mr. Tesarski stated that the CBE should be looking at 10 and 20-year projections.

**Mr. T. Wooster** shared that he is a parent of a child who formerly attended Vista Heights School as well as Belfast School. He noted that the CBE needs to look at opportunities for schools to be closer to the students' homes. He stated that this is such an opportunity. Mr. Wooster stated his belief that the CBE website shows that junior high schools, grades seven through nine, are middle schools. He remarked that having the grade five and six students play immediately next door and with the grade five and six students from Mayland Heights Schools makes no sense. He expressed the belief that those students belonged in the elementary school, and that they should be attending Mayland Heights School with their cohorts.

Mr. Wooster asked whether the administration considered the age of the buildings, noting that Belfast School is more than 10 years older than Mayland Heights School. He pointed out that the intent of the question should not be taken as his proposal that anything should happen to Belfast School because he believed that Belfast is a wonderful and viable school.

Ms. Demcoe clarified that the CBE has a number of middle schools throughout the city with a grade configuration of grades five through nine and others that have a grade configuration of grades four through eight.

**Mr. P. Paries**, member of the community and parent of a pre-school child and a toddler, noted he attended schools in this community. He noted that he has seen Mayland Heights School both flourish and diminish over the years. He stated that the numbers appear to be extremely clouded, as he sees new young families with children moving in to the neighbourhood. He shared the belief that the potential closure is making people second guess their decision to move in to the community and it is taking away the attraction of new people to the community. Mr. Paries said it makes sense to him to move Belfast School with the arts program to Mayland Heights School and to move the French Immersion program from Mayland Heights School to Belfast School. He believed that the student-teacher ratio would bring better performance by the students. He shared his belief that the achievement test results of the students in the regular program at Mayland Heights School has declined over the years and that the frequent principal changes over the years has not helped. He has his children on a wait list for the charter school in the area because they appear to have better student success academically.

**Mr. L. Wong**, president of Belfast Fundraising Stakeholder's Society, shared his belief that there are 120 out-of-attendance area students attending Belfast School because the school offers a very special program and that right now the administration's hands are tied and they are unable to grow the capacity at the school because of the unknowns around Mayland Heights School. He noted that there could be more growth if the program at Belfast School were to move into the Mayland Heights School and merge with the regular program, and the French Immersion program at Mayland Heights School were to move into Belfast School.

**Ms. E. Purves-Smith** remarked that despite its regular program status, Belfast School has a unique program. She noted that Mayland Heights School also offers uniqueness by having a regular program and a French Immersion program operating side by side. She encouraged the trustees and administration to look at ways to foster each of these unique programs. She commented on how decisions of this nature have an effect on all people and noted that anticipations can be made but outcomes can not be known, and no assurances or guarantees can be made in these situations. She questioned whether trustees and administration have been to the schools and the classrooms to determine whether or not those smaller class sizes might be viable and whether or not they may be offering a higher quality instruction and learning. Ms. Purves-Smith shared that if the bottom line is the human costs, as opposed to the economic costs, then that should be a priority rather than looking at charts, numbers and projections.

**Ms. A. Preusser** referenced page 6 in the *Written Notice*, in terms of non-closure of the regular program at Mayland Heights, and she questioned there being no enrolment projection for Kindergarten students. She further questioned the enrolment projection for grade one students.



Mr. Davies stated that these are projections made by CBE planners should the status quo occur at Mayland Heights School.

Ms. Preusser shared that she has a son in Kindergarten and that she considered the option of him attending Mayland Heights School, but she is quite concerned about the safety in the neighbourhood as it relates to 19<sup>th</sup> Street. She felt that a drawback of living in the inner city is the higher volume of traffic traveling through the neighbourhoods. She said she would like to see the CBE further negotiate with the city, and to reconsider some of the boundaries and offer busing with smaller buses. She shared her belief and disappointment that this process has pitted some Belfast parents against Mayland Heights parents, and that it has an effect on the community as a whole.

**Ms. C. Ordze** questioned the possibility of the parents being given the opportunity to build up the enrolments to Mayland Heights School. She pointed out that they recently held an open house to promote the two programs offered at Mayland Heights School, and there was positive feedback received from parents. She pointed out that such opportunity has not been given subsequent to the school twice losing its temporarily designated students. Ms. Ordze stated that the school has a terrific principal, great teachers and parent council.

**Ms. I. Carleton-Dodds**, parent of two children attending Mayland Heights School, noted her family resides in Saddle Ridge. She expressed her desire that her children remain at Mayland Heights because she feels it is a great school with an active parent council that provides so many opportunities for the students. She shared that the French Immersion program and the regular program work so well together, and she felt that if the regular program were to close it would break the heart of the school.

**Ms. T. McEwing**, resident of Saddle Ridge and parent of one child attending Mayland Heights School, stated her desire that her child continues to be educated at Mayland Heights School. She commended the teachers, staff and principal of the school, noting they go above and beyond their duties. She remarked on the proposed accommodation plan, noting her belief that Belfast School would be at capacity if the regular program moves over from Mayland Heights, and she noted her understanding that Sir John Franklin School is also at capacity. She asked what strategies the CBE is undertaking to fill Mayland Heights School.

Mr. Davies responded that the CBE administration views the program choices and offerings that are available for alternative programs within communities and areas. He noted it is evident that parents make do make choices and part of what has happened in the Mayland Heights area is that parents made choices for Spanish bilingual programs, the Science program and other alternatives. What administration is attempting to do is to provide a wide range of opportunities and programs for parents and students to choose from. Situations then arise that require a review of the demographics in the community and the number of schools and their capacities within a community, which can lead to the necessity for adjustments to be made with respect to accommodation needs.

Ms. McEwing expressed the opinion that there are no clear strategies in place to build up the school and questioned how long the CBE would be prepared to sustain Mayland Heights School at half capacity.

Mr. Davies noted that the school will be operational in the next school year and the enrolment will be monitored on a yearly basis with the Area Director. The strategies to build the school up would be done internally with the school and parent council in terms of

working to increase the enrolment numbers and promoting the school and opportunities. This work would involve the school principal.

**Ms. E. Khalil**, parent of three children in the French Immersion program at Mayland Heights School, shared her reasons for enrolling her children in the program. Subsequent to being a part of the school community for six years she has found it to be a community and school with heart, and this, she believes is felt by others. She shared her understanding that all elementary schools infuse the arts and/or technology in all of the teaching and she questioned why the specific designation was given to Belfast School and why the students who were designated to Mayland Heights School were able to attend Belfast School. She shared that the parent council of Mayland Heights School has invested a great deal towards technology. She felt that Mayland Heights should be designated as a technology school and noted that this is something that could be a strategy and could be advertised. Ms. Khalil that the trustees and administration should visit the school to have an understanding of the school environment and to see the learning that takes place at Mayland Heights School before considering the closure of the regular program.

Ms. Khalil asked what the contingency plan is should the enrolment at Belfast School become over capacity. She noted that a previous response from administration was that the projected enrolments would not put the school over capacity, and that in the event it does go over capacity, then students would be directed to Vista Heights School. She questioned why the designation would be to Vista Heights School and not Mayland Heights School, and which students this accommodation plan would apply to. She shared that much talk is made around parent choice and she, herself, has chosen French Immersion and Mayland Heights for her children. She expressed the belief that the CBE is setting itself up for disaster; that it is taking this public entity as it presently exists and getting rid of it; that it is now only a business.

Mr. Davies said that administration is truly focused on the 55 students in the regular program at Mayland Heights School, and on ensuring that strong educational programming can be provided to that group of students. Our data and our planning information, built on the census information, has administration feeling confident that over the course of five years there is not going to be an issue in relation to the capacity at Belfast School. He stated that with respect to a contingency plan, we do have a number of opportunities to look at neighbourhood schools. We also have opportunities in terms of grade configuration adjustments that could occur in this area – there is a large capacity at Sir John Franklin School that is not being maximized.

**Ms. H. Mowat** suggested that the public should read a book entitled “The Dumbing Down of our Students” authored by Charlotte Iserbyte. She noted that the writing speaks to the future privatization of our schools. She expressed that perhaps the CBE is looking more at the issue of making money instead of looking at the human aspects.

**Ms. C. Shaw** questioned the resource allocation and what Mayland Heights School might lose.

Mr. Davies responded that the resource allocation is based on the number of students that are in the school. He noted that the French Immersion program at Mayland Heights School would not lose any resources. The resources that are allocated to the regular program would follow the students to Belfast School if the regular program were to close at Mayland Heights School.

Ms. Shaw disagreed that there would be no loss at Mayland Heights School, noting that it would lose teachers, and she felt that those remaining in the school would be affected by the resources that would be lost. She pointed out that Mayland Heights School has experienced full capacity in the past and has experienced being unable to get extra resources. She noted that trying to get a teacher's aide, let alone a second teacher, when classrooms as young as Kindergarten have 30-35 students, necessitates more red tape in the way of forms to be filled out by parents explaining their child's need for extra assistance because they are struggling. Ms. Shaw expressed her concern with any school closing. She questioned what research was done or what discussion was held about moving Belfast School into Mayland Heights School, which has a larger capacity and would enable all of the children a choice to learn through any of the three programs.

Mr. Davies shared that such a plan was looked at and it was addressed in the initial PowerPoint slides shown earlier in the meeting, that looked at the optimization of Belfast School being a perfect-sized size school to accommodate the students from the Mayland Heights residential district over the long term.

Ms. Shaw stressed that it works both ways and that the optimization of Mayland Heights should be reviewed as well. She questioned the accommodation plan and who it is best for.

**Mr. K. Jensen**, long standing resident of the community of Mayland Heights, former graduate of Belfast School, and father of two children who had attended Mayland Heights School, noted he had served on the school council as well as on the traffic committee for the community. He asked that the board take some time to get the data as to how busy 19<sup>th</sup> Street and 8<sup>th</sup> Avenue truly are before making a decision on this proposed closure. He noted that traffic calming efforts were followed up for the area, but he felt they are minimal as far as impacting traffic because there was no reduction to the traffic. It was made a little safer so that children could cross the road without having to dodge cars at 14<sup>th</sup> Avenue and 19<sup>th</sup> Street. He shared his confusion about the numbers, noting that the enrolments have gone up and down at both Belfast School and Mayland Heights School. He shared that he did not understand the CBE administration's statement that they have a five-year forecast for population in an area, but it can't forecast for more than one year for the school. Mr. Jensen questioned whether the administration has had a discussion with the parents of the French Immersion program at Mayland Heights School about the future possibility of offering the program closer to their homes and, if they did, what the response of parents was. He shared the belief that the proposed accommodation plan has more to do with other issues, such as staffing challenges that were previously mentioned, rather than being about the demographics.

**Ms. C. Trummer**, parent of two children at Belfast School, shared that she hopes the CBE is hearing that there is a lot of distrust of the CBE. For herself, one of the reasons is having the arts designation mysteriously vanish from Belfast School. She relayed her second issue had to do with someone she knows that moved into the community last spring and who was told Mayland Heights School was full and that she should register her child in Belfast School, which she did. Ms. Trummer shared her astonishment at being told the program was full at Mayland Heights. She said as for her own children, she now has to decide on their future and she is not sure what to believe with respect to this accommodation plan.

**Ms. M. Davis**, parent of three children at Mayland Heights School, two of whom are in the French Immersion program and one is in the regular program. She shared her concern that the CBE moves children around wherever they see fit. She asked if administration

has surveyed teachers to find out what their level of difficulty is in teaching smaller class sizes.

Mr. Davies stated that he was a teacher in the CBE for a number of years, as well as a school principal in a number of different settings. He noted that the conversation has been held between the school principal and the Area Director in talking about the challenges for programming and meeting the needs of students in the regular program at Mayland Heights School. He shared that we do strive for ultimate class sizes and to get within the guidelines for the class size initiative at the various divisions. The complexity that teachers find is when there is a need to combine grades with small numbers, it becomes difficult in terms of programming for students.

Ms. Davis stated that she crosses 19<sup>th</sup> Street every day to walk to work and that it is difficult even for an adult. She shared that the proposed accommodation plan, if approved, will be a hardship on her family.

**Ms. S. Nicholson** commented that she reviewed the CBE's website two years ago to review the schools and options available for her child and she chose to enroll her child in Belfast School as an out-of-attendance area student. She said that upon his acceptance at the school she received confirmation from the former principal that her other children would be allowed to attend the school as well when they were of age, which was very important to her. She shared her concern that her younger children may not be accepted at Belfast School as out-of-attendance area students should this proposed accommodation plan be approved. She expressed her worry that she may have to enroll her son elsewhere, taking him away from the teachers he has come to know and away from his school friends, or leave him at Belfast School, thus separating him from his younger siblings. Ms. Nicholson expressed seeing that choices are drifting further away from the parents affected by the accommodation plan, noting respectively that the Mayland Heights parents chose not to enroll their children in Belfast School but to enroll them in Mayland Heights School because they felt that program to be the best for their children.

**Ms. P. Halla** shared that Mayland Heights School has a great parent council that went to great lengths over the past four months to promote the regular program, through an open house and advertising on billboards. She asked that the board look carefully at the numbers pertaining to Belfast School, noting her belief that it will be over capacity and it will lead to children having to be bused out of the community. She asked that the board also consider the safety of the children getting to and from school, and to look at the statistics for 19<sup>th</sup> Street.

### **CLOSING REMARKS**

Mr. Davies directed attention to the back of the Agenda and reminded those in attendance that follow-up questions from this meeting must be received by the CBE on or before 12:00 noon on Monday, April 18, 2011 and written submissions must be received by 9:00 a.m. on Tuesday, April 19, 2011. He pointed out that it is not possible to direct personal responses to each question; that all questions submitted would be reviewed for relevancy and repetitiveness and those selected for response would be answered on the CBE website at <http://www.cbe.ab.ca>.

He thanked everybody for attending the meeting and for providing respectful comments and input. He noted that it is anticipated that the board meeting to discuss the consideration of closure of the regular program at Mayland Heights School would be on or about Tuesday, April 19, 2011. The public's observations,



comments and questions are valued and will form part of the material that trustees will consider as they review the matter and ultimately reach a decision. He advised that the public's input at the meeting this evening has been an important contribution to the board's decision-making process.

Mr. Davies declared the meeting closed at 10:06 p.m.

Note to Reader:

The Minutes of the Public Meeting re: Closure of the Regular Program (Kindergarten to Grade Six) at Mayland Heights School, held in the gymnasium, 2324 Maunsell Drive NE, Calgary, Alberta on Monday, March 21, 2011 at 7:00 p.m. include the major points of discussion - they are not a verbatim transcript of the meeting.

**Attachment II: Relevant Excerpts from GP-5E: Board of Trustees' Procedure – Consideration of Closure of the Kindergarten to Grade Six Regular Program at Mayland Heights School**

<b>Relevant Excerpts from GP-5E: Board of Trustees' Procedure – Consideration of School Closure:</b>	<b>Action:</b>
<p>1 In this Governance Procedure,</p> <p>(a) “closure” means any action referred to in section 2.</p> <p>2 The Board may</p> <p>(a) close a school permanently or for a specified period of time;</p> <p>(b) close entirely three or more consecutive grades in a school;</p> <p>(c) transfer all students from one school building to one or more other school buildings on a permanent basis;</p> <p>(d) close the entire junior high school program or the entire high school program in a school; or</p> <p>(e) alter the configuration of a school such that a school previously offering a regular program will, in the next year no longer do so; or</p> <p>(f) close the regular program in a school, at a future proposed date, conditional on certain specified factors.</p>	
<p>4(1) Where the Board is considering the closure of a school, the Board shall</p> <p>(a) raise the matter by way of a motion at a Regular Meeting of the Board, and</p>	<p>March 1, 2011 at a Regular Meeting of the Board – The Board of Trustees passed the following motion:</p> <p>BE IT RESOLVED, THAT the Board of Trustees is satisfied that there is cause to proceed with a consideration of closure of the Kindergarten to grade six regular program</p>

**Attachment II: Relevant Excerpts from GP-5E: Board of Trustees' Procedure – Consideration of Closure of the Kindergarten to Grade Six Regular Program at Mayland Heights School**

<b>Relevant Excerpts from GP-5E: Board of Trustees' Procedure – Consideration of School Closure:</b>	<b>Action:</b>
	at Mayland Heights School, in accordance with the Closure of Schools Regulation and the Board of Trustees' Governance Process Policy 5E: Board of Trustees' Procedure – Consideration of School Closure, sections 4 to 7.
<p>(b) in writing notify the parents of every child and student enrolled in the school who, in the opinion of the Board, will be significantly affected by the closure of the school.</p> <p>(2) A notice referred to in subsection (1)(b) shall set out the following:</p> <p>(a) how the closure would affect the attendance area defined for that school;</p> <p>(b) how the closure would affect the attendance at other schools;</p> <p>(b.1) information on the Board's long-range capital plan;</p> <p>(c) the number of students who would need to be relocated as a result of the closure;</p> <p>(d) the need for, and extent of, busing;</p> <p>(e) program implications for other schools and for the students when they are attending other schools;</p>	<p>March 14, 2011– A <i>Written Notice to Parents/Guardians</i> (with enclosures) was provided to the parents/guardians of students currently enrolled at Mayland Heights School (<i>Attachment III: Written Notice Respecting the Consideration of Closure of the Kindergarten to Grade Six Regular Program at Mayland Heights School- with enclosures</i>) This notice contained the information required by the <i>Board of Trustees Governance Procedures</i>. Further, a copy was posted to the CBE web site.</p> <p>Prior to the public meeting scheduled for March 21, 2011 parents and guardians were provided with an opportunity to submit written questions and comments related to the consideration of closure.</p> <p>The deadline for receipt of these questions to the Director of Area II was on or before 12 noon Thursday, March 17, 2011.</p> <p>Four submissions were received by the Director of Area II, and six submissions were received by the Trustees.</p>

**Attachment II: Relevant Excerpts from GP-5E: Board of Trustees' Procedure – Consideration of Closure of the Kindergarten to Grade Six Regular Program at Mayland Heights School**

<b>Relevant Excerpts from GP-5E: Board of Trustees' Procedure – Consideration of School Closure:</b>	<b>Action:</b>
<ul style="list-style-type: none"> <li>(f) the educational and financial impact of closing the school, including the effect on operational costs and capital implications;</li> <li>(g) the educational and financial impact if the school were to remain open;</li> <li>(h) the time and location of the public meeting referred to in section 5(1)(a);</li> </ul>	
<p>4 (3) A notice referred to in subsection (1)(b) may set out the following:</p> <ul style="list-style-type: none"> <li>(a) the capital needs of the schools that may have increased enrolment as a result of the closure, and</li> <li>(b) the possible uses of the school building or space in the school building if               <ul style="list-style-type: none"> <li>(i) the entire school is being closed, or</li> <li>(ii) three or more consecutive grades in the school are being closed entirely.</li> </ul> </li> </ul>	<p>The written material provided to affected parents/guardians supplied information regarding the CBE's <i>School Capital Plan 2011—2014</i> and the <i>Ten-Year System Student Accommodation and Facilities Strategy</i> and indicated the availability of these documents on the CBE web site.</p> <p>The written material provided to affected parents/guardians indicated that, in the event of the closure of the Kindergarten to grade six regular program at Mayland Heights School that the school will offer a French Immersion Program for students in Mayland Heights, Vista Heights and Area III.</p> <p>Copies of the Written Notice were provided at the public meeting for all attendees.</p>
<p>5 (1) Where the Board has passed a motion at a Regular Meeting of the Board that it is considering the closure of a school, the Board</p> <ul style="list-style-type: none"> <li>(a) shall organize and convene a public meeting for the purpose of discussing the information provided to the</li> </ul>	<p>March 21, 2011 - A public meeting was held at Mayland Heights School to discuss the program closure under consideration. (<i>Attachment VII: Agenda for the Public Meeting Respecting the Consideration of Closure of the Kindergarten to Grade Six Regular Program at Mayland</i></p>

**Attachment II: Relevant Excerpts from GP-5E: Board of Trustees' Procedure – Consideration of Closure of the Kindergarten to Grade Six Regular Program at Mayland Heights School**

Relevant Excerpts from GP-5E: Board of Trustees' Procedure – Consideration of School Closure:	Action:
<p>parents under section 4,</p>	<p><i>Heights School)</i></p> <p>At the conclusion of the public meeting it was announced that follow up questions could be submitted to the Office of the Board of Trustees on or before 12:00 noon on Monday, April 18, 2011 and written submissions by 9:00 a.m. on Tuesday, April 19, 2011.</p>
<p>(b) shall provide an opportunity for the council of the municipality in which the school is located to provide a statement to the Board of the impact the closure may have on the community,</p> <p>(c) may hold other meetings with respect to the closure at times and places as the Board may determine</p>	<p>March 2, 2011 – A letter was sent to the City of Calgary advising of the motion to consider the closure of the Kindergarten to grade six regular program at Mayland Heights School and inviting the Council to provide a statement to the Board of Trustees of the impact the closure may have on the community. (<i>Attachment VIII: Letter to his Worship Mayor Nenshi Regarding the Consideration of Closure of the Kindergarten to Grade Six Regular Program at Mayland Heights School</i>) (<i>Attachment X: City's Response to Correspondence Addressed to Mayor Nenshi Respecting the Kindergarten to Grade Six Regular Program Closure at Mayland Heights School</i>)</p>
<p>5 (2) The date and place of the public meeting referred to in subsection (1)(a) shall be</p> <p>(a) posted in five or more conspicuous places in the area or areas of the school or schools affected by the closure, for a period of at least 14 days before the date of the public meeting.</p>	<p>The information required was posted 14 clear days before the public meeting in the required number of locations, as follows:</p> <p><b><u>Posters advertising public meeting</u></b></p> <p>Flyer-size notices indicating the date, place and time of the public meeting were posted on Friday March 4, and Saturday March 5, 2011 the consideration of closure the Kindergarten to grade six regular program at Mayland Heights School.</p>

**Attachment II: Relevant Excerpts from GP-5E: Board of Trustees' Procedure – Consideration of Closure of the Kindergarten to Grade Six Regular Program at Mayland Heights School**

Relevant Excerpts from GP-5E: Board of Trustees' Procedure – Consideration of School Closure:	Action:
	<p>Locations included:</p> <ul style="list-style-type: none"> <li>• Mayland Heights School 2324 Maunsell Dr. N.E.</li> <li>• Belfast School 1229 17 A St. N.E.</li> <li>• 7- Eleven Food Store- 1907 8th Ave. N.E.</li> <li>• Family Foods 817 19<sup>th</sup> St. N.E.</li> <li>• Mayland Heights Rexall Drugstore- 817 19th St. N.E.</li> <li>• Mayland Medical Walk-In Clinic 1905 8<sup>th</sup> Ave. N.E.</li> <li>• Crossroads Community Centre- 1803 14<sup>th</sup> Ave. N.E.</li> </ul> <p><i>(Attachment V: Record of Posters Respecting the Consideration of Closure of the Kindergarten to grade six regular program at Mayland Heights School)</i></p> <p><b><u>Road signs</u></b></p> <p>Five signs were installed by March 5, 2011, and remained until after the public meeting on March 21, 2011. The signs for Mayland Heights School were confirmed at the following locations:</p> <ul style="list-style-type: none"> <li>• Mayland Heights School- 2324 Maunsell Dr. N.E.</li> <li>• Belfast School- 1229 17 A St. N.E.</li> <li>• Mayland Place – 3<sup>rd</sup> Ave., 19<sup>th</sup> St. N.E.</li> <li>• 8<sup>th</sup> Ave. N.E. and approx. 13 A St. N.E.</li> <li>• 19<sup>th</sup> St. and McKinnon Dr. N.E.</li> </ul> <p><i>(Attachment IV: Record of Signs Respecting the Consideration of Closure of the Kindergarten to grade six regular program at Mayland Heights School)</i></p>

**Attachment II: Relevant Excerpts from GP-5E: Board of Trustees' Procedure – Consideration of Closure of the Kindergarten to Grade Six Regular Program at Mayland Heights School**

<b>Relevant Excerpts from GP-5E: Board of Trustees' Procedure – Consideration of School Closure:</b>	<b>Action:</b>
	<p><b><u>Web site</u></b>  On March 3, 2011</p> <ul style="list-style-type: none"> <li>• Consideration of School/Program Closures web page created</li> <li>• Created Web links to consideration of closure project page from: <ul style="list-style-type: none"> <li>▪ School web pages</li> <li>▪ Area II page</li> <li>▪ CBE main home page</li> </ul> </li> </ul> <p>As of March 15, 2011</p> <ul style="list-style-type: none"> <li>• The Written Notice to Parents was posted on the closure consideration project page after sent home to parents.</li> </ul> <p>On March 3, 2011</p> <ul style="list-style-type: none"> <li>• A notice of the public meeting was located on CBE public meetings calendar.</li> </ul> <p>After public meeting was held, the document 'Board of Trustees' e-mail address for submissions' was added to consideration of closure page.</p>
<p>5 (2) The date and place of the public meeting referred to in subsection (1)(a) shall be</p> <p>(b) advertised in a newspaper circulating within the area or areas of the school or schools affected by the proposed closure, on at least 2 occasions as close as it is practicable to the date of the meeting.</p>	<p>Wednesday, March 16, 2011 and Saturday, March 19, 2011 -The required advertisements regarding the date, time and location of the public meeting were placed in the <i>Calgary Herald</i> and in the <i>Calgary Sun</i> newspapers.</p> <p>Information was also posted on the Calgary Board of Education web site prior to the public meeting.</p> <p><i>(Attachment VI: Record of Newspaper Advertisements)</i></p>

**Attachment II: Relevant Excerpts from GP-5E: Board of Trustees' Procedure – Consideration of Closure of the Kindergarten to Grade Six Regular Program at Mayland Heights School**

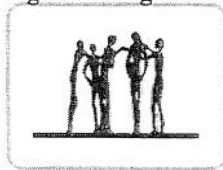
<b>Relevant Excerpts from GP-5E: Board of Trustees' Procedure – Consideration of School Closure:</b>	<b>Action:</b>
	<i>Respecting the Consideration of Closure of the Kindergarten to grade six regular program at Mayland Heights School)</i>
5 (3) At least two Trustees of the Board shall attend the public meeting referred to in subsection (1)(a)	Five Trustees were in attendance at the March 21, 2011 public meeting.
(4) The Board shall ensure that minutes of all public meetings held under this section are prepared. The minutes of the public meetings shall include the major points of discussion. They are not a verbatim transcript of the meeting.	Minutes of the meeting were prepared and a draft copy of the minutes of the public meeting was posted on the Calgary Board of Education website.  The meeting is recorded audio/visually for internal administrative purposes.
6 (1) A Board shall not make a final decision on the proposed closure until at least three weeks have passed since the date of the public meeting referred to in section 5(1)(a)	The Board has advised the public that it will decide whether to close the Kindergarten to grade six regular program at Mayland Heights School on or about April 19, 2011.  As of April 11, 2011 more than three weeks will have passed since the date of the public meeting.
(2) The Board of Trustees shall give due consideration to any written submissions on the proposed closure that it receives after the public meeting referred to in section 5(1)(a).	Monday, April 18, 2011 (before noon.) – This date and time was identified as the last opportunity for the Board of Trustees to receive follow-up questions.



**Attachment II: Relevant Excerpts from GP-5E: Board of Trustees' Procedure – Consideration of Closure of the Kindergarten to Grade Six Regular Program at Mayland Heights School**

<b>Relevant Excerpts from GP-5E: Board of Trustees' Procedure – Consideration of School Closure:</b>	<b>Action:</b>
	<p>Tuesday, April 19, 2011 (by 9:00 a.m.) – This date and time was identified as the last opportunity for the Board of Trustees to receive written submissions. Each Trustee received a copy of each submission. For privacy reasons they are not attached to this report. (<i>Attachment IX: Written Submissions Received After the Public Meeting Respecting the Consideration of Closure of the Kindergarten to Grade Six Regular Programs at Mayland Heights School</i>) -these have been circulated only to Trustees and retained for the corporate record. Note: Questions were received and those chosen for response were posted to the website. Copies of all questions and responses are provided to each Trustee.</p> <p>Members of the public were informed that the Board of Trustees would give due consideration to any submissions received after the public meeting; at the time of this report, one YourVoice submission and three Trustee submissions were received via the Board of Trustees' office.</p>
(3) The Board (a) shall by resolution decide whether to close the school, and	
(b) if the decision is to close the school, shall forthwith notify the Ministers in writing of the decision	
7 (1) All School Closure procedures shall be initiated and completed within the school year in which the decision to close the school is made.	The procedure to consider the closure of the Kindergarten to grade six regular program at Mayland Heights School began March 2, 2011.
(2) Notwithstanding subsection (1), the Board may request permission in writing from the Ministers to extend the school closure procedures beyond one school year.	

Attachment III: Written Notice Respecting the Consideration of Closure of the  
Kindergarten to Grade Six Regular Program at Mayland Heights School



Calgary Board of Education

OFFICE OF THE BOARD OF TRUSTEES

Education Centre Building

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

March 14, 2011

**WRITTEN NOTICE REGARDING  
CONSIDERATION OF CLOSURE OF THE  
KINDERGARTEN TO GRADE SIX REGULAR PROGRAM  
AT MAYLAND HEIGHTS SCHOOL**

**INTRODUCTION**

At a Regular Meeting on Tuesday, March 1, 2011, the Board of Trustees of the Calgary Board of Education (CBE) passed a motion to consider the closure of the Kindergarten to grade six regular program at Mayland Heights School. The student accommodation plan would allow current grade five students in the regular program to complete their division at Mayland Heights School, contingent upon a minimum of 15 students choosing to stay. Motion to consider closure does not mean that closure will occur – only that the possibility of closure will be considered. No closure decision will be made by the Board of Trustees until parents and the public have had an opportunity to provide input with respect to this important community matter.

A public meeting is scheduled in the **Mayland Heights School Gymnasium** on **Monday, March 21, 2011, at 7 p.m.** to discuss the regular program closure under consideration.<sup>1</sup> The public meeting will provide those in attendance with an opportunity to participate in a discussion related to the information provided in this notice. Parents and interested members of the public will also have an opportunity at the public meeting to make statements or ask questions of CBE administration.

A key issue is that there are two elementary schools located in the residential district of Mayland Heights and only one school will be required to accommodate all regular program students. The enrolment in the regular program at Mayland Heights School is low, and as a result, it is difficult to sustain a Kindergarten to grade six regular program into the future.

**Attachment III: Written Notice Respecting the Consideration of Closure of the  
Kindergarten to Grade Six Regular Program at Mayland Heights School**

**BACKGROUND**

*Schools and Programs*

Mayland Heights School

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

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

**MAYLAND HEIGHTS SCHOOL**

Instructional space available = 525 (21 classrooms)

Enrolment as of September 30, 2010

Regular	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
Mayland Heights		10	8	2	6	14	3	43
Out Of Attendance Area			3		1	5		9
Total	0	10	11	2	7	19	3	52
French Immersion	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
Total	45	49	35	30	35	22	31	247
<b>TOTAL ACTUAL</b>	<b>45</b>	<b>59</b>	<b>46</b>	<b>32</b>	<b>42</b>	<b>41</b>	<b>34</b>	<b>299</b>

Belfast School

Belfast School has instructional space to accommodate 250 students and as of September 30, 2010 had a total enrolment of 220 students: 47 students from the Belfast School attendance area, 53 students from the Mayland Heights School attendance area and 120 students from outside of the Mayland Heights residential district.

**Attachment III: Written Notice Respecting the Consideration of Closure of the Kindergarten to Grade Six Regular Program at Mayland Heights School**

**BELFAST SCHOOL**

Instructional space available = 250 (10 classrooms)

Enrolment as of September 30, 2010

	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
Belfast School Attendance Area	9	4	5	4	10	7	8	47
Mayland Heights School Attendance Area	13	6	3	9	10	6	6	53
Other Residential Districts	15	20	16	17	16	18	18	120
<b>Total</b>	<b>37</b>	<b>30</b>	<b>24</b>	<b>30</b>	<b>36</b>	<b>31</b>	<b>32</b>	<b>220</b>

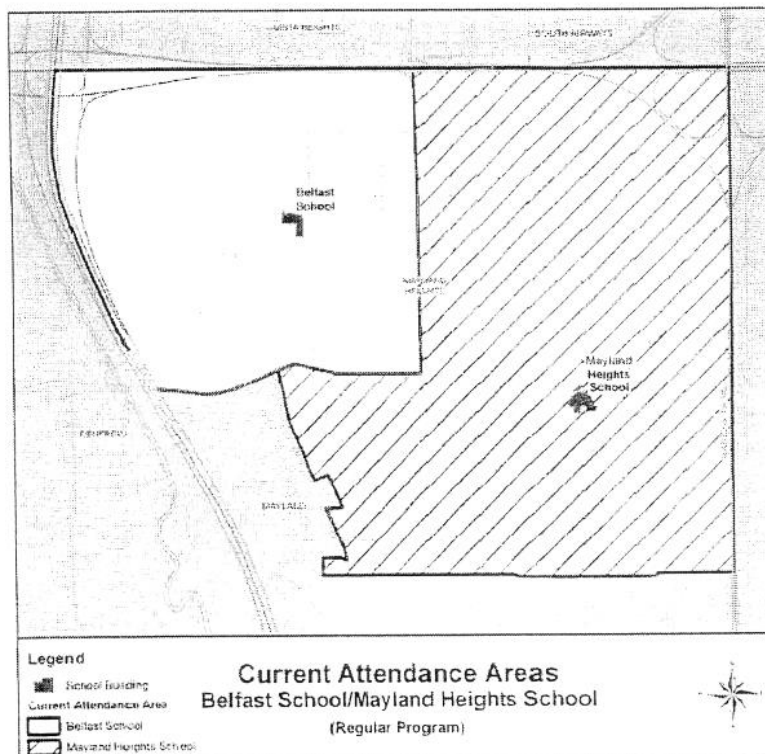
*Note: Out of the 13 Kindergarten students from the Mayland Heights School attendance area, 7 registered at Mayland Heights School.*

**INFORMATION<sup>2</sup>**

**Section A: Implications For Affected Attendance Areas<sup>3</sup>**

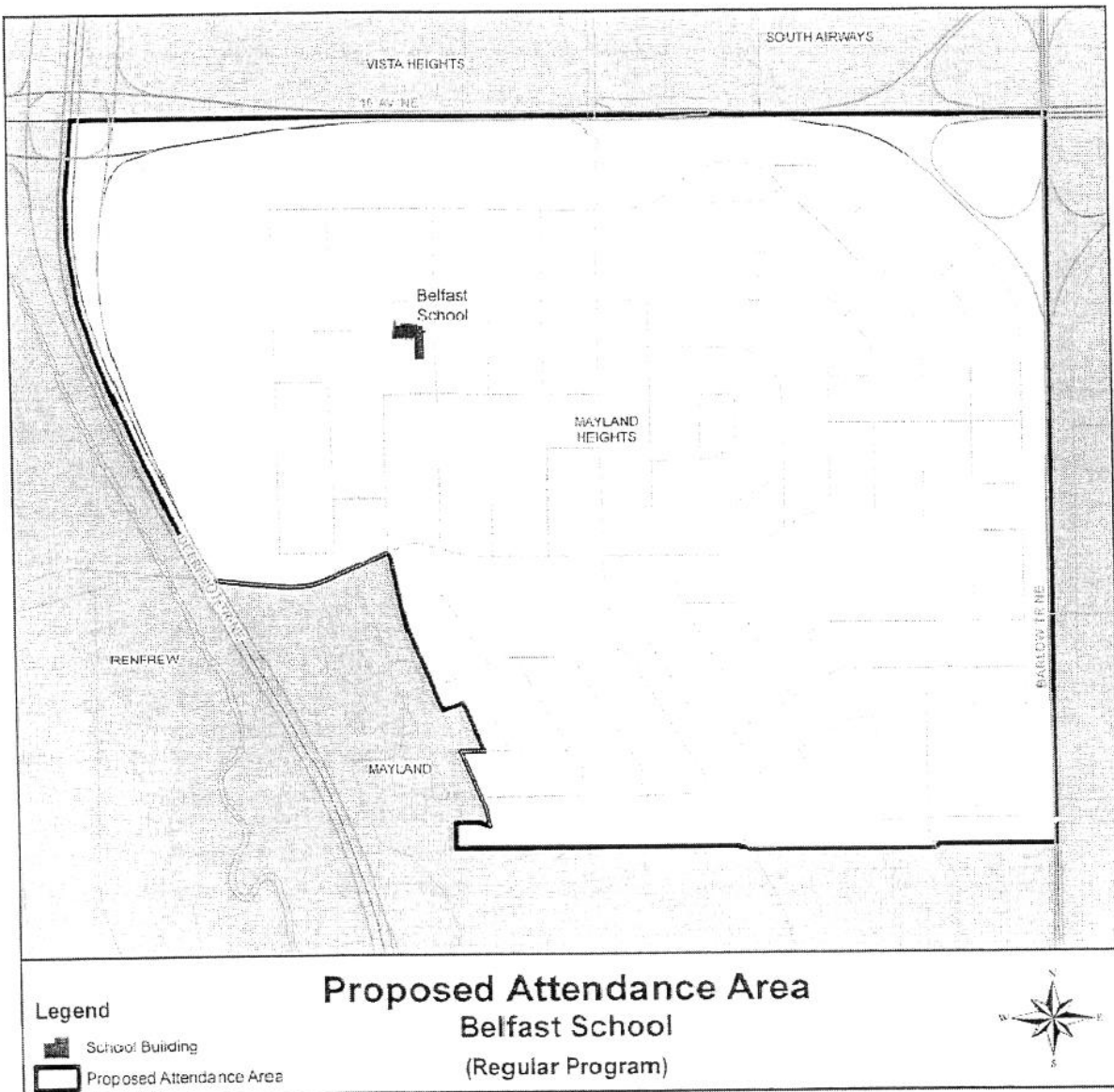
***i) A Decision to Close This Program Would Affect Attendance Areas<sup>4</sup>***

The map below illustrates the current attendance areas for the regular program at Mayland Heights and Belfast Schools.



**Attachment III: Written Notice Respecting the Consideration of Closure of the Kindergarten to Grade Six Regular Program at Mayland Heights School**

The map below illustrates the proposed attendance area for the regular program at Belfast School which would take effect if the regular program at Mayland Heights School is closed.





**Attachment III: Written Notice Respecting the Consideration of Closure of the  
Kindergarten to Grade Six Regular Program at Mayland Heights School**

*ii) A Decision to Close This Program Would Result in a Change in Designation for Some Students*

If the Board of Trustees decides to close the Kindergarten to grade six regular program at Mayland Heights School, the students would be designated as follows, effective the 2011-2012 school year:

- All elementary students from the residential district of Mayland Heights would be designated to Belfast School for the regular program.
- Current grade five regular program students will have the opportunity to complete grade six at Mayland Heights School, should a minimum of 15 students choose to do so.

*iii) A Decision to Close This Program Would Affect Attendance at Other Schools*

Attendance at Belfast School

The following table provides the projected enrolment at Belfast School should the proposed student accommodation plan be implemented. Belfast School currently accommodates the Kindergarten students from the Mayland Heights School attendance area and has the capacity to accommodate all Kindergarten to grade six regular program students from the residential district of Mayland Heights.

This projection assumes that 19 grade five regular program students currently attending Mayland Heights School will remain at Mayland Heights School to complete their division. Should less than 15 grade six students choose to stay at Mayland Heights School, students would be designated to Belfast School for the 2011-2012 school year.

**BELFAST SCHOOL**

Instructional space available = 250 (10 classrooms)

Proposed

Projected Enrolment September, 2011

	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
Total	19	28	40	35	32	43	31	228

**Attachment III: Written Notice Respecting the Consideration of Closure of the  
Kindergarten to Grade Six Regular Program at Mayland Heights School**

**Section B: Implications Relative to CBE's Long Range Capital Plan**

A decision to close the regular program at Mayland Heights School would have no implications relative to the CBE's long range capital plan. The CBE's *School Capital Plan 2011-2014* identifies project priorities for new school or replacement school construction and preservation and/or major modernization projects and is submitted to the Province on an annual basis. The Calgary Board of Education's *Ten-Year System Student Accommodation and Facilities Strategy* provide the long range future project requests and plans for CBE schools.

These documents are available from any CBE school or can be accessed on the CBE website at <http://www.cbe.ab.ca/aboutus/documents.asp>.

**Section C: Implications With Respect to Busing**

If the regular program at Mayland Heights School is closed, all students in the residential district of Mayland Heights would reside in the proposed walk zone for Belfast School. As a result, administration anticipates no transportation costs.

When the attendance area for a school changes, the walk zone and transportation service area may be re-evaluated based on a number of factors such as: distance, safety, community boundaries and environmental factors.

See Appendix I – Proposed Walk Zone Map for Belfast School

**Section D: Educational, Programming and Staffing Impacts**

***i) The Educational Impact Associated With Non-Closure of This Program***

If the recommendation for the proposed closure of the regular program at Mayland Heights School is not approved, Mayland Heights School would remain open with the current designations.

MAYLAND HEIGHTS SCHOOL (Status Quo)

Instructional space available = 525 (21 classrooms)

Projected Enrolment September, 2011

Regular	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
Mayland Heights	0	5	10	8	2	6	14	45
Out Of Attendance Area	0	1	0	3	0	1	5	10
Total	0	6	10	11	2	7	19	55

	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
French Immersion	46	50	39	27	27	28	20	237

TOTAL	46	56	49	38	29	35	39	292
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**Attachment III: Written Notice Respecting the Consideration of Closure of the Kindergarten to Grade Six Regular Program at Mayland Heights School**

As can be seen from the data in the table above, approximately 45 students from the designated attendance area are projected for September 2011. With low enrolment, organizing effectively for student learning and meeting the learning needs and interests of students becomes challenging as fewer staff will be allocated for the regular program.

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

*ii) The Educational Impact Associated With Closure of This Program*

In the event that the regular program at Mayland Heights School is approved for closure, students would be designated to Belfast School. Belfast School has the capacity to accommodate all Kindergarten to grade six regular program students in the residential district of Mayland Heights.

Closing the regular program at Mayland Heights School and designating the students to Belfast School will provide students with access to a larger group of peers and will offer opportunities for flexibility in organizing for learning and grouping of students. Students would continue to have access to staff who could offer extra-curricular and co-curricular activities.

In order to minimize the disruption in learning for grade five regular program students and provide continuity of learning with their peer cohort group, these students will have the opportunity to complete their division at Mayland Heights School.

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

**MAYLAND HEIGHTS SCHOOL (Proposed)**

Instructional space available = 525 (21 classrooms)

Projected Enrolment September, 2011

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

**Attachment III: Written Notice Respecting the Consideration of Closure of the  
Kindergarten to Grade Six Regular Program at Mayland Heights School**

*iii) The Staffing Impact*

Resources are allocated to schools based on a per school base allocation, student enrolment and student profile. Should the Kindergarten to grade six regular program at Mayland Heights School be approved for closure, resource allocation levels would be adjusted at Belfast School to reflect the projected student enrolment and profile for September 2011. Further adjustments would be made should there be any discrepancy between the projected student enrolment/profile and the actual September 30, 2011 student enrolment.

Based on the number and individual needs of students enrolled at a school, the principal, in consultation with their staff, determines how to effectively allocate physical and human resources to best serve the learning needs of students. As with all CBE schools, additional staffing decisions will take place in the fall of each school year based on September 30 actual student enrolments. Teachers would be transferred as per the teacher transfer process, in accordance with the CBE's current staffing processes.

Support staff in schools identified for transfer/layoff will be considered for placement and recall in accordance with the Calgary Board of Education and Staff Association Collective Agreement and current staffing processes. Facility Operations staffing levels will be assessed in accordance with the CBE and CUPE Local 40 Collective Agreement and caretaking staffing formulae and practices.

**Section E: Financial and Capital Implications**

*i) General Financial and Operational Impacts*

The financial and operational impacts are not key factors in the consideration of closure of the regular program at Mayland Heights School. Both physical and human resources are allocated according to student enrolment and/or profile and would follow the students to their designated schools. No operational impacts or cost savings are anticipated as the Mayland Heights School facility will accommodate the French Immersion Program for the residential districts of Mayland Heights, Vista Heights and Area III.

*ii) Capital Impacts*

There are no known capital impacts associated with the proposed program closure.

**Section F: Future Facility Plans**

Mayland Heights School will offer a French Immersion Program for students in the residential districts of Mayland Heights and Vista Heights and for students from Area III.

**Attachment III: Written Notice Respecting the Consideration of Closure of the  
Kindergarten to Grade Six Regular Program at Mayland Heights School**

**ADDITIONAL INFORMATION**

Trustees welcome your views and input and invite you to provide comments to them directly or through administration. Questions regarding the Board of Trustees' consideration of closure of the regular program at Mayland Heights School may be submitted in writing on the attached form, prior to **12:00 noon on Thursday, March 17, 2011.**

Attention: Susan Church, Director, Area II  
Calgary Board of Education  
c/o Mount View Centre  
2004-4th St. N.E.  
Calgary, Alberta T2E 3T8  
Fax: 403-777-8729  
OR  
E-mail directly to [yourvoice@cbe.ab.ca](mailto:yourvoice@cbe.ab.ca)

It is not possible to respond individually to questions or inquiries prior to the public meeting. At the public meeting, having reviewed questions for relevancy and redundancy, selected questions will be answered. Should your specific question(s) not be selected for response at the public meeting, you will have ample opportunity to direct questions to administration and you are invited to do so.

As outlined in the Board of Trustees' Governance Policies and Procedures, the Board of Trustees shall not make a decision on the consideration of closure of the regular program at Mayland Heights School until at least three weeks have passed from the date of the public meeting. The Board of Trustees will give due consideration to any written submissions on the proposed closure that it receives after the public meeting and prior to the final debate and decision at a Meeting of the Board of Trustees.

Yours sincerely,



PAT COCHRANE, CHAIR  
BOARD OF TRUSTEES  
CALGARY BOARD OF EDUCATION

Attachments:

- Appendix 1: Proposed Walk Zone Map for Belfast School
- Appendix 2: Form For Return: – Question Submission Form



### **Attachment III: Written Notice Respecting the Consideration of Closure of the Kindergarten to Grade Six Regular Program at Mayland Heights School**

#### **Endnotes**

<sup>1</sup>Pursuant to the School Act, R.S.A. 2000, Chapter S-3 and its associated regulations, the power to close a school or a school building or to transfer three or more consecutive grades in a program at a school housing more than one education program rests solely with the Board of Trustees and cannot be delegated. The Board of Trustees' Governance Policies and Procedures identify the formal process that will be followed when closure is being considered. The Board of Trustees' Governance Policies and Procedures relevant to closure considerations are available on the CBE's website. In accordance with those process requirements, the information in this notice is provided to the parents/guardians of students registered at Mayland Heights School and is available on the CBE web site.

<sup>2</sup>The Closure of Schools Regulation (AR 238/97) and the Board of Trustees' Governance Policies and Procedures are directive regarding the content of the Written Notice. The layout of that information is discretionary. For ease of presentation, the specific information set forth at s. 4 (2) and (3) of the Board of Trustees' Governance Process Policy GP5E: Board of Trustees' Procedure – Consideration of School Closure is set forth in this Written Notice in the following fashion: s. 4 (2) (a) (b) & (c) are contained within this document at Section A: Implications For Affected Attendance Areas. Section 4 (2) (b.1) is contained within this document at Section B: Implications Relative to CBE's Long-Range Capital Plan. Section 4 (2) (d) is contained within this document at Section C: Implications with Respect to Busing. Section 4 (2) (e) (f) & (g) are contained within this document at Section D: Educational Programming and Staffing Impacts and Section E: Financial and Capital Implications. Section 4 (3) (b) is contained within this document at Section F: Future Facility Plans.

<sup>3</sup>With respect to the information contained throughout this Written Notice, please note that: enrolment figures are based on September 30, 2010 data from SIRS (Student Information Records System) / Enrolment projections for September 2011 is prepared by the Department of Community Engagement and Operational Planning.

<sup>4</sup>The municipal boundaries associated with the **current attendance area** for the regular program at **Mayland Heights School** are as follows:

**MAYLAND HEIGHTS SCHOOL** 2324 Maunsell DR NE T2E 6A2  
North 16 AVE NE  
East Barlow TR NE  
South 3 AV NE  
West Mariposa DR, line north to 8 AV, 8 AV to 19 ST, 19 ST north to 16 AVE NE

<sup>4</sup>The municipal boundaries associated with the **current attendance area** for the regular program at **Belfast School** are as follows:

**BELFAST SCHOOL** 1229 17A ST NE T2E 4V4  
North 16 AV NE  
East 19 ST NE  
South 8 AV NE  
West Deerfoot Trail N

<sup>4</sup>The municipal boundaries associated with the **proposed modified attendance area** for the regular program at **Belfast School** area as follows:

**BELFAST SCHOOL** 1229 17A ST NE T2E 4V4  
North 16 AV NE  
East Barlow TR NE  
South 3 AV NE, west along south boundary of Mayland Heights community just north of Mayland PL NE  
West Mariposa DR NE, line north to 8 AV NE, west on 8 AV NE to Deerfoot TR NE, Deerfoot TR NE





Attachment IV: Record of Signs Respecting the Consideration of Closure  
of the Kindergarten to grade six regular program at Mayland Heights School

Confirmation of Road Sign Postings and Text *MAR 5-22/11*

**Mayland Heights School**

PUBLIC MEETING  
CONSIDERATION OF CLOSURE  
REGULAR PROGRAM  
MAYLAND HEIGHTS SCHOOL  
MONDAY MARCH 21 7:00PM  
MAYLAND HEIGHTS SCHOOL GYMNASIUM  
2324 MAUNSELL DRIVE N.E.

Location	Date	Time	Initial
Mayland Heights School – 2324 Maunsell Drive <i>S</i>	<i>MAR 5/11</i>	<i>3:38 PM</i>	<i>KB</i>
Belfast School – 1229 – 17A Street <i>B4</i>	<i>MAR 5/11</i>	<i>3:32 PM</i>	<i>KB</i>
Mayland Place/3 Ave & 19 Street <i>1</i>	<i>MAR 5/11</i>	<i>3:20 PM</i>	<i>KB</i>
8 Avenue and approximately 13 A Street <i>1/2</i>	<i>MAR 5/11</i>	<i>3:34 PM</i>	<i>KB</i>
19 Street & McKinnon Drive <i>B</i>	<i>MAR 5/11</i>	<i>3:25 PM</i>	<i>KB</i>

*KARON  
BACHY*

Attachment IV: Record of Signs Respecting the Consideration of Closure  
of the Kindergarten to grade six regular program at Mayland Heights School



3 Avenue & 19 Street NE



8 Avenue & approx. 13A Street NE



Attachment IV: Record of Signs Respecting the Consideration of Closure  
of the Kindergarten to grade six regular program at Mayland Heights School



19 Street & McKinnon Drive NE



Belfast School – 1229 – 17A Street NE

Attachment IV: Record of Signs Respecting the Consideration of Closure  
of the Kindergarten to grade six regular program at Mayland Heights School



Mayland Heights School – 2324 Maunsell Drive NE

### Confirmation of Poster Postings

[illegible]

6-49

## **NOTICE OF PUBLIC MEETING**

### **With respect to the Consideration of Closure of Mayland Heights School – Regular Program**

Monday, March 21, 2011

7:00 p.m.

Mayland Heights School – Gymnasium

2324 Maunsell Drive N.E.

Calgary, Alberta

At its Regular Meeting on Tuesday, March 1, 2011, the Board of Trustees of the Calgary Board of Education gave notice that it is considering the closure of the Kindergarten to grade six regular program at Mayland Heights School.

Pursuant to Alberta legislation and the Board of Trustees' Governance Policies and Procedures, a public meeting will be held for the purpose of discussing the possible closure. At least two Calgary Board of Education Trustees will be present at the public meeting. Until the Board of Trustees makes its decision regarding the possible closure, the public can make written submissions to the Board regarding the closure under consideration. For more information, visit the CBE website at [www.cbe.ab.ca](http://www.cbe.ab.ca).



Calgary Board of Education

Please post this notice until 7:00 p.m. March 21, 2011

Attachment VI: Record of Newspaper Advertisements Respecting the Consideration of Closure of the Kindergarten to Grade Six Regular Program at Mayland Heights School

*Confirmation of Newspaper Ads*

**Consideration of Closure of Mayland Heights School –  
Regular Program**

Location	Date	Page	Initial
Calgary Herald	Mar 16/11	B4	DP
Calgary Sun	Mar 16/11	21	DP
Calgary Herald	Mar 19/11	B4	DP
Calgary Sun	Mar 19/11	27	DP



B4 Wednesday, March 16, 2011



Calgary Board of Education

## PUBLIC MEETING NOTICE

### Consideration of Closure of the Kindergarten to Grade Six Regular Program at Mayland Heights School

The Board of Trustees of the Calgary Board of Education (CBE) passed a motion at its March 1, 2011 regular board meeting to consider the closure of the Kindergarten to grade six regular program at Mayland Heights School.

Pursuant to Alberta government legislation and the Calgary Board of Education Board of Trustees' Governance Policies and Procedures, a public meeting will be held for the purpose of discussing the possible closure under consideration. The date and location for the public meeting is as follows:

**Monday, March 21, 2011 7:00 p.m. Mayland Heights School – Gymnasium  
2324 Maunsell Drive N.E., Calgary, Alberta**

At least two Calgary Board of Education Trustees will be present at the public meeting. Until the Board of Trustees makes its decision regarding the possible closure, the public can make written submissions to the Board regarding the closure under consideration. For more information, visit the CBE website at [www.cbe.ab.ca](http://www.cbe.ab.ca).

Calgary Herald - March 16, 2011; page B4

NEWS 21



Calgary Board of Education

## PUBLIC MEETING NOTICE

### Consideration of Closure of the Kindergarten to Grade Six Regular Program at Mayland Heights School


The Board of Trustees of the Calgary Board of Education (CBE) passed a motion at its March 1, 2011 regular board meeting to consider the closure of the Kindergarten to grade six regular program at Mayland Heights School.

Pursuant to Alberta government legislation and the Calgary Board of Education Board of Trustees' Governance Policies and Procedures, a public meeting will be held for the purpose of discussing the possible closure under consideration. The date and location for the public meeting is as follows:

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2324 Maunsell Drive N.E., Calgary, Alberta**

At least two Calgary Board of Education Trustees will be present at the public meeting. Until the Board of Trustees makes its decision regarding the possible closure, the public can make written submissions to the Board regarding the closure under consideration. For more information, visit the CBE website at [www.cbe.ab.ca](http://www.cbe.ab.ca).

Calgary Sun; Mar 16/11; page A1



**PUBLIC MEETING NOTICE**

Calgary Board of Education

**Consideration of Closure of the Kindergarten to Grade Six Regular Program at Mayland Heights School**

The Board of Trustees of the Calgary Board of Education (CBE) passed a motion at its March 1, 2011 regular board meeting to consider the closure of the Kindergarten to grade six regular program at Mayland Heights School.


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At least two Calgary Board of Education Trustees will be present at the public meeting. Until the Board of Trustees makes its decision regarding the possible closure, the public can make written submissions to the Board regarding the closure under consideration. For more information, visit the CBE website at [www.cbe.ab.ca](http://www.cbe.ab.ca).

Calgary Herald; Mar 19, 2011; page B4

NEWS 27



**PUBLIC MEETING NOTICE**

Calgary Board of Education

**Consideration of Closure of the Kindergarten to Grade Six Regular Program at Mayland Heights School**

The Board of Trustees of the Calgary Board of Education (CBE) passed a motion at its March 1, 2011 regular board meeting to consider the closure of the Kindergarten to grade six regular program at Mayland Heights School.

Pursuant to Alberta government legislation and the Calgary Board of Education Board of Trustees' Governance Policies and Procedures, a public meeting will be held for the purpose of discussing the possible closure under consideration. The date and location for the public meeting is as follows:

**Monday, March 21, 2011 7:00 p.m. Mayland Heights School – Gymnasium  
2324 Maunsell Drive N.E., Calgary, Alberta**

At least two Calgary Board of Education Trustees will be present at the public meeting. Until the Board of Trustees makes its decision regarding the possible closure, the public can make written submissions to the Board regarding the closure under consideration. For more information, visit the CBE website at [www.cbe.ab.ca](http://www.cbe.ab.ca).

Calgary Sun; March 14, 2011; page 27

## **Board of Trustees Calgary Board of Education Public Meeting**

### **Discussion Respecting Consideration of Closure of the Kindergarten to Grade Six Regular Program at Mayland Heights School**

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**Monday, March 21, 2011  
7:00 p.m. – 10:00 p.m.**

## **AGENDA**

1. Welcome, Introductions and Meeting Outline *Calvin Davies, Meeting Chair*
  2. Opening Remarks *David Stevenson, Deputy Chief Superintendent of Schools*
  3. Purpose of the Meeting & Role of the Board of Trustees *Pat Cochrane, Board Chair*
  4. Review of Written Notice *Karen Barry, Meeting Co-Chair*
    - Introduction
    - Background
    - Information
      - Section A: Implications For Affected Attendance Areas
      - Section B: Implications Relative to CBE's Long Range Capital Plan
      - Section C: Implications With Respect to Busing
      - Section D: Educational, Programming and Staffing Impacts
      - Section E: Financial and Capital Implications
      - Section F: Future Facility Plans
- Break – 10 minutes (at the discretion of the Chair)
5. Responses to Previously Submitted or Anticipated Questions *Calvin Davies, Meeting Chair*
  6. Open Discussion Questions and Comments from Parents and Public  
(See Discussion Guidelines on reverse) *Calvin Davies, Meeting Chair*
  7. Closing Remarks *Calvin Davies, Meeting Chair*
    - Opportunity for Written Submissions & Further Questions (*see over*)

**Attachment VII: Agenda for the Public Meeting Respecting the Consideration of Closure  
of the Kindergarten to Grade Six Regular Program at Mayland Heights School**

**PURPOSE OF THE MEETING**

At its Regular Meeting on Tuesday, March 1, 2011, the Board of Trustees of the Calgary Board of Education passed a motion to formally consider the closure of the Kindergarten to grade six regular program at Mayland Heights School. No decision has yet been made by the Board of Trustees of the Calgary Board of Education and no decision will be made until parents and the public have had an opportunity to provide input with respect to this community matter. The Board of Trustees of the Calgary Board of Education have organized and convened this public meeting in accordance with the Board of Trustees' Governance Policies and Procedure regarding Consideration of School Closure, for the purpose of providing a public opportunity for the discussion of the information contained in the Written Notice Regarding Consideration of Closure of the Kindergarten to Grade Six Regular Program at Mayland Heights School.

**DISCUSSION GUIDELINES**

1. The Chair shall facilitate the meeting and ensure that matters of business raised in the agenda are covered.
2. During the Open Discussion portion of the meeting, all participants are asked to seek recognition from the Chair by proceeding to the designated floor microphone.
3. Upon being recognized by the Chair, all participants are asked to state and spell their name, state the nature of their interest and to indicate if they wish to ask a question, make a comment, or both.
4. The Chair shall be solely responsible to determine whether questions have already been asked and answered, or, if they are relevant, provide a response to the questions or to direct questions to appropriate CBE administrative personnel for response.
5. Speakers from the floor will be limited to three minutes for questions or comments, and the Chair shall exercise discretion in allowing follow-up questions, time permitting.
6. When a speaker's time has expired, they may return to the end of the line and again seek recognition from the Chair.
7. The Chair reserves the right to declare individuals out of order if their conduct or comments are disruptive and to take such action as necessary to restore order.
8. The Chair may confer with the Procedures Chair at any time to resolve any questions arising, and rulings thereafter shall be final.

**WRITTEN SUBMISSIONS & FURTHER QUESTIONS**

It is not possible to direct personal responses to each question. All questions submitted will be reviewed for relevancy and repetitiveness and those selected for response will be answered on the CBE website at <http://www.cbe.ab.ca/>.

Please submit all Written Submissions and Questions to:

Office of the Board of Trustees, Re: Regular Program @ Mayland Heights School  
Education Centre, 515 Macleod Trail SE, Calgary, Alberta, T2G 2L9

Or email to [BoardofTrustees@cbe.ab.ca](mailto:BoardofTrustees@cbe.ab.ca)

**Follow-up Questions must be received on or before 12 noon on Monday, April 18, 2011.**

**Written Submissions must be received by 9:00 a.m. on Tuesday, April 19, 2011.**



## Calgary Board of Education

OFFICE OF THE BOARD OF TRUSTEES

Education Centre Building

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

March 2, 2011

His Worship, Mayor Naheed Nenshi  
City of Calgary  
P.O. Box 2100 Station M  
Calgary, Alberta T2P 2M5

Dear Mayor Nenshi:

On behalf of the Board of Trustees, I am writing to advise you that at its regular meeting on March 1, 2011, the Board of Trustees passed the following motions:

*THAT the Board of Trustees is satisfied that there is cause to proceed with a consideration of closure of Sir James Lougheed School, and all programs contained therein, in accordance with the Closure of Schools Regulation and the Board of Trustees' Governance Process Policy 5E: Board of Trustees' Procedure – Consideration of School Closure, sections 4 to 7.*

*THAT the Board of Trustees is satisfied that there is cause to proceed with a consideration of closure of the Kindergarten to grade six regular program at Mayland Heights School, in accordance with the Closure of Schools Regulation and the Board of Trustees' Governance Process Policy 5E: Board of Trustees' Procedure – Consideration of School Closure, sections 4 to 7.*

It is expected that a decision will be made by the Board of Trustees before the end of this school year. In addition to this official notification regarding these considerations of closure, the *Closure of Schools Regulation* states:

5 (1) Where a board has given notice at a regular meeting of the board that it is considering the closure of a school, the board... (b) shall provide an opportunity for the council of the municipality in which the school is located to provide a statement to the board of the impact the closure may have on the community.

.../2

**Attachment VIII: Letter to his Worship Mayor Nenshi Respecting the Consideration of Closure  
of the Kindergarten to Grade Six Regular Program at Mayland Heights School**

His Worship, Mayor Naheed Nenshi  
City of Calgary  
March 2, 2011  
Page 2

A public meeting to discuss this closure consideration will be held in the near future. The date and time of the meeting will be advertised.

We look forward to receiving Council's written statement about this consideration of closure. Thank you.

Yours truly,

A handwritten signature in cursive script, appearing to read "Pat Cochrane".

Pat Cochrane, Chair  
Board of Trustees

cc: Mr. Owen Tobert, City Manager, The City of Calgary



Attachment IX: Written Submissions Received After the Public Meeting Respecting the  
Consideration of Closure of the Kindergarten to Grade Six Regular Program at Mayland  
Heights School

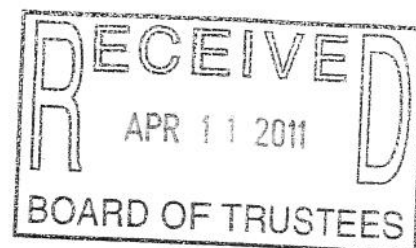
(NOTE: Submissions are provided to each Trustee in their original format, for privacy  
reasons they are not included as a part of the public document.)

**Attachment X: City's Response to Correspondence Addressed to Mayor Nenshi  
Respecting the Consideration of Closure of the Kindergarten to  
Grade Six Regular Program at Mayland Heights School**



THE CITY OF  
**CALGARY**

2011 April 4



Pat Cochrane, Chair  
Board of Trustees  
Calgary Board of Education  
515 Macleod Trail S.E.  
Calgary, AB T2G 2L9

Dear Ms. Cochrane:

**Re: Notice of Proposed School Program Closure  
Mayland Heights and Sir James Lougheed Schools**

Further to your letter of 2011 March 2 to Mayor Nenshi and copied to this office, I would like to advise as follows:

The City acknowledges the fact that it is not the decision maker for school programs or facilities and that decisions on school programs or facilities are the responsibility of the school boards, in consultation with the Province. Further The City acknowledges that the Calgary Board of Education has announced its intent to close a program with the intent of pursuing other educational uses at Mayland Heights School. It also acknowledges that the Board intends to close Sir James Lougheed School and all programs therein contained. As no change of use is proposed for these sites at this time, a report to Council will not be required.

Council appreciates the opportunity to comment on school program closures. At this time the Administration has identified that no significant community issues will arise from these proposed changes in programming. Council may, in future, desire to comment specifically on other school program closures.

Should you have any concerns or questions, please contact Glen Radway, Coordinator, Citywide Planning, who may be reached at (403)268-5928, or by email [glen.radway@calgary.ca](mailto:glen.radway@calgary.ca).

Thank you for considering The City of Calgary in this matter.

Yours truly,

Owen Tobert, P. Eng.  
City Manager  
City Manager's Office #8003  
T 403.268.8163 | F 403.537.3027  
2<sup>nd</sup> Floor, Administration Building, 800 Macleod Trail SE

cc: Mayor Naheed Nenshi #8069  
Members of Council, #8001  
David Watson, General Manager, Planning, Development & Assessment, #8138  
Chris Branch, Director, Community and Neighborhood Services, #116  
Mary Axworthy, Director, Land Use Planning & Policy, #8117  
Sharon Purvis, Director, Corporate Properties, #8052  
Franca Gualtieri, Office Manager, Office of the Mayor, #8069

**CALGARY BOARD OF EDUCATION**

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

**April 19, 2011**

**To:** The Board of Trustees

**From:** Naomi E. Johnson, Chief Superintendent of Schools

**Re:** **Consideration of Closure of Sir James Lougheed School and all programs therein contained**

**Purpose:** Information and for the Record, and Approval of the Public Meeting Minutes

**Governance Policy Reference:** EL-1: General Executive Constraint  
EL-3: Information, Counsel and Support to the Board of Trustees  
GP- 5E: Closure of Schools

**Originator:** Frank J. Coppinger, Superintendent, Facilities and Environmental Services

**Resource Persons:** Calvin Davies, Director, Community Engagement and Operational Planning  
Sydney Smith, Director, Area IV  
Rod Peden, General Counsel and Corporate Secretary  
Janice Barkway, Director of Client Services, Legal Affairs

**I. RECOMMENDATION**

It is recommended:

1. THAT the Minutes of the Public Meeting of March 23, 2011, attached to this report as Attachment I, be approved by the Board of Trustees, and
2. THAT this report be received for information and for the record.

**II. ISSUE**

The Board of Trustees' Governance Policies and Procedures identify the formal process that must be followed when closure is being considered. Under the direction of the Board of Trustees, the steps necessary to comply with the Board of Trustees' Policies and Procedures relative to school closure have been undertaken. This report is being

provided to document compliance and to assist the Board of Trustees with its further deliberations.

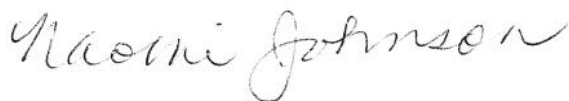
### **III. BACKGROUND**

Where the Board of Trustees is considering closure it must raise the matter through a motion at a regular meeting of the Board of Trustees. On March 1, 2011, the Board of Trustees passed a motion to proceed with a consideration of closure of Sir James Lougheed School, and all programs therein contained.

The attached chart identifies the timelines and actions taken in compliance with the Board of Trustees' Governance Procedures. (Attachment II- *Relevant Excerpts from GP-5E: Board of Trustees' Procedure-Consideration of Closure of Sir James Lougheed School*)

### **IV. CONCLUSION**

The Calgary Board of Education has complied with the requirements of the Board of Trustees' Governance Policies and Procedures as set forth herein. The Board of Trustees is now in a position to deliberate and to decide, by resolution, whether to close Sir James Lougheed School and all programs therein contained. Any such resolution may be considered as of April 14, 2011 and must be considered before the end of this current school year.



**NAOMI E. JOHNSON**  
**CHIEF SUPERINTENDENT OF SCHOOLS**

Attachment I:	Minutes of the Public Meeting Respecting the Consideration of Closure of Sir James Lougheed School
Attachment II:	Relevant Excerpts from GP-5E: Board of Trustees' Procedure – Consideration of Closure of Sir James Lougheed School
Attachment III:	Written Notice Respecting the Consideration of Closure of Sir James Lougheed School
Attachment IV:	Record of Signs Respecting the Consideration of Closure of Sir James Lougheed School
Attachment V:	Record of Posters Respecting the Consideration of Closure Sir James Lougheed School
Attachment VI:	Record of Newspaper Advertisement Respecting the Consideration of Closure of Sir James Lougheed School
Attachment VII:	Agenda Pubic Meeting Respecting the Consideration of Closure of Sir James Lougheed School

- Attachment VIII: Letter to His Worship Mayor Nenshi Regarding the Consideration of Closure of Sir James Lougheed School
- Attachment IX: Written Submissions Received after the Public Meeting Respecting the Consideration of Closure Sir James Lougheed School
- Attachment X: City's Response to Correspondence Addressed to Mayor Nenshi Respecting the Consideration of Closure Sir James Lougheed School



**Attachment I: Minutes of the Public Meeting Respecting the Consideration of Closure of Sir James  
Lougheed School**

**Minutes of the Public Meeting  
For the Consideration of Closure of Sir James Lougheed School,  
and all programs therein contained**

**March 23, 2011**

## **Calgary Board of Education**

Minutes of the Public Meeting regarding Consideration of Closure of Sir James Lougheed School and all programs contained therein, held in the Sir James Lougheed School Gymnasium, 3519 – 36 Avenue S.W. Calgary, Alberta on Wednesday, March 23, 2011 at 7:00 p.m.

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### **PRESENT**

#### **Board of Trustees:**

Ms. P. Cochrane, Chair, Trustee – Wards 8 & 9  
Ms. L. Ferguson, Vice-Chair, Trustee – Wards 3 & 4  
Ms. C. Bazinet, Trustee – Wards 12 & 14  
Ms. P. King, Trustee – Wards 5 & 10  
Ms. S. Taylor, Trustee – Wards 11 & 13

#### **Administration:**

Mr. C. Davies, Moderator and Co-Chair of the Public Meeting  
Ms. K. Barry, Meeting Co-Chair of the Public Meeting and System Principal, Community Engagement and Operational Planning (CEOP)  
Mr. R. Peden, Procedures Chair, General Counsel and Corporate Secretary  
Ms. N. Johnson, Chief Superintendent of Schools  
Ms. S. Smith, Director, Area IV  
Ms. D. Doll, Assistant Corporate Secretary  
Ms. H. Numrich, Recording Secretary

### **WELCOME AND INTRODUCTIONS**

Copies of the Agenda entitled "Board of Trustees, Calgary Board of Education, Public Meeting, Discussion Respecting Consideration of Closure of Sir James Lougheed School and all programs contained therein, Wednesday, March 23, 2011", which also contained information with respect to purpose of the meeting, discussion guidelines, and written submissions and further questions, were made available to those present and submitted for the record.

Mr. Davies, Director, Community Engagement and Operational Planning (CEOP) called the meeting to order at 7:03 p.m. and noted he would be Chair of the meeting and that the meeting had been arranged and convened by the Board of Trustees of the Calgary Board of Education. He made introduction of the Trustees present and the Calgary Board of Education (CBE) Administration. He also noted the attendance of Mr. B. Hebert, Principal of Sir James Lougheed School; Ms. H. Bensler, Principal of Alex Ferguson School; Ms. P. Sawchuk, Principal of Glendale School and Mr. C. Aylesworth, Principal of Jennie Elliot School. He also gave recognition to the teachers and staff members that were in attendance.

Mr. Davies informed that the meeting was being recorded on video for the purpose of maintaining an accurate internal record of the proceedings and he noted that minutes would be available on the website at [www.cbe.ab.ca](http://www.cbe.ab.ca) prior to the Board of Trustees making its decision.

### **OPENING REMARKS**

Chief Superintendent N. Johnson expressed her welcome and presented the following information:

**DRAFT** – These minutes are subject to approval by the Board of Trustees

"Good evening ladies and gentlemen. My name is Naomi Johnson. I am the Chief Superintendent of the Calgary Board of Education.

On behalf of the Calgary Board of Education Administration I'd like to extend my thanks to all of you for attending tonight's meeting and for the significant time commitment that many of you have previously made in relation to this matter.

Tonight's meeting has been convened by the Board of Trustees and our Board Chair, Pat Cochrane, will be speaking to you shortly to outline their role in the closure consideration process. Before you hear from the Board Chair I wanted to speak with you about the advisory role and the support role that Administration plays leading up to and following the formal legislated closure consideration process.

As many of you will already know, Administration's Community Engagement and Operational Planning department initiated and coordinated an engagement process with the community some time ago, most significantly in November and December, 2010, to address the opportunities and challenges associated with the possible closure of Sir James Lougheed School and all programs contained therein.

Many of you here tonight, and many other members of the community, made significant contributions to that initial work, either as parent representatives, as part of focus groups, or simply in attending Open Houses and providing the Calgary Board of Education with your feedback, and I want to express my sincere appreciation to each and every one of you for the thoughtful and carefully considered input you provided Administration to assist in that difficult work. That work was undertaken as part of Administration's advisory role to the Board of Trustees.

That engagement process led to the preparation of an Administrative recommendation that went forward to the Board of Trustees on March 1, 2011 and, after deliberation, the Board of Trustees did decide at that time to consider the closure of Sir James Lougheed School and all programs contained therein.

As I'm certain the Board Chair will tell you, the fact that the Board of Trustees is prepared to consider this closure should in no way suggest that any determination has already been made, and the fact is that no decision has been made to date.

Administration has made "recommendations" in the past, in relation to matters such as this, that the Board of Trustees has reviewed and as a consequence of input from the public, decided not to follow.

Because the Board of Trustees has sole authority and responsibility for the closure consideration process, Administration's role since March 1, 2011 has been, and will be, to provide the Board of Trustees, the school community and the general public with our full and total support in providing relevant information and answers to questions. I want to offer my assurance to you tonight that throughout the process we will be doing just that.

On behalf of Calgary Board of Education Administration I welcome any questions or comments that you may wish to direct to me or the team that is assembled here tonight. However, we would ask you to hold them until the open discussion questions and comments portion of the evening.

Thank you."

### **PURPOSE OF THE MEETING AND ROLE OF THE BOARD OF TRUSTEES**

Mr. Davies welcomed Ms. P. Cochrane, Board Chair and Trustee of Wards 8 & 9. Ms. Cochrane spoke about the Board of Trustees' role in the closure consideration process, presenting the following information on behalf of the Board of Trustees:

"Good evening ladies and gentlemen and students. As the Meeting Chair has indicated, I'm Pat Cochrane, Trustee for Wards 8 & 9 and Chair of the Board of Trustees of the Calgary Board of Education. On behalf of myself and my fellow Trustees, I would like to speak to you briefly about the Board of Trustees' role in the closure consideration process.

On Tuesday, March 1, 2011, after discussion and debate at a regular meeting of the Board of Trustees, a motion was passed by the Board to give consideration to the closure of Sir James Lougheed School and all programs contained therein.

The Board of Trustees has the sole responsibility and authority to make closure decisions and I want to make it clear tonight that no decision has been made at this time.

Based on information provided to us by Administration, a Written Notice Regarding the Consideration of Closure has been issued by the Board of Trustees, but that is only one part of the information that has been, and will be, reviewed and considered by Trustees. In accordance with Alberta legislation and the Board of Trustees' Governance Policies and Procedures, before making any final decision on a matter such as this, the Board of Trustees follows a process to secure additional community input.

That process involves providing important and relevant information to you – the Written Notice – and reviewing it with you. It also involves providing you and other concerned members of the public an opportunity to impact our decision by providing us with your input. Tonight, Trustees want to augment our understanding of the information presented in the Written Notice by hearing your observations, submissions and questions. That is why the Board of Trustees has organized and convened tonight's public meeting. Following tonight's meeting, you will have an additional opportunity to ask further written questions and make further written submissions.

Trustees, as the final decision makers, are here tonight to listen and observe. Throughout tonight's discussion and throughout the closure consideration process, Trustees will be paying very careful attention to what you have to say.

All of the information collected during the closure consideration process will be weighed very carefully by Trustees before any final decision is made.

The Board of Trustees tentatively anticipates debating the merits of this matter and making a decision regarding this closure consideration on Tuesday, April 19, 2011.

The Board of Trustees' ongoing commitment is to provide educational programs and services in suitable facilities throughout Calgary. To honour that commitment, we, as a Board, need to take into consideration student populations, the demand for programs, our available resources, and any other factors that may be significant. Although we certainly may consider financial factors, such as costs of the school or program, there are many other equally important considerations that impact our

examination of any school's circumstances --- student enrolment levels, our ability to resource instructional programming, the health and safety of students, accessibility, and on a system-wide basis, serving the overall interests of public education within our jurisdiction.

Consideration of closure is a very serious matter to the Board of Trustees and we clearly appreciate that it is very significant to the students, parents and other concerned members of the community. Because of that, we want to hear your input around this very important matter. We look forward to listening carefully tonight to your comments, observations and questions.

On behalf of the Board of Trustees, I thank you."

### **REVIEW OF THE WRITTEN NOTICE**

Mr. Davies indicated that copies of the Agenda and *Written Notice Regarding Consideration of Closure of Sir James Lougheed School and all programs contained therein* were available on the table at the back of the gymnasium. He indicated that the public's observations and questions form part of the material that the Board of Trustees will consider as they review the potential closure and ultimately make a decision. It was pointed out that the public also has until 12:00 noon on Monday, April 18, 2011 to submit written follow-up questions and until 9:00 a.m. on Tuesday, April 19, 2011 to provide further written submissions to the Trustees regarding this closure consideration.

Ms. K. Barry, Meeting Co-Chair and System Principal, CEOP, gave a PowerPoint presentation that provided an overview of the Written Notice. The following is a summary of the presentation given by Ms. Barry.

### **Issue**

Sir James Lougheed School has low enrolment in the regular program, and as a result it will be difficult to sustain a Kindergarten to grade six program into the future.

As can be seen in the graph on page 2 of the Written Notice, enrolment at Sir James Lougheed School has not exceeded 100 students since September 30, 2004. The attendance area for Sir James Lougheed School was expanded effective September 2009 as a result of the closure of the regular programs at both Glamorgan School and Killarney School. Despite the increase in the attendance area, the Kindergarten to grade six enrolment on September 30, 2009 was 91 students. As of September 30, 2010, enrolment in grades one to six declined to 71 students.

The low and declining enrolment at Sir James Lougheed School is a result of the program choices being made by parents and students rather than as a result of low numbers of students residing within the attendance area for the school.

On September 30, 2010 there were 394 Kindergarten to grade six students (excluding students registered in system Special Education classes) residing within the Sir James Lougheed School attendance area. Only 62 students, or 16%, chose to attend Sir James Lougheed School.

### **Schools and Programs**

The department of Community Engagement and Operational Planning engaged stakeholders regarding a proposed accommodation plan which took a number of factors into consideration. These factors included the availability of space to accommodate additional students, effective and efficient transportation and walk zones, proximity of residence to designated schools, and program choices that students are currently making.

As a result of parent conversations and feedback, it was determined that should Sir James Lougheed School be approved for closure, the students attending Sir James Lougheed School would be designated to one of four schools: Alexander Ferguson School or Glendale School, Glenbrook School or Jennie Elliott School, depending on their place of residence.

#### **Sir James Lougheed School**

On page 3 of the Written Notice, the table provides information related to the instructional space and enrolment. Sir James Lougheed School has the instructional space for 225 students and enrolment on September 30, 2010 was 71 students. Enrolment is not projected to increase significantly into the future.

#### **Alexander Ferguson School**

The table on page 4 of the Written Notice provides information related to the instructional space and enrolment for Alexander Ferguson School. The school has instructional space to accommodate 250 students and as of September 30, 2010, had an enrolment of 257 students. Note that Kindergarten students are half-time; therefore this equates to an enrolment of 232 full-time equivalent students. The school offers a regular program with 110 students attending from outside the school's attendance area.

#### **Glendale School**

The second table on page 4 provides information related to the instructional space and enrolment at Glendale School. The school offers a regular program and has instructional space to accommodate 325 students. As of September 30, 2010, the enrolment was 201 students, with 109 students residing outside the school's attendance area.

#### **Glenbrook School**

The third table on page 4 provides information related to the instructional space and enrolment at Glenbrook School. This school has instructional space to accommodate 400 students and as of September 30, 2010, had an enrolment of 232 students.

#### **Jennie Elliott School**

The table on page 5 provides information related to the instructional space and enrolment at Jennie Elliott School which has instructional space to accommodate 675 students and as of September 30, 2010 had an enrolment of 500 students.



## **SECTION A: IMPLICATIONS FOR AFFECTED ATTENDANCE AREAS**

The map on page 4 illustrates the proposed attendance areas for Alexander Ferguson School, Glendale School, Glenbrook School and Jennie Elliott School for the 2011-2012 school year.

- ❖ Students residing in the residential districts of Killarney/Glengarry (Area 1) will have an option to attend either Alexander Ferguson School or Glendale School.
- ❖ Students residing in the residential districts of CFB Currie, Lincoln Park (North) and Rutland Park (Area 2) will be designated to Glenbrook School.
- ❖ Students residing in the residential districts of Lincoln Park (South) and CFB Lincoln Park PMQ (Area 3) will be designated to Jennie Elliott School.

### **Impact on Attendance at Other Schools**

Students in Area 1 (Killarney/Glengarry) have the option to attend Alexander Ferguson School or Glendale School.

#### **Projected Enrolment at Alexander Ferguson School**

The table on page 7 provides the projected enrolment at Alexander Ferguson School, if the closure of Sir James Lougheed School is approved.

In order to have the space to accommodate additional students residing in Killarney/Glengarry, that are currently designated to Sir James Lougheed School, it is anticipated that no new out-of-attendance area students would be accepted into the Kindergarten program at Alexander Ferguson School. Administration will continue to monitor out-of-attendance area enrolment.

#### **Projected Enrolment at Glendale School**

The second table on page 7 provides the projected enrolment at Glendale School if the closure of Sir James Lougheed School is approved.

#### **Area 2 CFB Currie, Lincoln Park (North) and Rutland Park**

Students in Area 2 (CFB Currie, Lincoln Park (North) and Rutland Park) would be designated to Glenbrook School.

#### **Projected Enrolment at Glenbrook School**

The table on page 8 provides the projected enrolment at Glenbrook School if the closure of Sir James Lougheed School is approved.

#### **Area 3 Lincoln Park (South) and CFB Lincoln Park PMQ**

Students in Area 3 (Lincoln Park (South) and CFB Lincoln Park PMQ) would be designated to Jennie Elliott School.

#### Projected Enrolment at Jennie Elliott School

The table on page 10 provides the projected enrolment at Jennie Elliott School if the closure of Sir James Lougheed School is approved. Students residing in Lincoln Park (South) and CFB Lincoln Park PMQ would be designated to Jennie Elliott School.

### **INFORMATION SECTION B: IMPLICATIONS RELATIVE TO CBE'S LONG-RANGE CAPITAL PLAN**

#### Implications Relative to CBE's Long Range Capital Plan

A decision to close Sir James Lougheed School would have no implications relative to the CBE's long range capital plan which is comprised of the *School Capital Plan 2011-2014* and the *Ten-Year System Student Accommodation and Facilities Strategy*.

The CBE's *School Capital Plan 2011-2014* identifies project priorities for new school/replacement, school construction, and preservation/major modernization projects and is submitted to the Province on an annual basis.

The Calgary Board of Education's *Ten-Year System Student Accommodation and Facilities Strategy* provides the long range future project requests and plans for CBE schools.

As noted on page 10, both documents are available from any CBE school or can be accessed on the CBE website.

The web address is: [www.cbe.ab.ca/aboutus/documents.asp](http://www.cbe.ab.ca/aboutus/documents.asp) and also appears in the Written Notice.

### **INFORMATION SECTION C: IMPLICATIONS WITH RESPECT TO BUSING**

#### Implications with Respect to Busing

Busing implications for each area are noted on page 10 and 11 of the Written Notice. Students in the residential districts of Killarney/Glengarry are in the walk zone for either Alexander Ferguson School or Glendale School. No transportation costs are anticipated as all students reside in the walk zone for either Alexander Ferguson School or Glendale School.

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

Approximately 45 students designated to Glenbrook School and residing in CFB Currie, Lincoln Park (North) and Rutland Park would require transportation services. No additional costs for transportation are anticipated as these students will be able to access existing buses.

#### Area 3 Lincoln Park (South) and CFB Lincoln Park PMQ

Approximately ten students designated to Jennie Elliott School and residing in Lincoln Park (South) and CFB Lincoln Park PMQ would require transportation services. No additional costs for transportation are anticipated as these students would be able to access an existing bus.

*Administrative Regulation 6095-Student Transportation* provides information regarding the administration of transportation services and is available on the CBE website.

*Appendix 1 Transportation Information 2010-2011* provides a summary of transportation eligibility criteria, fees and parent/guardian responsibilities relating to student transportation.

Proposed walk zone maps for students are found on pages 21-24 of the Written Notice.

#### **INFORMATION SECTION D: EDUCATIONAL, PROGRAMMING & STAFFING IMPACTS**

##### **Projected Enrolment for Sir James Lougheed School if the Regular Program is not Closed**

The graph on page 11 provides the projected enrolment at Sir James Lougheed School for September 2011, assuming that the school remains open. Sir James Lougheed School is projected to have approximately ten students per grade over the next five years.

If the recommendation for the proposed closure of Sir James Lougheed School is not approved, Sir James Lougheed School would remain open with the current designations. Resource allocation is provided on a per student basis which makes organizing for student learning challenging with a low number of students in each grade. Low enrolment also leads to complexity when making decisions regarding staff allocation and resource acquisition in order to meet the learning needs of students.

##### **Educational Impact if Sir James Lougheed School is Closed**

If Sir James Lougheed School is approved for closure, students from the residential districts of Killarney/Glengarry, CFB Currie, Lincoln Park, Rutland Park and CFB Lincoln Park PMQ's would have access to teachers with expertise in a variety of disciplines and a larger cohort of peers, regardless of which school they are designated to.

This would provide more opportunities for flexibility in organizing for learning, grouping of students and for the development of staff professional learning communities. Students would continue to have access to staff who could offer extra-curricular and co-curricular activities.

##### **Staffing Impact**

Resources are allocated to schools using a per school base allocation, student enrolment and student profile. Resource allocation levels would be adjusted at Alexander Ferguson School, Glendale School, Glenbrook School and Jennie Elliott School to reflect the projected student enrolment and profile for 2011-2012 and the resource allocation would follow the students. Further adjustments would be made should there be any discrepancy between the projected student enrolment/profile and the actual September 30, 2011 student enrolment.

Teachers would be transferred as per the teacher transfer process, in accordance with the CBE's current staffing processes. Support staff in schools identified for transfer/layoff will be considered for placement and recall in accordance with the Calgary Board of Education and Staff Association Collective Agreement and current staffing processes.

Facility Operations staffing levels will be assessed in accordance with the CBE and CUPE Local 40 Collective Agreement and caretaking staffing formulae and practices.

## **INFORMATION SECTION E: FINANCIAL & CAPITAL IMPLICATIONS**

### **Financial & Operational Impacts**

Should Sir James Lougheed School be approved for closure, a reduction of \$92,500 for administrative staffing and resource costs, \$72,800 for caretaking staff and \$6,500 in utility costs is anticipated resulting in an approximate total savings of \$171,800. There will be no increase in transportation costs as students eligible for transportation services will be able to access existing buses.

### **Capital Impacts**

At this time there are no known capital impacts associated with the proposed school closure.

## **INFORMATION SECTION F: FUTURE FACILITY PLANS**

The Calgary Board of Education does not have any plans to utilize Sir James Lougheed School facility for other CBE educational programming. An opportunity to lease the facility may be considered in the future.

## **RESPONSES TO PREVIOUSLY SUBMITTED OR ANTICIPATED QUESTIONS**

Mr. Davies indicated that there were no previously submitted or anticipated questions received before this evening's public consultation meeting.

## **OPEN DISCUSSION – COMMENTS & QUESTIONS FROM PARENTS AND PUBLIC**

Mr. Davies provided a brief review of the discussion guidelines, which are noted on the back of the *Agenda*. He reiterated that the Trustees were present to hear the public's input and that they will ultimately be the sole decision makers regarding the status of the Consideration of Closure of Sir James Lougheed School, and it would not be appropriate in the middle of the process for Trustees to respond directly to questions or to engage in debate. He asked that questions be directed to him as the meeting Chair and he would provide a response or he would direct the question to an appropriate CBE Administrator for response.

**Mr. A. Amir**, president of "Homes by Avi", informed that his company is currently building across the street in the community of Currie Barracks. It is his understanding that within 3-4 years there will be hundreds of families moving into this new development. Mr. Amir stated his opinion that if the school is closed now, it will soon need to be re-opened.

**Ms. L. Luhnau**, a parent and community member, stated her opinion of the importance of a school to a community. She stated that this neighborhood is a close knit, growing community with many young families. There are nine children under the age of five on her street.

Mr. Davies responded that the CBE planners are forecasting that it will take approximately 5-10 years for the full build out of the CFB Currie area to be complete. They have reviewed the Calgary census information as well as the residential housing configuration of the area and have given considerable examination to the CFB Currie development. Planners indicate that of the approximately 3,000 new homes in the area (6,000 people); there is a potential of approximately 30 students per grade.

Mr. Davies stated that the catchment area for Sir James Lougheed School was increased last year; however, there was no significant increase in enrolment. The low enrolment of 71 students makes programming and organization very difficult. He noted that should the school be required in the future, it would be possible to re-open the site.

**Mr. D. Sedor** stated that he had been a school volunteer for over 25 years and has been involved in three previous school closures with his own children. He noted that at one time there were only 60 students enrolled at Sir James Lougheed School and parents made a concerted effort in the community to increase the attendance.

Mr. Sedor asked the following three questions: Are there records kept of the reasons students in this area are choosing to attend or transfer to other schools?; How many students within the Sir James Lougheed attendance area are choosing to attend other schools?; and Riding Calgary Transit is an expense to parents, how is it that there would be no additional cost for transportation if the school is closed? Mr. Sedor also stated his opinion that in light of the current budget, he believes that support staff will be laid off if the school is closed.

Mr. Davies replied that when a request is made to transfer or attend a school that is out of the attendance area, parents meet with the principal of both the school the students are leaving and of the one they want to go to and provide explanation. He informed that the chartered school buses that currently run to Jennie Elliot School from the communities of Discovery Ridge and upper Glenmore Park have space available, as do the buses to Glenbrook School. Route adjustments might be required, but it won't cost any additional money as no buses will be added.

Mr. Davies stated that when a school is closed there is a Human Resources process that is followed where staff are declared surplus or laid off and given an opportunity to look at other employment in the CBE that is based on seniority.

**Ms. M. Kukurudza (Hall)**, a parent who lives in the community of Rutland park with two children in the Paced Learning Program (PLP), gave her opinion that the small class sizes at Sir James Lougheed School have been very beneficial to her children and she is pleased with their academic results. She commented that parents, students and staff are able to get to know one another better in a small school.

**Ms. D. Evans**, a community resident and parent of young children not yet in school, asked the following questions:

Why was the forecast attendance of 30 students per grade, as projected from Calgary Census, not shown on the graph in the Written Notice?



Mr. Davies responded that the forecast of 30 students per grade is an estimate that is based on the potential complete build out of the CFB Currie development, ten years into the future.

The pre-school census information for the Sir James Lougheed School attendance area indicated that there should have been enough Kindergarten registrations from this area for September, 2010; however due to insufficient registration, they were unable to offer Kindergarten at Sir James Lougheed School and those who did register were re-directed to Jennie Elliott School.

Have parents in the area been surveyed as to what school they will be sending their children to? Ms. Evans stated her belief that the reason parents are choosing not to send their children to Sir James Lougheed School is because they have heard about the rumors of closure.

Mr. Davies displayed a graph of the CBE Schools in the area, noting that people are making a variety of choices for a variety of reasons.

**Ms. M. Kukurudza (Hall)** expressed her opinion that it is not surprising that parents are choosing alternative programs. It is her belief that they are making their choice because of close proximity of the programs to their homes and because of the active recruiting programs. She commented that she has not heard of any advertising or open house for Sir James Lougheed School.

Mr. Davies responded that parents are exercising choice. There are a variety of schools and many options in this area.

**Ms. M. Kukurudza (Hall)** stated that, unfortunately, the choice that she prefers, Sir James Lougheed School, may not be available. She stated that she is in agreement that it does not make financial sense to run a school with such low enrolment, but questioned what it is that makes the other schools a better choice and why there is no advertising for the regular program?

Area Director S. Smith informed that she has heard that the Sir James Lougheed School parents are very happy with the program there; however, the majority of families in this geographic area are making other choices, leaving Sir James Lougheed School with very low enrolment. She noted that open houses are held at schools with opportunities for parents in the community to visit. She suggested that people are making choices for the learning opportunities that best meet the needs of their children.

**Ms. S. Baehl de Lescure**, a Sir James Lougheed School parent, expressed appreciation to the CBE Administration and staff, Trustees and community members. It is her belief that parents at Sir James Lougheed School feel that school administration has not been stable over the years and that the rumors of closure affected the enrolment. She noted that administration at Sir James Lougheed School is shared with Altadore School and questioned the breakdown of the projected administration cost savings of \$92,500.

Mr. Davies informed that the potential administrative cost savings is an amalgamation of the cost of a principal, assistant principal and administrative secretary. He noted that the Area office also assists with some of these costs.

**Ms. S. Baehl de Lescure** stated her opinion that there are many parents at Sir James Lougheed School who would like to consider other options in order to keep the school open. She suggested that an alternative program, such as the one that operates at Dr. Oakley School, be offered at Sir James Lougheed School.



Mr. Davies responded that Dr. Oakley School is a specialized site and facility that has been renovated to meet the unique learning needs of those students. It would be difficult to amalgamate this type of program with another as it involves additional special services to support students and their families.

Director S. Smith noted that the specialized program offered at Dr. Oakley School is sufficient for the City of Calgary. She commented that if it were necessary to open a similar program, it would likely be at a location further away from Dr. Oakley School.

**Ms. S. Baehl de Lescure** responded that the suggestion is to offer some type of a specialized program at Sir James Lougheed School in order to keep it open; it would not necessarily have to be the same program as the one at Dr. Oakley School.

**Ms. G. Fields**, a resident of Rutland Park since 1956 and retired CBE teacher, commented that she is proud of this community and that she has been an active part of this school as a former student and a volunteer. She noted that in her experience as a teacher, the projected September enrolment figures were not 100% accurate. She questioned the estimate of 30 students per grade out of a housing development of 5,000 units. In her opinion, this is a possibility of 16,000 people. It is her belief that there will be a very big increase in the number of possible students to attend Sir James Lougheed School and that it will happen much sooner than 5-10 years.

Ms. Fields asked why the CBE does not promote public schools. It is her belief that private and charter schools are being allowed to take over, as she has seen this happen in Australia. Ms. Fields encouraged the CBE to start taking strong strides towards attracting people back to the public schools. She stated her opinion that this is achieved by using resources to encourage public school attendance, not by closing schools.

**Mr. D. Sedor** expressed frustration and questioned why, when he telephoned the CBE to inquire regarding what the designated school is for residents of Sarcee Meadows across the street, he is told that it is Glamorgan School.

Mr. Davies noted that this will be investigated.

**Ms. H. Mowat**, a former CBE teacher, made some derogatory remarks directed towards CBE Administration. She referred to a book that she held regarding the downfall of public education.

Chief Superintendent N. Johnson respectfully informed Ms. Mowat that her negative comments towards CBE staff members were not appreciated and requested that she refrain from speaking that way.

**Ms. D. Lehmann**, a Sir James Lougheed School parent, commented that she is passionate about keeping the school open, noting that she chose this school and this neighborhood. Ms. Lehmann asked if CEOP is willing to accept any responsibility for the declining numbers at Sir James Lougheed School? It is her belief that people are hesitant to send their children to a school that is rumored to be closing. She expressed frustration that there is no promotion of Sir James Lougheed School and stated her belief that this is in order to save money, giving her opinion that it is arrogant to discount the potential of new families moving into the neighborhood.

Director S. Smith commented that she had worked in CEOP for several years including work with this community in 2008. She noted that, at that time, they were looking at how to keep all four schools in the community open and thriving. The regular programs at Killarney and Glamorgan Schools were closed and the alternative

programs that were already there, remained. This was an effort made in order to give parents the opportunity of choice between two schools in the community.

**Ms. D. Evans** inquired if there is a replacement school planned for the Currie Barracks area?

Mr. Davies responded that the *Capital Plan* does not include a replacement school at this time.

**Ms. D. Evans** inquired if the plan was to close Sir James Lougheed School, why were renovations done and what was the cost?

Mr. Davies replied that some siding and window replacements were done. Renovations are done when there are safety and/or environmental concerns. The cost will be posted on the CBE website under School Closure Considerations.

**Ms. D. Evans** inquired about a proposal of a "green school" by the Sir James Lougheed School parent council?

Mr. Davies responded that a proposal has been brought forward to Administration that will be part of the body of information that Trustees will consider in making their decision.

**Mr. W. Seibel** informed that he was a former Sir James Lougheed School parent, a grandparent, and taxpayer. He commented that he has lived in the community of Rutland Park for several years and has heard the rumor that the school may close. He questioned the message that is being sent by not having a full-time principal at the school, making it difficult for potential parents to inquire about the school. It is his opinion that Mr. Avi of *Homes by Avi*, has a better indication of the number of people and families moving into the area than that of a census.

He further gave his opinion that the academic results at the school should be extremely high because of the small class sizes.

It is his belief that if the school is closed that it will become a charter school and students will be bused to it from other communities. He believes that would be a disservice to the community.

Mr. Siebel shared his own personal, very positive experience attending a community school compared to that of his son who did not have a good experience when he was bused to a school further from home. He commented on the additional costs to parents when students are bused that include transportation, lunch fees, added worry, etc. It is his opinion that there are many things that would be easier to fix rather than to replace.

**Mr. K. McIntyre**, a Sir James Lougheed School parent, questioned who is responsible for keeping record of the out-of-attendance area students and the reasons why they are choosing to attend another school other than their designated school.

Mr. Davies responded that student residential data is stored at the school in the Student Information Records System (SIRS). CBE planners retrieve and sort this information. He noted that the reasons as to why they are choosing other schools vary greatly.

**Mr. K. McIntyre** inquired if the cost for additional teachers required for the schools that Sir James Lougheed School students would be designated to, was added to the projected \$170,000 in savings?

Mr. Davies responded that those costs are not part of the \$170,000 in savings.

**Ms. S. Baehl de Lescure** questioned how the designation of three new low cost housing projects to Glenbrook School will affect the social aspect of the Glenbrook School community? Will there be additional resources to support these students?

Director S. Smith stated that there is a wide diversity of students in every school and that it is important to build community, regardless of what income level they come from. She noted that additional resources follow students with unique needs wherever they go.

**Mr. C. Keenan**, a resident of the Rutland Park community who formerly lived across the street from Glenbrook School, indicated that for several years there was a sign on that school indicating that enrolment was low and that the school was slated for closure; however, now the school is vibrant and healthy. He provided further examples of schools that were not closed such as W.H. Cushing Workplace School, where his children now attend. He stated that it was his hope that his own children would be able to attend Sir James Lougheed School and he expressed thanks to the CBE for this venue and for the opportunity to be heard.

Mr. C. Keenan inquired regarding the enrolment capacity in the alternative programs at Killarney and Glamorgan Schools? He noted that some of the students that presently attend Sir James Lougheed School live within walking distance of Killarney School.

Mr. Davies replied that there is space available at Killarney School; however, it offers a Montessori Program with limited entry points of Kindergarten or grade one only. He noted that there is a greater range of entry points at the Traditional Learning Centre (TLC) program at Glamorgan School and that there is space available there as well.

Mr. C. Keenan suggested that a before and after school care program as well as a modified school year might boost enrolment at Sir James Lougheed School.

**Ms. M. Gospodinov**, a ten year resident of the Rutland Park community and a Sir James Lougheed School parent, commented on the importance of the school to the community. In her opinion, it is a great school with wonderful programs, such as the *Granny Program*, that involve the community. She expressed concern for the English as a Second Language (ESL) students in a larger school setting.

Mr. Davies agreed that the programs at Sir James Lougheed School are great, especially the *Granny Program*. He noted that ESL interpretative services had been provided during the engagement process and at this meeting. Throughout the CBE there are resources and teacher expertise dedicated to second language instruction and principals focus on support and opportunities for ESL students.

**Ms. M. Gospodinov** expressed her opinion that it would be better to focus on the quality of education rather than on closing schools to save money. It is her belief that Rutland Park is a dynamic, growing community and she questioned how projections can be done when it is not known how many people are moving into the area.

Mr. Davies responded that the reason for this consideration of closure is because of the low enrolment of 71 students. The projected enrolment is ten students per grade which makes it very difficult to provide quality education and programming. He noted that with no kindergarten program this year, the grade one enrolment next year might be very minimal.

**Ms. M. Gospodinov** expressed that in her opinion the resources are very well optimized with 16-18 students per class at Sir James Lougheed School and it is her belief that the students are getting a quality education. She expressed concerns regarding traffic, safety and busing for young students as well as the large class sizes if students are designated elsewhere.

Mr. Davies responded that every school receives resource allocations based on the number of students enrolled. The principal and staff organize learning and adjust class sizes with the resources available.

**Mr. M. Thompson**, a resident of the Rutland Park community and a parent of students that previously attended Sir James Lougheed School, questioned why the CBE made the decision to cancel the full day Kindergarten program at Sir James Lougheed School when there were 13 registrations. It is his belief that enrolment declined when this happened.

Area Director S. Smith responded that the CBE funds some full day kindergarten programs. It is not possible to do this at every school as it is based on equity factors. The full day program that was offered last year was based on equity for students in the program at that time, this year the school did not qualify for full day kindergarten. Half day Kindergarten was offered, however there were not sufficient numbers. Students in this catchment area were accommodated at Jennie Elliott School.

**Mr. M. Thompson** commented that it is his belief that the decision to close the school has already been made. He questioned what the CBE is doing to keep the school open and what would it take to keep it open?

Mr. Davies clarified that this closure consideration process is an opportunity for Trustees to hear administrative responses to the questions and comments from parents and to use this information to make their final decision. He stated that Administration had been working with the community in an engagement plan and has brought their recommendation to Trustees to begin the closure consideration process. Administration is providing all of the information gathered as to why they are proposing this, but it is up to Trustees to make the final decision.

**Mr. M. Thompson** stated his opinion that Administration has not been open to looking at any other alternatives or ideas to keep the school open.

Mr. Davies noted that this is the final public meeting regarding this decision; however, there has been a long engagement process. He noted that several years ago an engagement process took place where they looked at offering both alternative and regular programs within this area. Parents are making choices to go elsewhere and the low enrolment figures make it very difficult to offer a viable regular program.

Mr. M. Thompson commented that with the closure of the Kindergarten program and rumors of closure, it is difficult to encourage enrolment. It is his belief that to ignore the building development across the street is short sighted.



**Mr. K. McIntyre** questioned the projected enrolment growth of 5-10 years at Sir James Lougheed School.

Mr. Davies responded that the projections show that it will be at least until 2014/2015 before a significant increase in enrolment is seen at Sir James Lougheed School.

Mr. K. McIntyre expressed his opinion and appreciation of the exceptional quality of education and staff at the Sir James Lougheed School.

**Ms. L. Bissett**, a parent from the community of Glenbrook and Glenbrook School parent, commented that she is sympathetic to the comments and concerns of parents from Sir James Lougheed School. She stated that she values the diversity at Glenbrook School and extended her personal welcome to the Sir James Lougheed School families if they choose to attend there.

**Ms. D. Evans** inquired if any closed school had ever been re-opened.

Mr. Davies replied that Dr. Bethune and Colonel Sanders Schools were both re-opened after being closed. He informed that the time frame from when they were closed, until when they re-opened would be provided on the CBE website after this meeting.

**Ms. D. Evans** commented on behalf of her neighbor who was previously in attendance, regarding the closure of the full day Kindergarten program and asked if there would be a possibility of an after school care program.

Mr. Davies replied that before and after school care programs are considered by the school principal and school council if there is space available at a school.

**Ms. C. Mulligan**, a parent of a 4½ year old child, soon ready for Kindergarten and living close to Sir James Lougheed School, stated that the community association did not know about the potential school closure until November of this year. She is an active member of the community and just recently heard that there is not going to be a Kindergarten at Sir James Lougheed School and now that the school might close. She expressed frustration that she was not given an opportunity to participate in the engagement process. It is her belief that the decision to close has already been made as she has not seen any publicity regarding the closure. In her opinion, it was not a transparent process. She stated that the CBE website indicates that Kindergarten students for the area are designated to Jennie Elliott School.

Mr. Davies responded that the CEOP process included an engagement that began with a presentation to representatives from all school councils in this area on November 3, 2010. Further to that, a parent meeting was held at Sir James Lougheed School that was advertised in school newsletters. An open house was held on December 1, 2010 and a final review and feedback was done on January 24, 2011.

**Ms. C. Mulligan** stated that she did not see any notice of the meetings on the CBE website in January and she was looking for information at that time. She expressed her frustration that potential parents from the community were not given a voice. Ms. Mulligan stated her opinion that Administration is short sighted in regards to the new development taking place in the area and the potential of new people moving into the neighborhood. She noted that her own parents were public school teachers; however, family members are choosing to send their children elsewhere because of decisions such as this.

**Mr. C. Newcombe**, a community resident and parent of a former Sir James Lougheed School student with two more children who will be attending school in the future, commented that when he purchased his home in this area five years ago, a major part of the decision included the opportunity for his children to be able to attend school within walking distance of his home. He asked Trustees to consider the importance of children being able to attend school with friends close to home in their community.

Mr. Newcombe expressed his belief that the families moving into the area from the new housing development will significantly increase enrolment in a shorter period of time than Administration is projecting. It is his belief that in 5-6 years, the enrolment at Sir James Lougheed School will more than double. He believes that there could be 250 students in five years that will be turned away. Mr. Newcombe requested an answer to Mr. Sedor's question regarding why residents of Sarcee Meadows are told to go to Glamorgan School rather than Sir James Lougheed School when he calls the CBE.

Mr. Davies responded that they will look into Mr. Sedor's question.

**Ms. L. Kowalski**, a parent whose daughter attended Killarney School when it was considered for closure, stated that she had transferred her daughter to Sir James Lougheed School rather than to the Montessori program when the regular program closed. She expressed frustration with the possibility of another closure and shared her daughter's positive experience at Sir James Lougheed School, noting that she is with her friends and teachers whom she loves. Ms. Kowalski spoke highly of the before and after school care program across from the school where children are walked to and from school.

**Mr. S. Lockyer**, who formerly resided in northwest Calgary, questioned how accurate the census is and why the enrolment projections are based on it. He stated his opinion that an open house should have been held for Sir James Lougheed School before this meeting in order to find out how much interest there is. He noted that other schools in the area have already held open houses. Mr. Lockyer further commented on the Fraser Institute results, questioning why parents would choose to send their children to a school that ranks very low.

Mr. Davies replied that the census is updated annually in the spring. The data used for these projections was from the census done in the spring of 2010. He stated that comments from this meeting regarding the timing of an open house would be taken under advisement and noted that the principal of Sir James Lougheed School and members of the school council were in attendance and have heard this comment.

**Ms. I. Reznik**, a former Sir James Lougheed School parent, expressed her thanks to Trustees and Administration. She stated that when her sons attended this school it was a different time and era, but parents rose to the challenge when the school was considered for closure and made petition for the school in the community. She encouraged parents to do likewise now and stated her support for the school.

Ms. Reznik commented that she agrees with the beliefs of other parents that there is no advertising for Sir James Lougheed School, that it is not mentioned as a possibility to new parents by the CBE or in advertising brochures for the new housing development. She noted that Glamorgan School is mentioned in the new development's brochures.



**Ms. C. Mulligan** stated her belief that it is important to have children attend school in their own community with friends that live nearby, sharing that as a child, she was bused to a bilingual program. She questioned what has been done to try to keep the school open, and asked if the possibility of offering other programs been considered.

Mr. Davies responded that during the 2007/2008 engagement process, the feedback received from parents indicated a strong desire to have two schools in the area. On June 30, 2009 the regular programs at both Killarney and Glamorgan Schools were closed and the alternative programs remained open. The attendance area for Sir James Lougheed School was increased in anticipation that enrolment would increase for the 2009/10 school year.

**Ms. C. Mulligan** stated her opinion that 1.5 years, with only two September intakes, is not much time to work on increasing enrolment.

**Ms. R. Hiderman**, parent council chair, expressed her opinion that there are too many choices for parents in the area and that Sir James Lougheed School is not given consideration because of the rumour of closure. She questioned why this school was being considered for closure when there is a new housing development nearby. She suggested that perhaps there is another school in the area where there is no new construction, such as Richmond School, that might be closed instead.

Mr. Davies responded that Administration has suggested to the Trustees that Sir James Lougheed School be considered for closure based on the low enrolment numbers and the information provided in the Written Notice. He acknowledged that this is a difficult process; however, students living in this area have the opportunity to attend one of four locations.

Ms. R. Hiderman stated her belief that an open house had never been held at Sir James Lougheed School in the last four years.

**Ms. C. Mulligan** commented that she feels disheartened and it is her belief that the decision has already been made to close the school.

**Ms. D. Evans** expressed her opinion that the data being used to forecast enrolment projections may be flawed. She stated that there are many families with young children who may not even be in preschool yet that live in the area and would not be included in the preschool census, noting that there are nine children on her street that are under the age of five. Ms. Evans asked that Trustees take this into consideration when making their decision. She also inquired if the principal of Sir James Lougheed School had any comment in regards to the difficulty of running a school with low enrolment.

Mr. Davies responded that the data indicated that there were a possible 75 students from this area eligible to attend Kindergarten at Sir James Lougheed in September 2010, but they were unable to get enough registrations to offer a Kindergarten program. He stated that they need approximately 15-17 students to offer one kindergarten class.

**Ms. S. Baehl de Lescure** stated that there have not been any open houses at Sir James Lougheed School in the 2.5 years that she has had children there. It is her belief that not having constant administration and staff turnover has also made it difficult to have a strong parent council that might promote the school. It is her belief, however, that there is a new generation of parents at Sir James Lougheed School with a new passion and drive to promote the school. She encouraged parents

to realize that there has been no decision made yet. It is her belief that CEOP has done their work to bring the information to Trustees but that now it is up to the parents to convince Trustees that they can bring the numbers in.

**Mr. D. Sedor** commended parents and grandparents for attending this meeting. He commented that he found it very difficult to find out about this meeting on the CBE website. He noted that the Community Association Meeting was held on the same night as the last public engagement meeting.

Mr. Davies referred to a PowerPoint of the front page of the CBE website at [www.cbe.ab.ca](http://www.cbe.ab.ca) highlighting where to find information regarding all of the information on considerations of school closure, noting that it is important for parents to know where to find the answers to follow up questions after this meeting.

**Ms. M. Gospodinov** commented that there have been several new children attending the school since the enrolment count in September. It is her opinion that if there were a Kindergarten program offered, older siblings would also have attended and enrolment would have been higher. She expressed her opinion that next year there could be a possible 90 students or more enrolled at Sir James Lougheed School. She stated her belief that the before and after school program operating next to the school is a great asset that is not offered at other schools and should be promoted as many working parents will appreciate it. She encouraged parents to let others know how great Sir James Lougheed School is.

**Mr. W. Seibel** reported that *Canada Lands* plans to build a private school in the area of Currie Barracks. He expressed his opinion that the new housing development there will create an influx of families to the neighborhood and it is his belief that the comments made by Mr. Avi who is a developer for the area and knows who is buying the homes, should be given serious consideration.

Mr. W. Seibel expressed his opinion that if a Kindergarten program were offered as well as advertising for the before and after school care program and an open house, that enrolment would increase significantly. He noted that the decision date of April 19<sup>th</sup> does not give much time for parents to accomplish this.

**Ms. H. Mowat** came to the microphone.

Mr. Davies referred Ms. Mowat to the discussion guidelines provided on the back of the agenda highlighting point #7 and a member of the audience read aloud from his seat: *"the Chair reserves the right to declare individuals out of order if their conduct or comments are disruptive and to take such action as necessary to restore order"*. Mr. Davies cautioned Ms. Mowat, stating that her earlier comments bordered on disruptive.

**Ms. H. Mowat** informed that she had been attending the Board of Trustees public board meetings for the past three years. She stated her belief that Trustees do not receive her e-mails directly. She stated that she attended the public meeting at Mayland Heights School earlier this week regarding a Consideration of Closure. It is her belief that the CBE is not being transparent as parents in that area are being told to go to other schools by the principal. She further commented that a private school is also being built in that community. In her opinion, the decision to close a school is all about money and has nothing to do with the children.

**Ms. J. Alford**, a parent who lives in the Killarney area, expressed thanks to Administration and Trustees. She stated that when she chose Alex Ferguson School

for her children to attend, their designated school was Killarney School, and now it is Sir James Lougheed School. She expressed appreciation to the parents for speaking their voice, stating that she would convey their thoughts and comments to Alex Ferguson School.

Ms. Alford noted that an open house was held at Sir James Lougheed School and was advertised in the Rutland Community Association newsletter. She attended the meeting with her neighbors and spent considerable time with the city planner who thoughtfully and clearly answered their questions.

Ms. Alford expressed her opinion of the right to choose and her belief that there are not too many choices. She is grateful for the choice she had and expressed her hopes that her own children will be able to remain at the school of their choice, Alex Ferguson School. She commented that she is respectful of the work of the CBE and appreciates the options that are available.

**Ms. C. Mulligan** expressed her thanks to the principal of Sir James Lougheed School for encouraging her to come to this meeting and to let her voice be heard. She asked how many students would have to be enrolled at Sir James Lougheed School next year in order to keep it open.

Mr. Davies replied that the information provided is based on projected data. The comments and questions from tonight's meeting, among other things, will all affect the Trustee's decision. With an enrolment of 71 students, Administration is asking Trustees to consider closure based on programming for students, it is not based on a particular number.

**Mr. D. Sedor** requested clarification and suggested that the decision had already been made if it was solely based on the enrolment figure of 71 students.

Mr. Davies reiterated that the enrolment figure of 71 students is only part of the information provided for Trustees consideration; it also includes the five year enrolment trends.

**Ms. L. Forte**, a community representative and former chair of Sir James Lougheed School Council, commented that she had participated in the L.E.A.P. process ten years ago regarding closure of this school and was very thankful that the school closure process had been changed. She commented that she was disheartened to be here again and to hear the statistics; but noted that the projections that were given nine years ago are exactly what they are seeing now. She shared of her own experience where the choice she faced was sending her children to a charter school or leaving them in a class of 45 students with a grade 4/5 split. She noted that programming for 71 students is very difficult for staff; there would be no one to assist for breaks or recess. She questioned what would happen to the building if Sir James Lougheed School is closed.

Mr. Davies responded that there are no plans for the building at the moment, as there has been no decision. It could be utilized into the future for a range of possibilities that might include administrative use, student programming, or the facility could be leased out, etc.

**Ms. D. Lehmann**, expressed thanks to Ms. Forte for reminding parents that the projections given nine years ago came to fruition. However, her opinion is that with the rumors of closure and no positive advertising, the enrolment will not increase. It is her belief that increasing the attendance area does not increase enrolment.

**Ms. M. Kukurudza (Hall)**, asked that the children be given consideration in this decision. She shared of the difficulties her own daughter went through when changing schools. It is her belief that it is important to keep students with their friends, in their own community. She also stressed the importance of having consistent teachers and administration who are able to get to know the students and parents.

Mr. Davies responded that the comments regarding the relationships of students are very important. He noted that Administration does significant work in transition planning with principals if a school is closed. There is a key focus on the relationship development of students.

**Mr. M. Thompson** asked if there is a possibility that the school property would be sold and developed into condominiums?

Mr. Davies noted that this land is not zoned for multi-family housing. If the CBE were to decide to dispose of the property it would have to be approved by the Minister of Education first and the City would have first right of refusal to the land and building. He noted that this is not contemplated at this time.

**Mr. W. Seibel** expressed frustration that, in his opinion, more effort has not been made by the CBE to keep the school open. He asked what the CBE will do to support Trustees if they decide not to close Sir James Lougheed School.

Mr. Davies responded that Administration will work with the Area Director and the community to offer the best possible program if Trustees decided not to close the school.

Mr. W. Seibel inquired why the full day Kindergarten program was not offered.

Chief Superintendent N. Johnson provided explanation as to how the CBE decides where a full day Kindergarten program is offered. She stated that there are 18 CBE full day Kindergarten programs and that this type of programming benefits students with special needs the most. She noted that full day Kindergarten is not resourced by the Province and in fact, Kindergarten is not mandatory according to the Province. However, the CBE sees Kindergarten as being very important and have provided this programming when the numbers and needs warrant it.

Chief Superintendent N. Johnson provided further explanation stating that at the CBE there are approximately 24,000 students who are ESL learners and 17,000 special needs students out of 102,000 children. This area is not one of the highest needs areas and when considering a full day Kindergarten program; the entire system has to be considered.

**Ms. D. Evans** asked what the community needs to do to keep the school open.

Mr. Davies explained that the steps that the community and parents can take will be outlined during the closing remarks at the end of the meeting.

Chief Superintendent N. Johnson noted that parents and the community are the best form of advertising by spreading the word to their neighbors regarding the wonderful programs and teachers at Sir James Lougheed School. She noted that many parents have been in the school during parent/teacher interviews that are held four times per year as well as other school events that the public are invited to attend. She concluded that promoting and supporting the school within the community is the best thing that can happen.

### **CLOSING REMARKS**

Mr. Davies thanked everybody for attending the meeting and for providing respectful comments and input. He directed attention to the back of the Agenda and reminded those in attendance that follow-up questions from this meeting must be received by the CBE on or before 12:00 noon, Monday, April 18, 2011. He pointed out that it is not possible to direct personal responses to each question; that all questions submitted would be reviewed for relevancy and repetitiveness and those selected for response would be answered on the Calgary Board of Education website at <http://www.cbe.ab.ca>.

Mr. Davies noted that it is anticipated that the board meeting to discuss and make a decision regarding the consideration of closure of Sir James Lougheed School, would be Tuesday, April 19, 2011. The public's observations, comments and questions are valued and will form part of the material that Trustees will consider as they review the matter and ultimately reach a decision. He advised that the public's input at the meeting this evening has been an important contribution to the board's decision-making process.

Mr. Davies declared the meeting closed at 9:54 p.m.

#### **Note to Reader:**

The Minutes of the Public Meeting re: Discussion Respecting Consideration of Closure of Sir James Lougheed School, held in the gymnasium, 3519 – 36 Avenue SW, Calgary, Alberta on Wednesday, March 23, 2011 at 7:00 p.m. include the major points of discussion - they are not a verbatim transcript of the meeting.



Relevant Excerpts from GP-5E: Board of Trustees' Procedure – Consideration of School Closure:	Action:
<p>1 In this Governance Procedure,</p> <p>(a) “closure” means any action referred to in section 2.</p> <p>2 The Board may</p> <p>(a) close a school permanently or for a specified period of time;</p> <p>(b) close entirely three or more consecutive grades in a school;</p> <p>(c) transfer all students from one school building to one or more other school buildings on a permanent basis;</p> <p>(d) close the entire junior high school program or the entire high school program in a school; or</p> <p>(e) alter the configuration of a school such that a school previously offering a regular program will, in the next year no longer do so; or</p> <p>(f) close the regular program in a school, at a future proposed date, conditional on certain specified factors.</p>	
<p>4(1) Where the Board is considering the closure of a school, the Board shall</p> <p>(a) raise the matter by way of a motion at a Regular Meeting of the Board, and</p>	<p>March 1, 2011 at a Regular Meeting of the Board – The Board of Trustees passed the following motion:</p> <p>BE IT RESOLVED, THAT the Board of Trustees is satisfied that there is cause to proceed with a consideration of closure of Sir James Lougheed School and all programs</p>



Relevant Excerpts from GP-5E: Board of Trustees' Procedure – Consideration of School Closure:	Action:
	therein contained, in accordance with the Closure of Schools Regulation and the Board of Trustees' Governance Process Policy 5E: Board of Trustees' Procedure – Consideration of School Closure, sections 4 to 7.
<p>(b) in writing notify the parents of every child and student enrolled in the school who, in the opinion of the Board, will be significantly affected by the closure of the school.</p> <p>(2) A notice referred to in subsection (1)(b) shall set out the following:</p> <p>(a) how the closure would affect the attendance area defined for that school;</p> <p>(b) how the closure would affect the attendance at other schools;</p> <p>(b.1) information on the Board's long-range capital plan;</p> <p>(c) the number of students who would need to be relocated as a result of the closure;</p> <p>(d) the need for, and extent of, busing;</p> <p>(e) program implications for other schools and for the students when they are attending other schools;</p> <p>(f) the educational and financial impact of closing the school, including the effect on operational costs and capital implications;</p>	<p>March 16, 2011– A <i>Written Notice to Parents/Guardians</i> (with enclosures) was provided to the parents/guardians of students currently enrolled at Sir James Lougheed School (<i>Attachment III: Written Notice Respecting the Consideration of Closure of Sir James Lougheed School - with enclosures</i>) This notice contained the information required by the <i>Board of Trustees Governance Procedures</i>. Further, a copy was posted to the CBE web site.</p> <p>Prior to the public meeting scheduled for March 23, 2011 parents and guardians were provided with an opportunity to submit written questions and comments related to the consideration of closure.</p> <p>The deadline for receipt of these questions to the Director of Area IV was on or before 12 noon Monday, March 21, 2011.</p> <p>One submission was received by the Director of Area IV respecting the consideration of closure of Sir James Lougheed School, and one submission was received by the Trustees.</p>

Relevant Excerpts from GP-5E: Board of Trustees' Procedure – Consideration of School Closure:	Action:
<p>(g) the educational and financial impact if the school were to remain open;</p> <p>(h) the time and location of the public meeting referred to in section 5(1)(a);</p>	
<p>4 (3) A notice referred to in subsection (1)(b) may set out the following:</p> <p>(a) the capital needs of the schools that may have increased enrolment as a result of the closure, and</p> <p>(b) the possible uses of the school building or space in the school building if</p> <p>(i) the entire school is being closed, or</p> <p>(ii) three or more consecutive grades in the school are being closed entirely.</p>	<p>The written material provided to affected parents/guardians supplied information regarding the CBE's <i>School Capital Plan 2011–2014</i> and the <i>Ten-Year System Student Accommodation and Facilities Strategy</i> and indicated the availability of these documents on the CBE web site.</p> <p>The written material provided to affected parents/guardians indicated that, in the event of closure of the regular program at Sir James Lougheed School that the school could be utilized for CBE purposes or leased into the future.</p> <p>Copies of the Written Notice were provided at the public meeting for all attendees.</p>
<p>5 (1) Where the Board has passed a motion at a Regular Meeting of the Board that it is considering the closure of a school, the Board</p> <p>(a) shall organize and convene a public meeting for the purpose of discussing the information provided to the parents under section 4,</p>	<p>March 23, 2011 - A public meeting was held at Sir James Lougheed School to discuss the program closure under consideration. (<i>Attachment VII: Agenda Public Meeting Respecting the Consideration of Closure of Sir James Lougheed School</i>)</p> <p>At the conclusion of the public meeting it was announced that follow up questions could be submitted to the Office of the Board of Trustees on or before 12:00 noon on Monday, April 18, 2011 and written submissions by 9:00 a.m. on Tuesday, April 19, 2011.</p>

Relevant Excerpts from GP-5E: Board of Trustees' Procedure – Consideration of School Closure:	Action:
<p>(b) shall provide an opportunity for the council of the municipality in which the school is located to provide a statement to the Board of the impact the closure may have on the community,</p> <p>(c) may hold other meetings with respect to the closure at times and places as the Board may determine</p>	<p>March 2, 2011 – A letter was sent to the City of Calgary advising of the motion to consider the closure Sir James Lougheed School and inviting the Council to provide a statement to the Board of Trustees of the impact the closure may have on the community. (<i>Attachment VIII: Letter to his Worship Mayor Nenshi Regarding the Consideration of Closure of Sir James Lougheed School</i>) (<i>Attachment X: City's Response to Correspondence Addressed to Mayor Nenshi Respecting the Closure of Sir James Lougheed School</i>)</p>
<p>5 (2) The date and place of the public meeting referred to in subsection (1)(a) shall be</p> <p>(a) posted in five or more conspicuous places in the area or areas of the school or schools affected by the closure, for a period of at least 14 days before the date of the public meeting, and</p>	<p>The information required was posted 14 clear days before the public meeting in the required number of locations, as follows:</p> <p><b><u>Posters advertising public meeting</u></b></p> <p>Flyer-size notices indicating the date, place and time of the public meeting were posted on Tuesday, March 8, 2011 the consideration of closure Sir James Lougheed School.</p> <p>Locations included:</p> <ul style="list-style-type: none"> <li>• Sir James Lougheed School 3519 – 36 Ave SW</li> <li>• Foodway Grocery 2923 Richmond Rd. S.W.</li> <li>• Luke's Drug Mart 3407 36<sup>th</sup> St. S.W.</li> <li>• IDA Sarcee Pharmacy #22 4604 37<sup>th</sup> St. S.W.</li> <li>• Canada Safeway 3737 37<sup>th</sup> St. S.W.</li> </ul> <p>(<i>Attachment V: Record of Posters Respecting the Consideration of Closure of Sir James Lougheed School</i>)</p>

Relevant Excerpts from GP-5E: Board of Trustees' Procedure – Consideration of School Closure:	Action:
	<p><b><u>Road signs</u></b>  Five signs were installed by March 8, 2011, and remained until after the public meeting on March 23, 2011. The signs for Sir James Lougheed School were confirmed at the following locations:</p> <ul style="list-style-type: none"> <li>• Sir James Lougheed School site – 3519 – 36 Ave SW</li> <li>• East side of Richard Road North of Glenmore Tr SW</li> <li>• A.E. Cross School site – Richmond Rd &amp; 37 St SW</li> <li>• Killarney School site – 3008 – 33 St SW</li> <li>• South side of 33 Ave East of 29 St SW</li> </ul> <p><i>(Attachment IV: Record of Signs Respecting the Consideration of Closure of Sir James Lougheed School)</i></p> <p><b><u>Web site</u></b>  On March 3, 2011</p> <ul style="list-style-type: none"> <li>• Consideration of School/Program Closures web page created</li> <li>• Created Web links to consideration of closure project page from: <ul style="list-style-type: none"> <li>▪ School web pages</li> <li>▪ Area IV page</li> <li>▪ CBE main home page</li> </ul> </li> </ul> <p>As of March 17, 2011</p> <ul style="list-style-type: none"> <li>• The Written Notice to Parents was posted on the closure consideration project page after sent home to parents.</li> </ul> <p>On March 3, 2011</p> <ul style="list-style-type: none"> <li>• A notice of the public meeting was located on CBE public meetings calendar.</li> </ul>

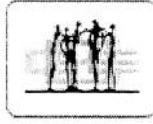
Relevant Excerpts from GP-5E: Board of Trustees' Procedure – Consideration of School Closure:	Action:
	After public meeting was held, the document 'Board of Trustees' e-mail address for submissions' was added to consideration of closure page.
<p>5 (2) The date and place of the public meeting referred to in subsection (1)(a) shall be</p> <p>(b) advertised in a newspaper circulating within the area or areas of the school or schools affected by the proposed closure, on at least 2 occasions as close as it is practicable to the date of the meeting.</p>	<p>Wednesday, March 16, 2011 and Saturday, March 19, 2011 -The required advertisements regarding the date, time and location of the public meeting were placed in the <i>Calgary Herald</i> and in the <i>Calgary Sun</i> newspapers.</p> <p>Information was also posted on the Calgary Board of Education web site prior to the public meeting.</p> <p><i>(Attachment VI: Record of Newspaper Advertisement Respecting the Consideration of Closure of Sir James Lougheed School)</i></p>
<p>5 (3) At least two Trustees of the Board shall attend the public meeting referred to in subsection (1)(a)</p>	<p>Five Trustees were in attendance at the March 23, 2011 public meeting.</p>
<p>(4) The Board shall ensure that minutes of all public meetings held under this section are prepared. The minutes of the public meetings shall include the major points of discussion. They are not a verbatim transcript of the meeting.</p>	<p>Minutes of the meeting were prepared <i>(Attachment I: Minutes of Public Meeting Respecting the Consideration of Closure of Sir James Lougheed School)</i> and a draft copy of the Minutes of the public meeting was posted on the Calgary Board of Education website.</p> <p>The meeting is recorded audio/visually for internal administrative purposes.</p>
<p>6 (1) A Board shall not make a final decision on the proposed closure until at least three weeks have passed since the date of the public meeting referred to in section 5(1)(a)</p>	<p>The Board has advised the public that it will decide whether to close Sir James Lougheed School and all programs therein contained, on or about April 19, 2011. As of April 14, 2011 more than three weeks will have passed since the date of the public meeting.</p>

Relevant Excerpts from GP-5E: Board of Trustees' Procedure – Consideration of School Closure:	Action:
<p>(2) The Board of Trustees shall give due consideration to any written submissions on the proposed closure that it receives after the public meeting referred to in section 5(1)(a).</p>	<p>Monday, April 18, 2011 (before noon.) – This date and time was identified as the last opportunity for the Board of Trustees to receive follow-up questions.</p> <p>Tuesday, April 19, 2011 (by 9:00 a.m.) – This date and time was identified as the last opportunity for the Board of Trustees to receive written submissions. Each Trustee received a copy of each submission. For privacy reasons they are not attached to this report. (<i>Attachment IX: Written Submissions Received after the Public Meeting Respecting the Consideration of Closure of Sir James Loughheed School</i>) These have been circulated only to Trustees and retained for the corporate record. Note: Questions were received and those chosen for response were posted to the website. Copies of all questions and responses are provided to each Trustee.</p> <p>Members of the public were informed that the Board of Trustees would give due consideration to any submissions received after the public meeting; at the time of this report, one YourVoice submission and four submissions were received via the Board of Trustees' office.</p>
<p>(3) The Board (a) shall by resolution decide whether to close the school, and</p>	
<p>(b) if the decision is to close the school, shall forthwith notify the Ministers in writing of the decision</p>	
<p>7 (1) All School Closure procedures shall be initiated and completed within the school year in which the decision to close the school is made.</p>	<p>The procedure to consider the Closure of Sir James Loughheed School and all programs therein contained began March 1, 2011.</p>



<b>Relevant Excerpts from GP-5E: Board of Trustees' Procedure – Consideration of School Closure:</b>	<b>Action:</b>
(2) Notwithstanding subsection (1), the Board may request permission in writing from the Ministers to extend the school closure procedures beyond one school year.	

**Attachment III: Written Notice Respecting the Consideration of Closure of  
Sir James Lougheed School**



**Calgary Board of Education**

**OFFICE OF THE BOARD OF TRUSTEES**

*Education Centre*

*515 Macleod Trail S.E., Calgary, Alberta Phone: 403-294-8487 Fax: 403-294-8282*

**Important Notice: Please have someone translate this document for you**

یادداشت مهم: لطفاً شخص را با خود داشته باشید کہ این موضوع را بہ شما ترجمہ نماید۔

ملاحظۃ مهمۃ: الرجاء ترجمۃ ہذہ المعلومات۔

ضروری اطلاع: برائے مہربانی ایسے لیے کیسی سے ترجمہ کروالے۔

ਜ਼ਰੂਰੀ ਸੂਚਨਾ: ਕਿਰਪਾ ਕਰਕੇ ਇਸਨੂੰ ਆਪਣੇ ਲਈ ਕਿਸੇ ਤੋਂ ਅਨੁਵਾਦ ਕਰਵਾ ਲਵੋ

March 16, 2011

**WRITTEN NOTICE REGARDING  
CONSIDERATION OF CLOSURE OF  
SIR JAMES LOUGHEED SCHOOL AND  
ALL PROGRAMS CONTAINED THEREIN**

**INTRODUCTION**

At a Regular Meeting on Tuesday, March 1, 2011, the Board of Trustees of the Calgary Board of Education (CBE) passed a motion to consider the closure of Sir James Lougheed School and all programs contained therein. Motion to consider closure does not mean that closure will occur – only that the possibility of closure will be considered. No closure decision will be made by the Board of Trustees until parents and the public have had an opportunity to provide input with respect to this important community matter.

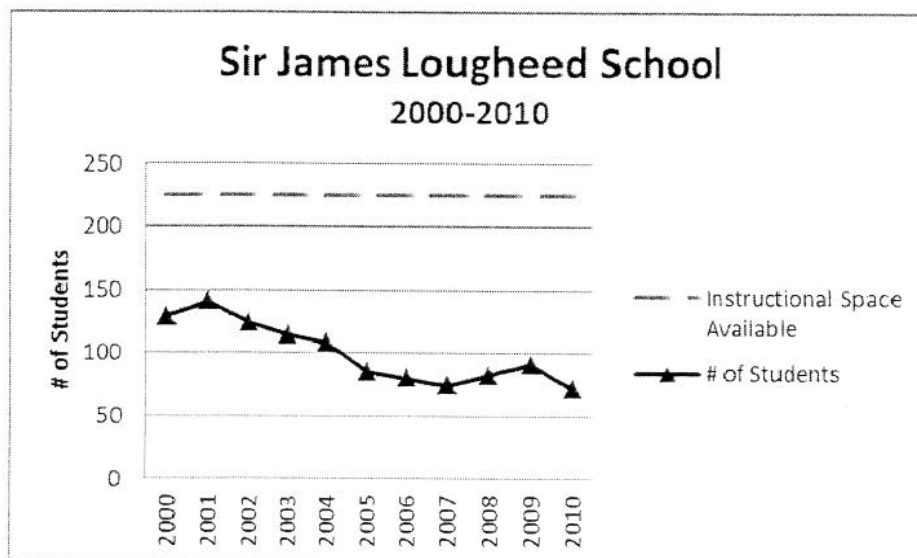
### Attachment III: Written Notice Respecting the Consideration of Closure of Sir James Lougheed School

A public meeting is scheduled in the **Sir James Lougheed School Gymnasium** on **Wednesday, March 23, 2011, at 7:00 p.m.** to discuss the closure under consideration.<sup>1</sup> The public meeting will provide those in attendance with an opportunity to participate in a discussion respecting the information provided in this notice. Parents and interested members of the public will also have an opportunity at the public meeting to make statements or ask questions of Calgary Board of Education administration.

The key issue is that Sir James Lougheed School is experiencing low enrolment in the regular program, and as a result it is difficult to sustain a Kindergarten to grade six program into the future.

#### BACKGROUND

Sir James Lougheed School is located in Area IV in the residential district of Rutland Park. The Traditional Learning Centre, Montessori, French Immersion and Spanish Bilingual programs are offered in nearby communities. Many students residing in Sir James Lougheed School attendance area choose to attend other schools or programs.



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

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

**Attachment III: Written Notice Respecting the Consideration of Closure of  
Sir James Lougheed School**

classes) residing within the Sir James Lougheed School attendance area. Only 62 students, or 16%, chose to attend Sir James Lougheed School.

***Schools and Programs***

The department of Community Engagement and Operational Planning engaged stakeholders regarding a proposed accommodation plan which took a number of factors into consideration. These factors included the availability of space to accommodate additional students, effective and efficient transportation and walk zones, proximity of residence to designated schools, and program choices that students are currently making. As a result of parent conversations and feedback, it was determined that should Sir James Lougheed School be approved for closure, the students attending Sir James Lougheed School would be designated to one of four schools: Alexander Ferguson School, Glendale School, Glenbrook School or Jennie Elliott School; depending on their place of residence.

Sir James Lougheed School

The enrolment on September 30, 2010 at Sir James Lougheed School was 71 students and enrolment is not projected to increase significantly into the future. The school has the instructional space for 225 students.

**SIR JAMES LOUGHEED SCHOOL**

Instructional Space Available = 225 (9 classrooms)

**Enrolment as of September 30, 2010**

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

Alexander Ferguson School

Alexander Ferguson School has instructional space to accommodate 250 students and as of September 30, 2010, had an enrolment of 257 students (Kindergarten students are half-time; therefore this equates to an enrolment of 232 full-time equivalent students). The school offers a regular program with 110 students attending from outside the school's attendance area.

**Attachment III: Written Notice Respecting the Consideration of Closure of  
Sir James Lougheed School**

**ALEXANDER FERGUSON SCHOOL**

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

**Enrolment as of September 30, 2010**

	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
In Attendance Area	34	23	27	21	15	13	14	147
Out-of-Attendance Area	16	17	7	11	25	14	20	110
Total	50	40	34	32	40	27	34	257

Glendale School

Glendale School offers a regular program and has instructional space to accommodate 325 students. As of September 30, 2010, the enrolment was 201 students, with approximately 50% of the enrolled students residing outside the school's attendance area.

**GLENDALE SCHOOL**

Instructional Space Available = 325 (13 classrooms)

**Enrolment as of September 30, 2010**

	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
In Attendance Area	18	12	12	13	10	14	13	92
Out-of-Attendance Area	6	13	18	17	19	18	18	109
Total	24	25	30	30	29	32	31	201

Glenbrook School

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

**GLENBROOK SCHOOL**

Instructional Space Available = 400 (16 classrooms)

**Enrolment as of September 30, 2010**

	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
In Attendance Area	32	21	28	30	27	35	35	208
Out-of-Attendance Area	7	2	2	1	5	3	4	24
Total	39	23	30	31	32	38	39	232

Jennie Elliott School

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

**Attachment III: Written Notice Respecting the Consideration of Closure of  
Sir James Lougheed School**

**JENNIE ELLIOTT SCHOOL**

Instructional Space Available = 675 (27 classrooms)

**Enrolment as of September 30, 2010**

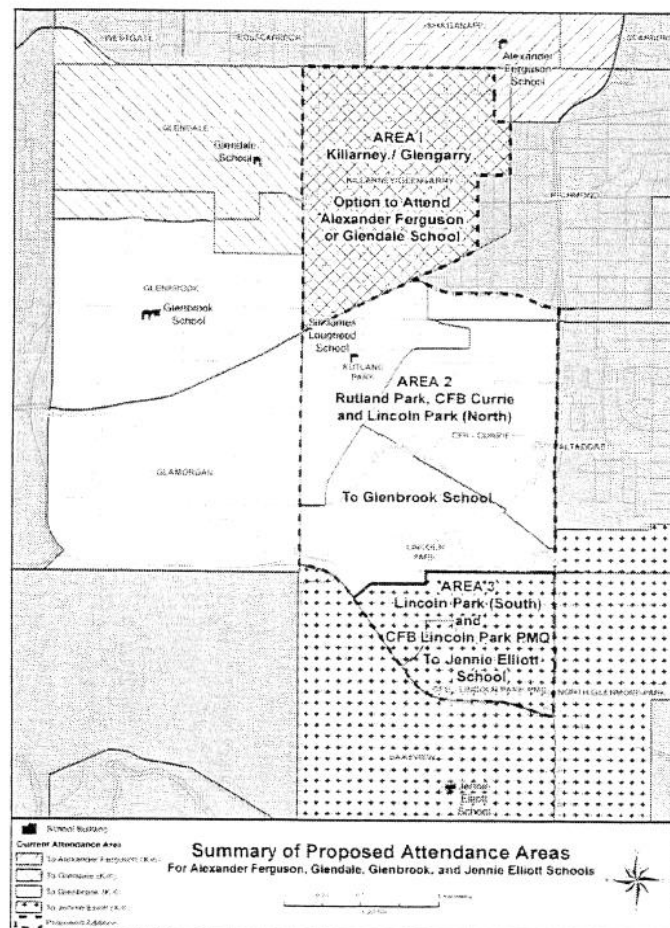
	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
In Attendance Area	78	64	97	60	70	47	70	486
System Class (TASC)			3		1	1		5
Out-of-Attendance Area			2	2	2		3	9
<b>Total</b>	<b>78</b>	<b>64</b>	<b>102</b>	<b>62</b>	<b>73</b>	<b>48</b>	<b>73</b>	<b>500</b>

***INFORMATION<sup>2</sup>***

***Section A: Implications For Affected Attendance Areas<sup>3</sup>***

***i) A Decision to Close This School Would Affect Attendance Areas<sup>4</sup>***

The map below provides a summary of the proposed attendance areas if the closure of Sir James Lougheed School is approved.





**Attachment III: Written Notice Respecting the Consideration of Closure of  
Sir James Lougheed School**

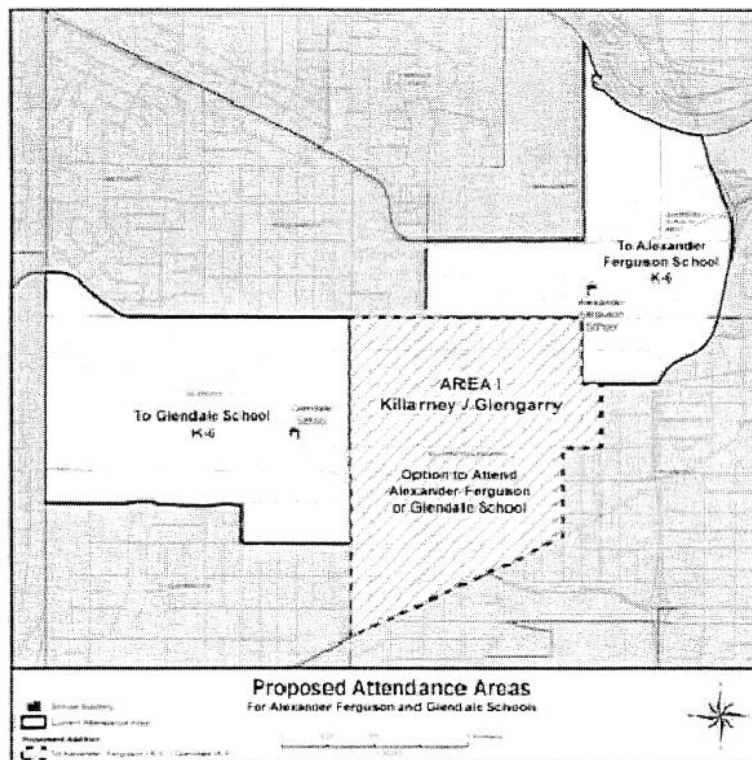
*ii) A Decision to Close This School Would Result in a Change in Designation for Some Students*

Should the Board of Trustees decide to close Sir James Lougheed School, the students will be designated as follows effective for the 2011-2012 school year:

- Students residing in the residential districts of Killarney/Glengarry (*Area 1 - see Summary Map page 5*) will have an option to attend either Alexander Ferguson School or Glendale School.
- Students residing in the residential districts of CFB Currie, Lincoln Park (North) and Rutland Park (*Area 2 - see Summary Map page 5*) will be designated to Glenbrook School.
- Students residing in the residential districts of Lincoln Park (South) and CFB Lincoln Park PMQ (*Area 3 - see Summary Map page 5*) will be designated to Jennie Elliott School.

*iii) A Decision to Close This School Would Affect Attendance at Other Schools*

Students in Area 1 (Killarney/Glengarry) have the option to attend Alexander Ferguson School or Glendale School. The following map depicts the proposed attendance area.



**Attachment III: Written Notice Respecting the Consideration of Closure of  
Sir James Lougheed School**

Below is a summary of the available instructional space and enrolment of each school affected by the proposed accommodation plan for students residing in Area 1-Killarney/Glengarry:

Alexander Ferguson School

The table below provides the projected enrolment at Alexander Ferguson School if the closure of Sir James Lougheed School is approved.

**ALEXANDER FERGUSON SCHOOL**

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

**Projection for September 2011**

	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
In Attendance Area	30	35	22	25	23	17	14	166
Additional Students from Sir James Lougheed Attendance Area	2	2		2	2		1	9
Out-of-Attendance Area			17	7	11	25	14	74
Total	32	37	39	34	36	42	29	249

In order to have the space to accommodate additional students residing in Killarney/Glengarry, that are currently designated to Sir James Lougheed School, it is anticipated that no new out-of-attendance area students would be accepted into the Kindergarten program at Alexander Ferguson School. Administration will continue to monitor out-of-attendance area enrolment.

Glendale School

The table below provides the projected enrolment at Glendale School if the closure of Sir James Lougheed School is approved.

**GLENDALE SCHOOL**

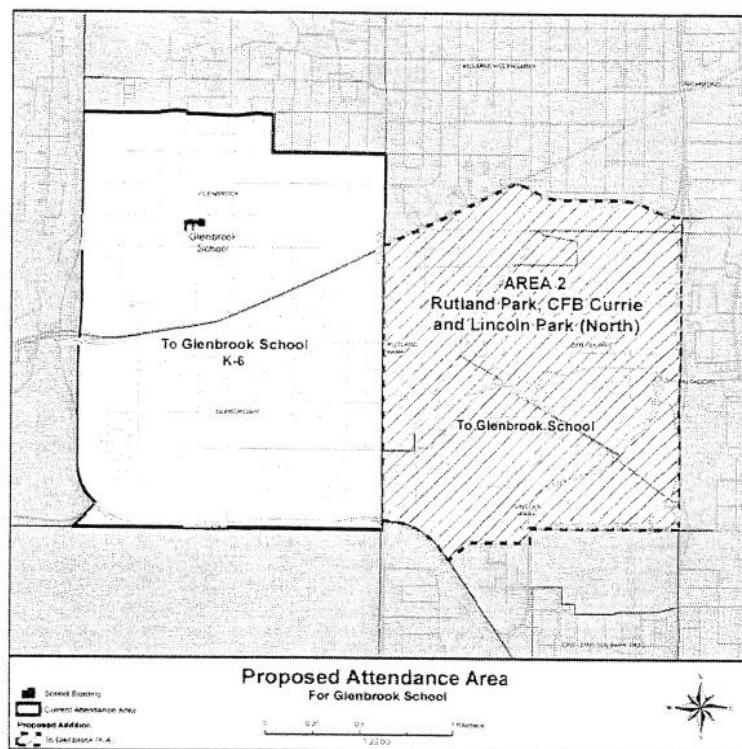
Instructional Space Available = 325 (13 classrooms)

**Projection for September 2011**

	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
In Attendance Area	17	19	10	12	11	8	12	89
Additional Students from Sir James Lougheed Attendance Area	1	1		2	2	1	1	8
Out-of-Attendance Area	10	5	13	16	13	18	18	93
Total	28	25	23	30	26	27	31	190

### Attachment III: Written Notice Respecting the Consideration of Closure of Sir James Lougheed School

Students in Area 2 (CFB Currie, Lincoln Park (North) and Rutland Park) would be designated to Glenbrook School. The following map depicts the proposed attendance area.



#### Glenbrook School

The table below provides the projected enrolment at Glenbrook School if the closure of Sir James Lougheed School is approved.

#### **GLENBROOK SCHOOL**

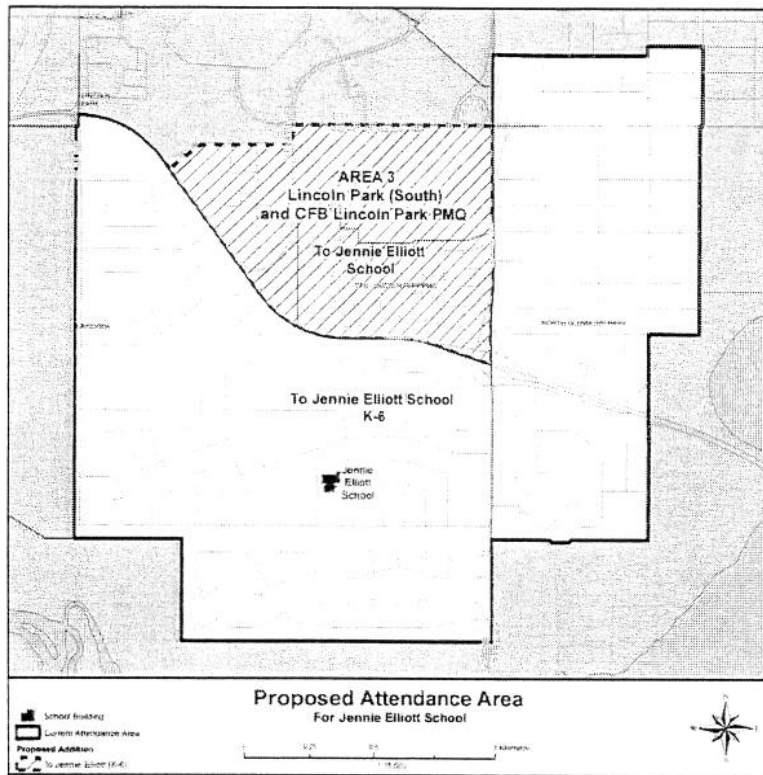
Instructional Space Available = 400 (16 classrooms)

#### **Projection for September 2011**

	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
In Attendance Area	33	30	27	32	29	26	35	212
Additional Students from Sir James Lougheed Attendance Area	2	3	10	7	8	8	6	44
Out-of-Attendance Area	5	6	2	2	1	4	3	23
<b>Total</b>	<b>40</b>	<b>39</b>	<b>39</b>	<b>41</b>	<b>38</b>	<b>38</b>	<b>44</b>	<b>279</b>

### Attachment III: Written Notice Respecting the Consideration of Closure of Sir James Lougheed School

Students in Area 3 (Lincoln Park (South) and CFB Lincoln Park PMQ) would be designated to Jennie Elliott School. The following map depicts the proposed attendance area.



#### Jennie Elliott School

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

The table below provides the projected enrolment at Jennie Elliott School if the closure of Sir James Lougheed School is approved.

**Attachment III: Written Notice Respecting the Consideration of Closure of  
Sir James Lougheed School**

**JENNIE ELLIOTT SCHOOL**

Instructional Space Available = 675 (27 classrooms)

**Projection for September 2011**

	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
In Attendance Area	75	81	66	100	48	70	44	484
Additional Students from Sir James Lougheed Attendance Area	2	1	2	1	2			8
System Class (TASC)			3		1	1		5
Out-of-Attendance Area				2	2	2		6
<b>Total</b>	<b>77</b>	<b>82</b>	<b>71</b>	<b>103</b>	<b>53</b>	<b>73</b>	<b>44</b>	<b>503</b>

**Section B: Implications Relative to CBE's Long Range Capital Plan**

A decision to close Sir James Lougheed School would have no implications relative to the CBE's long range capital plan which is comprised of the *School Capital Plan 2011-2014* and the *Ten-Year System Student Accommodation and Facilities Strategy*. The CBE's *School Capital Plan 2011-2014* identifies project priorities for new school/replacement school construction and preservation/major modernization projects and is submitted to the Province on an annual basis. The CBE's *Ten-Year System Student Accommodation and Facilities Strategy* provides the long range future project requests and plans for CBE schools.

These documents are available from any CBE school or can be accessed on the CBE website at <http://www.cbe.ab.ca/aboutus/documents.asp>.

**Section C: Implications With Respect to Busing**

Students in the residential districts of Killarney/Glengarry (*Area 1 - see Summary Map page 5*) are in the walk zone for either Alexander Ferguson School or Glendale School. No transportation costs are anticipated as all students reside in the walk zone for either Alexander Ferguson School or Glendale School.

Approximately 45 students designated to Glenbrook School and residing in CFB Currie, Lincoln Park (North) and Rutland Park (*Area 2- see Summary Map page 5*) would require transportation services. No additional costs for transportation are anticipated as these students will be able to access existing buses.

Approximately ten students designated to Jennie Elliott School and residing in Lincoln Park (South) and CFB Lincoln Park PMQ (*Area 3 - see Summary Map page 5*) would require transportation services. No additional costs for transportation are anticipated as these students would be able to access an existing bus.

*Administrative Regulation 6095-Student Transportation* provides information regarding the administration of transportation services and is available on the CBE website at <http://www.cbe.ab.ca/policies/policies/AR6095.pdf>. *Appendix 1 – Transportation Information 2010-2011* provides a summary of transportation eligibility criteria, fees and parent/guardian responsibilities relating to student transportation.

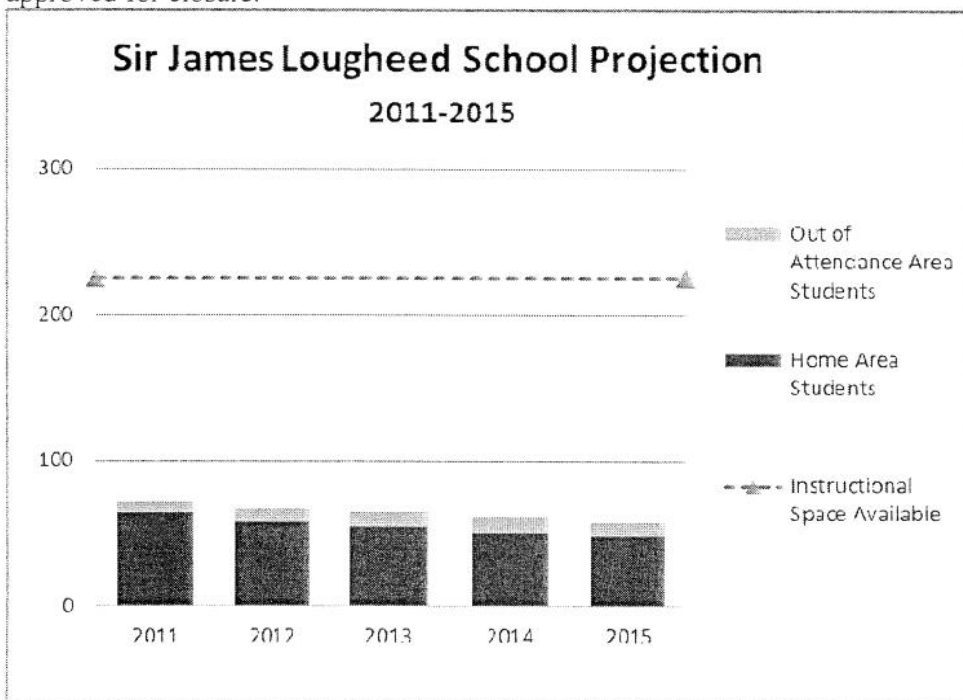
### Attachment III: Written Notice Respecting the Consideration of Closure of Sir James Loughheed School

The following attachments provide the (proposed) walk zone maps for students residing in Areas 1,2,3. *Attachment II (a): Proposed Walk Zone Map for Alexander Ferguson School, Attachment II (b): Proposed Walk Zone Map for Glendale, Attachment II (c): Proposed Walk Zone Map for Jennie Elliott School, Attachment II (d): Walk Zone Map for Glenbrook School.*

#### Section D: Educational, Programming and Staffing Impacts

##### *i) The Educational Impact Associated With Non-Closure of This School*

The graph below provides the projected enrolment at Sir James Loughheed School if the school is approved for closure.



Sir James Loughheed School is projected to have approximately ten students per grade, in the future. Resource allocation is provided on a per student basis which makes organizing for student learning challenging with a low number of students in each grade. Low enrolment also leads to complexity when making decisions regarding staff allocation and resource acquisition in order to meet the learning needs of students.

##### *ii) The Educational Impact Associated with Closure of This School*

If Sir James Loughheed School is approved for closure, students from the residential districts of Killarney/Glengarry, CFB Currie, Lincoln Park, Rutland Park and CFB Lincoln Park PMQ's would have access to teachers with expertise in a variety of disciplines and a larger cohort of peers, regardless of which school they are designated to. This would provide more opportunities for flexibility in organizing for learning, grouping of students and for the development of staff



**Attachment III: Written Notice Respecting the Consideration of Closure of  
Sir James Lougheed School**

professional learning communities. Students would continue to have access to staff who could offer extra-curricular and co-curricular activities.

***iii) The Staffing Impact***

Resources are allocated to schools based on a per school base allocation, student enrolment and student profile. Should Sir James Lougheed School be approved for closure, resource allocation levels would be adjusted at Alexander Ferguson School, Glendale School, Glenbrook School and Jennie Elliott School to reflect the projected student enrolment and profile for September 2011. Further adjustments would be made should there be any discrepancy between the projected student enrolment/profile and the actual for September 30, 2011 student enrolment.

Based on the number and individual needs of students enrolled at a school, the principal, in consultation with their staff, determines how to effectively allocate physical and human resources to best serve the learning needs of students. As with all CBE schools, teacher staffing decisions take place in the fall of each school year, based on September 30<sup>th</sup> actual enrolments. Teachers would be transferred as per the teacher transfer process, in accordance with the CBE's current staffing processes.

Support staff would be identified for transfer/layoff and considered for placement and recall in accordance with the Calgary Board of Education and Staff Association Collective Agreement and current staffing processes. Facility Operations staffing levels would be assessed in accordance with the CBE and CUPE Local 40 Collective Agreement and caretaking staffing formulae and practices.

**Section E: Financial and Capital Implications**

***i) General Financial and Operational Impacts***

Should the closure of Sir James Lougheed School be approved, a reduction of \$92,500 for administrative staffing and resource costs, \$72,800 for caretaking staff and \$6,500 in utility costs is anticipated resulting in an approximate total savings of \$171,800.

There will be no increase in transportation costs, as students eligible for transportation services will be able to access existing buses.

***ii) Capital Impacts***

At this time there are no known capital impacts associated with the proposed school closure.

**Section F: Future Facility Plans**

Should Sir James Lougheed School be approved for closure, the school facility could be utilized for CBE purposes or leased into the future.

**Attachment III: Written Notice Respecting the Consideration of Closure of  
Sir James Lougheed School**

**ADDITIONAL INFORMATION**

Trustees welcome your views and input and invite you to provide comments to them directly or through administration. Questions regarding the Board of Trustees' consideration of closure of Sir James Lougheed School and all programs contained therein may be submitted in writing on the attached form, **prior to 12:00 noon on Monday, March 21, 2011.**

Attention: Sydney Smith, Director, Area IV  
Calgary Board of Education  
c/o Lord Shaughnessy Centre  
2336 - 53 St. S.W.  
Calgary, Alberta T3E 1L2  
Fax: 403-777-8789  
OR  
E-mail directly to [yourvoice@cbe.ab.ca](mailto:yourvoice@cbe.ab.ca)

It is not possible to respond individually to questions or inquiries prior to the public meeting. At the public meeting, having reviewed questions for relevancy and redundancy, selected questions will be answered. Should your specific question(s) not be selected for response at the public meeting, you will have ample opportunity to direct questions to administration and you are invited to do so.

As outlined in the Board of Trustees' Governance Policies and Procedures, the Board of Trustees shall not make a decision on the consideration of closure of Sir James Lougheed School and all programs contained therein until at least three weeks have passed from the date of the public meeting. The Board of Trustees will give due consideration to any written submissions on the proposed closure that it receives after the public meeting and prior to the final debate and decision at a meeting of the Board of Trustees.

Yours sincerely,



Pat Cochrane,  
Chair of the Board of Trustees  
CALGARY BOARD OF EDUCATION

**Attachments:**

Appendix I:	Transportation Information 2010-2011
Appendix II(a):	Proposed Walk Zone Maps for Alexander Ferguson School
Appendix II(b):	Proposed Walk Zone Map for Glendale School
Appendix II(c):	Proposed Walk Zone Map for Jennie Elliott School
Appendix II(d):	Walk Zone Map for Glenbrook School
Form For Return	Question Submission Form

### Attachment III: Written Notice Respecting the Consideration of Closure of Sir James Lougheed School

#### Endnotes

<sup>1</sup>Pursuant to the School Act, R.S.A. 2000, Chapter S-3 and its associated regulations, the power to close a school or a school building or to transfer three or more consecutive grades in a program at a school housing more than one education program rests solely with the Board of Trustees and cannot be delegated. The Board of Trustees' Governance Policies and Procedures identify the formal process that will be followed when closure is being considered. The Board of Trustees' Governance Policies and Procedures relevant to closure considerations are available on the CBE's website. In accordance with those process requirements, the information in this notice is provided to the parents/guardians of students registered at Sir James Lougheed School and is available on the CBE web site.

<sup>2</sup>The Closure of Schools Regulation (AR 238/97) and the Board of Trustees' Governance Policies and Procedures are directive regarding the content of the Written Notice. The layout of that information is discretionary. For ease of presentation, the specific information set forth at s. 4 (2) and (3) of the Board of Trustees' Governance Process Policy GP5E: Board of Trustees' Procedure – Consideration of School Closure is set forth in this Written Notice in the following fashion: s. 4 (2) (a) (b) & (c) are contained within this document at Section A: Implications For Affected Attendance Areas. Section 4 (2) (b.1) is contained within this document at Section B: Implications Relative to CBE's Long-Range Capital Plan. Section 4 (2) (d) is contained within this document at Section C: Implications With Respect to Busing. Section 4 (2) (e) (f) & (g) are contained within this document at Section D: Educational Programming and Staffing Impacts and Section E: Financial and Capital Implications. Section 4 (3) (b) is contained within this document at Section F: Future Facility Plans.

<sup>3</sup>With respect to the information contained throughout this Written Notice, please note that: enrolment figures are based on September 30, 2010 data from SIRS (Student Information Records System) / enrolment projections for September 2011 are prepared by the Department of Community Engagement and Operational Planning.

<sup>4</sup>The municipal boundaries associated with the **current attendance area** for **SIR JAMES LOUGHEED SCHOOL** is as follows:

#### **SIR JAMES LOUGHEED SCHOOL     3519- 36 AV SW**

N     23 AV, west parcel boundaries of 2401-2439 32 ST, 25 AV SW  
E     26A ST SW, Richmond Road SW, 33 Ave SW, Crowchild TR SW  
S     Glenmore TR SW  
W     37 ST SW

*Note: Elementary students living within the following area have the option of attending Alexander Ferguson or Sir James Lougheed:*

N     17 AV SW  
E     26 ST, 21 AV, 25A ST SW  
S     25 AV, west parcel boundaries of 2439-2401 32 ST, 23 AV SW  
W     37 ST SW

**Attachment III: Written Notice Respecting the Consideration of Closure of  
Sir James Lougheed School**

<sup>4</sup>The municipal boundaries associated with the **current attendance area** for **ALEXANDER FERGUSON SCHOOL**

**ALEXANDER FERGUSON SCHOOL**     1704 - 26 ST SW  
N     Bow River  
E     Crowchild TR SW  
S     21 AV SW, 26 ST, 17 AV SW  
W     33 ST SW, Bow TR, line north along 26 ST SW to Bow River

*Note: Elementary students living within the following area have the option of attending Alexander Ferguson or Sir James Lougheed:*

N     17 AV SW  
E     26 ST, 21 AV, 25A ST SW  
S     25 AV, west parcel boundaries of 2439-2401 32 ST, 23 AV SW  
W     37 ST SW

<sup>4</sup>The municipal boundaries associated with the **current attendance area** for **GLENBROOK SCHOOL**

**GLENBROOK SCHOOL**     4725 - 33 AV SW, T3E 3V1  
  
N     South parcel boundaries of Westwind Village & 2850 51 ST & 5029 26 AV & 2739 49 ST, 28 AV, south parcel boundary of 4841 Graham DR, line east, south parcel boundaries of 2744 45 ST & 2755-2756 Grant CR, & 2739 43 ST, 43 ST, 30 AV SW  
E     37 ST SW  
S     Glenmore TR SW  
W     Sarcee TR SW

*Includes Battalion Park overflow students from the Springbank Hill community*

<sup>4</sup>The municipal boundaries associated with the **current attendance area** for **GLENDALE SCHOOL**

**GLENDALE SCHOOL**     2415 Kelwood DR SW  
  
N     17 AV SW  
E     37 ST SW  
S     30 AV, 43 ST, south parcel boundaries of 2739 43 ST & 2756-2755 Grant CR & 2744 45 ST SW, line west, south parcel boundary of 4841 Graham DR, 28 AV, south parcel boundaries of 2739 49 ST & 5029 26 AV & 2850 51 ST SW & Westwind Village  
W     Sarcee TR

<sup>4</sup>The municipal boundaries associated with the **current attendance area** for **JENNIE ELLIOTT SCHOOL**

**JENNIE ELLIOTT SCHOOL**     3031 Lindsay DR SW  
  
N     Glenmore TR, Crowchild TR, 47 AV, 20 ST, 47 AV to 19 ST  
E     19 ST, 58 AV, south along Glenmore Park  
S     Glenmore Park  
W     37 ST SW

*Includes Discovery Ridge community*

<sup>4</sup>The municipal boundaries associated with the **proposed attendance area** for **ALEXANDER FERGUSON SCHOOL**

**Attachment III: Written Notice Respecting the Consideration of Closure of  
Sir James Lougheed School**

**ALEXANDER FERGUSON SCHOOL** 1704 - 26 ST SW

N Bow River  
E Crowchild TR SW  
S 21 AV SW, 26 ST, 17 AV SW  
W 33 ST SW, Bow TR, line north along 26 ST SW to Bow River

**Note:** Elementary students living within the following area have the option of attending Alexander Ferguson or Glendale

N 17 AV SW  
E 26 ST, 21 AV, 25A ST, 25 AV, 26A ST  
S Richmond Road SW  
W 37 ST SW

<sup>4</sup>The municipal boundaries associated with the **proposed attendance area** **GLENBROOK SCHOOL**

**GLENBROOK SCHOOL** 4725 - 33 AV SW

N South parcel boundaries of Westwind Village & 2850 51 ST & 5029 26 AV & 2739 49 ST, 28 AV, south parcel boundary of 4841 Graham DR, line east, south parcel boundaries of 2744 45 ST & 2755-2756 Grant CR, & 2739 43 ST, 43 ST, 30 AV SW, south on 37 ST SW, east on Richmond Road SW, 33 AV SW  
E Crowchild Tr SW  
S Mount Royal GA SW, south on Richard RD SW, line west along north boundaries of 22 & 25 Richard PL SW and 35 Richard CO SW (just south of Mount Royal University), to Glenmore TR SW, Glenmore TR SW  
W Sarcee TR SW

Includes Battalion Park overflow students from the Springbank Hill community

<sup>4</sup>The municipal boundaries associated with the **proposed attendance area** for **GLENDALE SCHOOL**

**GLENDALE SCHOOL** 2415 Kelwood DR SW

N 17 AV SW  
E 37 ST SW  
S 30 AV, 43 ST, south parcel boundaries of 2739 43 ST & 2756-2755 Grant CR & 2744 45 ST SW, line west, south parcel boundary of 4841 Graham DR, 28 AV, south parcel boundaries of 2739 49 ST & 5029 26 AV & 2850 51 ST SW & Westwind Village  
W Sarcee TR

**Note:** Elementary students living within the following area have the option of attending Alexander Ferguson or Glendale:

N 17 AV SW  
E 26 ST, 21 AV, 25A ST, 25 AV, 26A ST  
S Richmond Road SW  
W 37 ST SW

<sup>4</sup>The municipal boundaries associated with the **proposed attendance area** for **JENNIE ELLIOTT SCHOOL**

**JENNIE ELLIOTT SCHOOL**

N Glenmore TR SW, to line east along north boundaries of 35 Richard CO SW and 25 & 22 Richard PL SW (just south of Mount Royal University), to Crowchild TR SW, Crowchild TR, 47 AV, 20 ST, 47 AV to 19 ST  
E 19 ST, 58 AV, south along Glenmore Park  
S Glenmore Park  
W 37 ST SW

*Includes Discovery Ridge community*

**Attachment III: Written Notice Respecting the Consideration of Closure of  
Sir James Lougheed School  
Appendix I:**



Calgary Board of Education

**Transportation Information  
2010-2011**

Administrative Regulation 6095 – Student Transportation, section 5, states:

5 (1) The parent or guardian of a student or the independent student receiving subsidized transportation must provide for the supervision and transportation of the student to and from the bus stop on the bus route for eligible students.

5 (2) If a student does not receive subsidized transportation, the parent/guardian of the student or the independent student must provide for the supervision and transportation of the student to and from school.

**Eligibility for Subsidized Transportation**

The Calgary Board of Education will provide subsidized transportation in accordance with AR6095 for students who attend their attendance area school or directed school and who live within the transportation service area. The transportation service area means the designated zone within an attendance area in which the Calgary Board of Education provides subsidized transportation.

All students receiving charter bus service will be required to pay any applicable transportation fee. Parents of eligible students experiencing financial difficulties may apply for a waiver of the transportation fee(s). This application is available at your child's school or on the CBE website at: [www.cbe.ab.ca/parents/forms.asp](http://www.cbe.ab.ca/parents/forms.asp)

**ELIGIBLE RIDERS (within Transportation Service Area)**

	<b>Grades K-6</b>	<b>Grades 7-9</b>	<b>Grades 10-12</b>
<b>Type of Transportation</b>	Charter Bus (Southland or First Student)	Charter Bus (Southland or First Student) <b>OR</b> Calgary Transit (CT) (only for specific schools listed on the CBE website)	Calgary Transit (CT)
	Special Needs students may be transported by charter bus, taxi or handi-bus and are required to pay the transportation fee and complete the Special Needs Transportation Charter form.		
<b>Transportation Fee</b>	\$200.00/student Maximum \$400.00/family for charter transportation	\$200.00/student Maximum \$400.00/family for charter transportation <b>OR</b> Cost of CT pass less rebate	Cost of Calgary Transit (CT) pass less rebate
<b>CT Bus Pass</b> (unrestricted) Purchased by student/parent at local vendor		Rebate of \$34.25/month for Calgary Transit pass if charter bus service is not provided	Rebate of \$18.50/month for Calgary Transit pass
<b>Bus Stop</b> Administrative Regulation 6095 11(5) states: Kindergarten, elementary students and junior high school students enrolled in an alternative program, other than a bilingual or immersion program, may be required to travel farther than 800 meters or 1600 meters from their home or daycare centre, as outlined in sections 11(3) and 11(4) to a congregated school bus stop.	Approximately 800 m or more from home "Transportation Change Request Form" can be completed only if there are no stops within approximately 800 meters of the student's home address (see CBE website for details)	Approximately 1600 m or more from home "Transportation Change Request Form" can be completed only if there are no stops within approximately 1600 meters of the student's home address (see CBE website for details)	
<b>Bus Routes</b>	Available from the school 3 working days prior to the start of		Available by mid-August at



**Attachment III: Written Notice Respecting the Consideration of Closure of  
Sir James Lougheed School**

	classes	schools and online at <a href="http://www.calgarytransit.com">www.calgarytransit.com</a>
<b>CBE Bus Pass</b>	Students will be issued a bus pass, which is sent to the student's school for distribution. If a student loses a bus pass: <ul style="list-style-type: none"> <li>School will issue a temporary pass</li> <li>\$2.00 fee for replacement pass (to Transportation Services through the school)</li> </ul>	

**CONDITIONAL RIDERS**

Students who are not attending their attendance area school or who are not within the transportation service area may be able to access existing service if there is a suitable stop on the existing bus route. Fees will not be waived for Conditional Riders.

Criteria for Conditional Riders:

- Must access an existing stop
- Must be room on the bus
- Must pay the transportation fee
- No additional bus routes will be implemented to accommodate conditional riders
- Must wait for written approval from Transportation Services before starting to ride the bus

**Note:** Approval may take until mid-October so alternative arrangements must be in place prior to approval or in the event that approval cannot be granted.

**CONDITIONAL RIDERS (not within Transportation Service Area)**

	<b>Grades K-6</b>	<b>Grades 7-9</b>	<b>Grades 10-12</b>
<b>Type of Transportation</b>	Charter Bus (Southland or First Student)	Charter Bus (Southland or First Student) <b>OR</b> Calgary Transit (CT) (only for specific schools listed on the CBE website)	Calgary Transit (CT)
<b>Transportation Fee</b>	\$200.00/student No family maximum	\$200.00/student No family maximum <b>OR</b> Cost of CT pass (\$54.25 per month)	Cost of Calgary Transit (CT) pass
<b>Bus Stop</b>	Must access an existing bus stop. No stop changes will be considered.	Must access an existing bus stop. No stop changes will be considered.	
<b>CT Bus Pass</b> (unrestricted) Purchased by student/parent at local vendor		No rebate on CT pass	No rebate on CT pass
<b>Bus Routes</b>	Available from the school 3 working days prior to the start of classes		Available by mid-August at schools and online at <a href="http://www.calgarytransit.com">www.calgarytransit.com</a>
<b>CBE Bus Pass</b>	Students will be issued a bus pass, which is sent to the student's school for distribution. If a student loses a bus pass: <ul style="list-style-type: none"> <li>School will issue a temporary pass</li> <li>\$2.00 fee for replacement pass (to Transportation Services through the school)</li> </ul>		

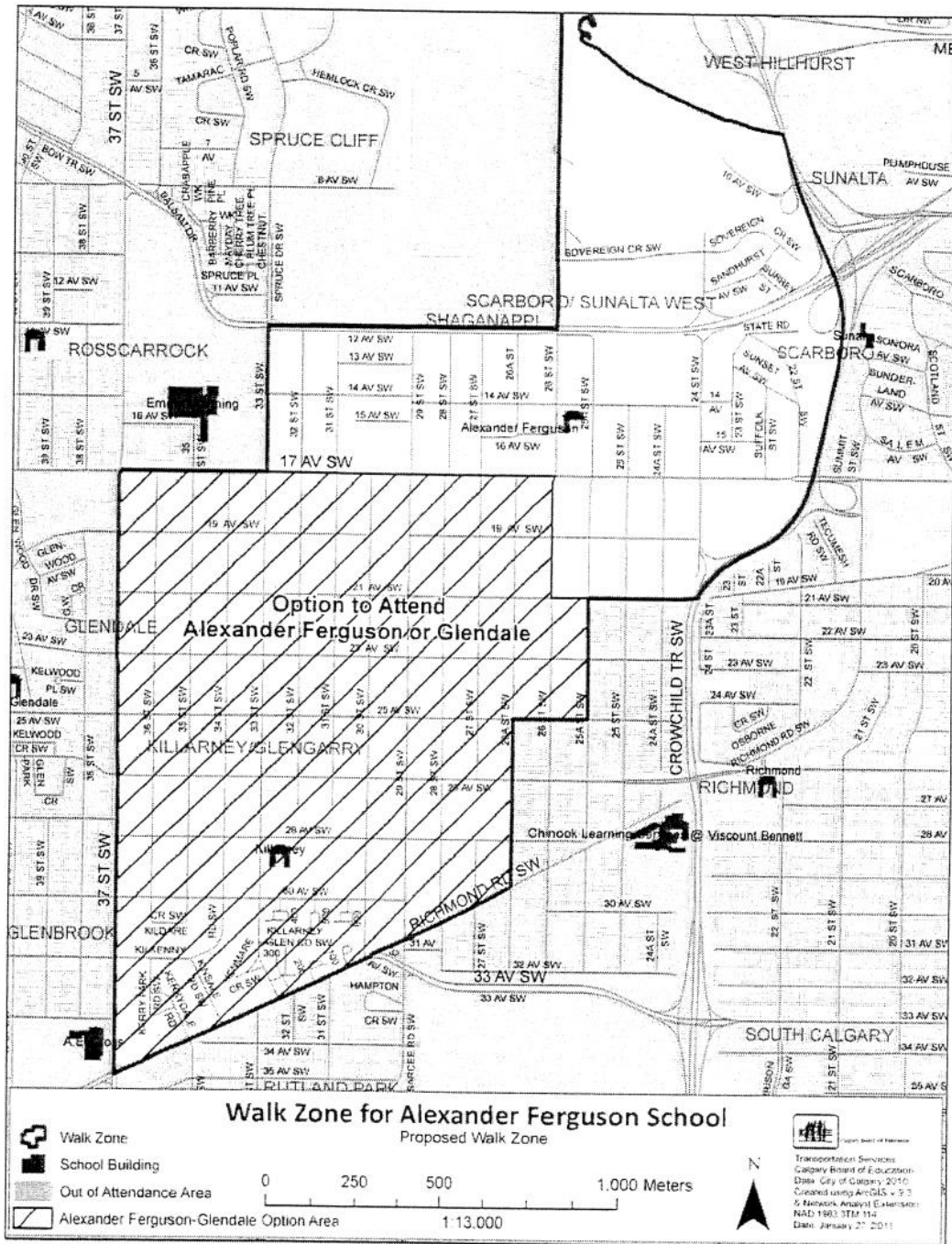
**Attachment III: Written Notice Respecting the Consideration of Closure of  
Sir James Lougheed School  
Transportation Fee vs. Lunchroom Fee**

<i>STUDENT PAYS FOR LUNCHROOM</i>	<i>STUDENT <u>DOES NOT</u> PAY FOR LUNCHROOM</i>
Student <i>does not</i> live within Transportation Service Area for their designated school and stays for lunch → student pays for lunchroom	Student lives within the Transportation Service Area for their designated school and rides charter bus → student pays for bus; but <i>not</i> for lunchroom
Student <i>does not</i> live within the Transportation Service Area for their designated school but rides the charter bus as a conditional rider and stays for lunch → student pays for bus and lunchroom	Student lives within the Transportation Service Area for their designated school, but parent drives the student to school → student <i>does not pay</i> for bus or lunchroom

Attachment III: Written Notice Respecting the Consideration of Closure of  
Sir James Lougheed School

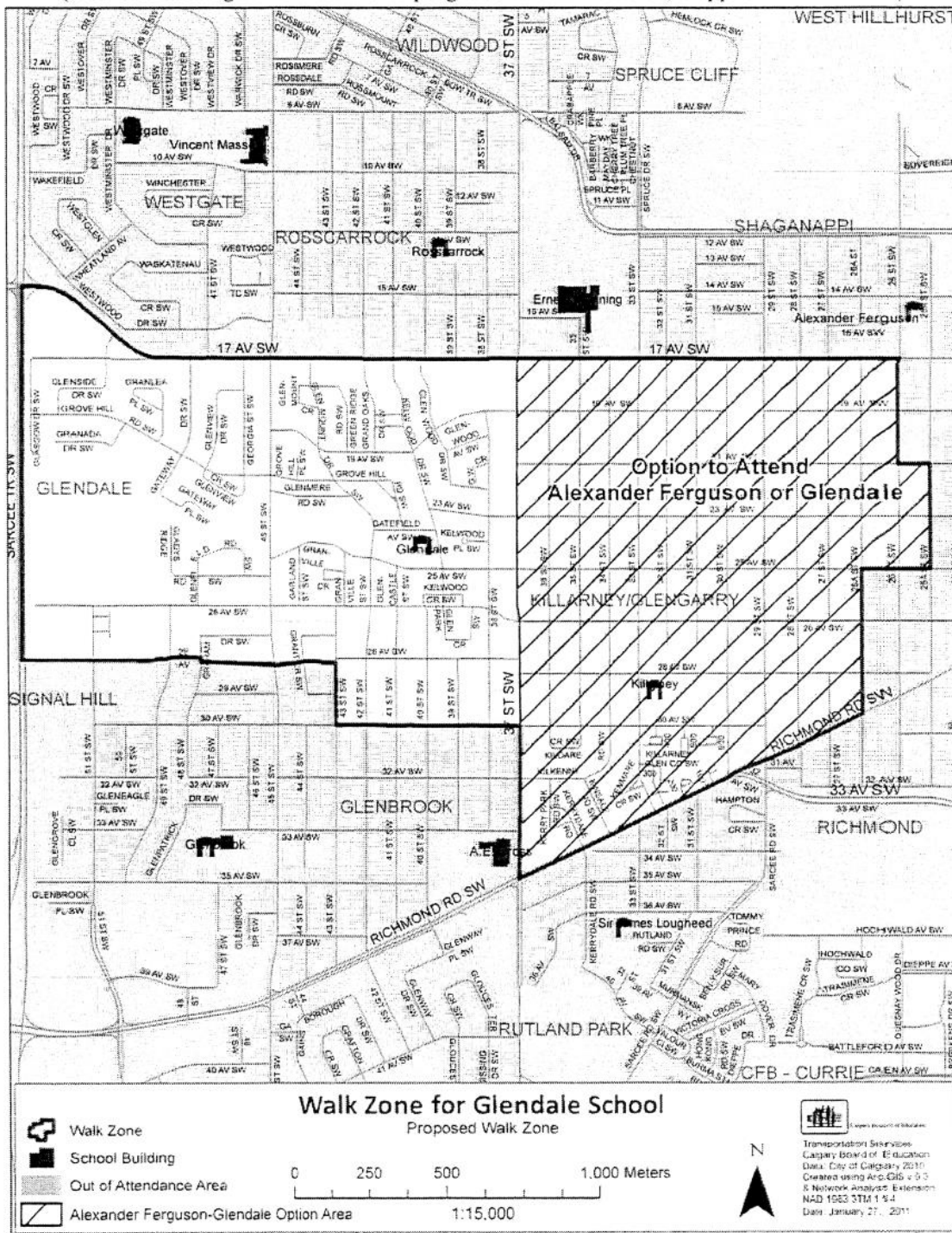
Appendix II(a):

Proposed Walk Zone Map for Alexander Ferguson School and Glendale School  
(if Sir James Lougheed School and all programs contained therein, is approved for closure)



Attachment III: Written Notice Respecting the Consideration of Closure of  
Sir James Lougheed School

Appendix II(b):  
Proposed Walk Zone Map for Glendale School  
(if Sir James Lougheed School and all programs contained therein, is approved for closure)

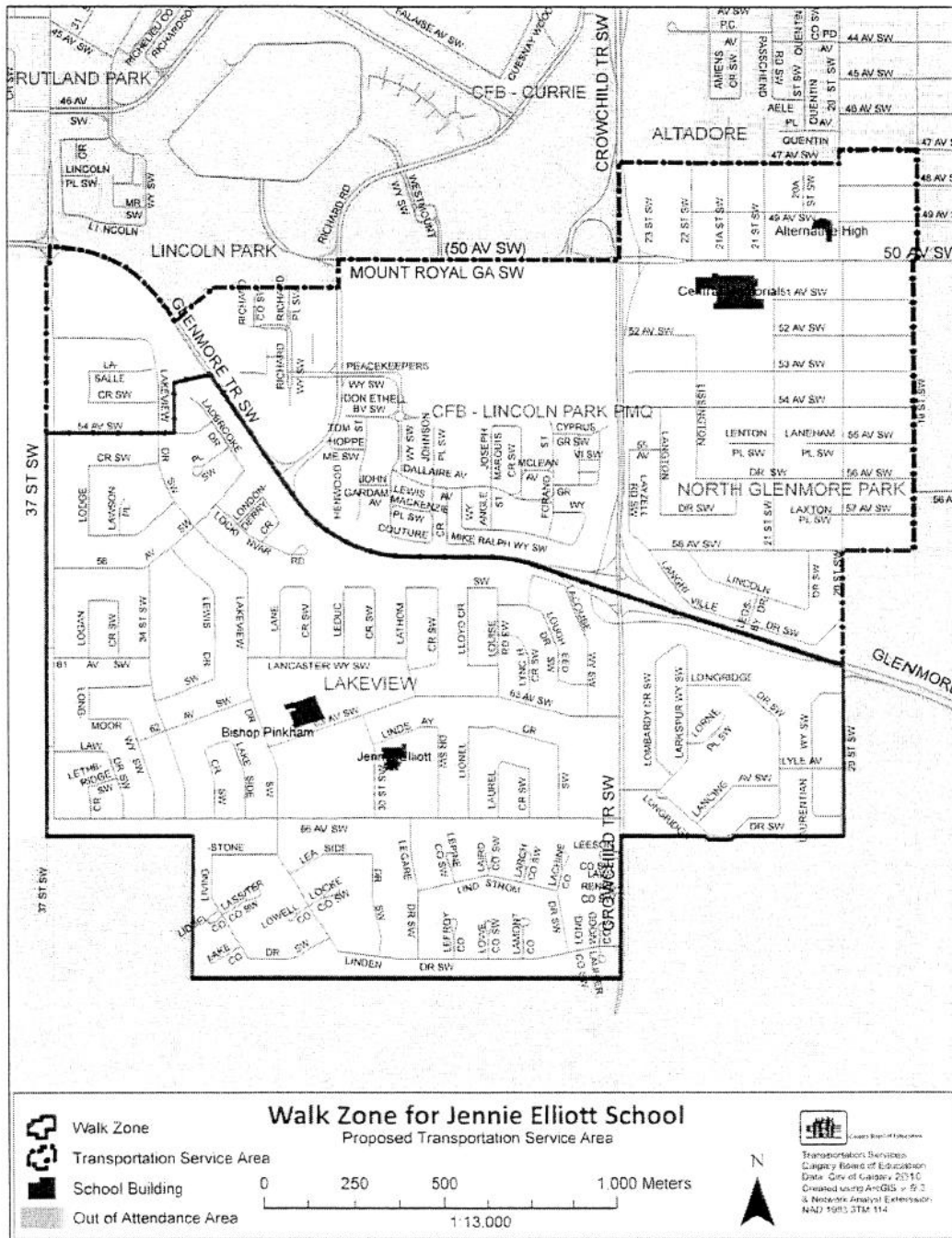


**Attachment III: Written Notice Respecting the Consideration of Closure of  
Sir James Loughheed School**

**Appendix II(c):**

**Proposed Walk Zone Map for Jennie Elliott School**

(if Sir James Loughheed School, and all programs contained therein, is approved for closure)

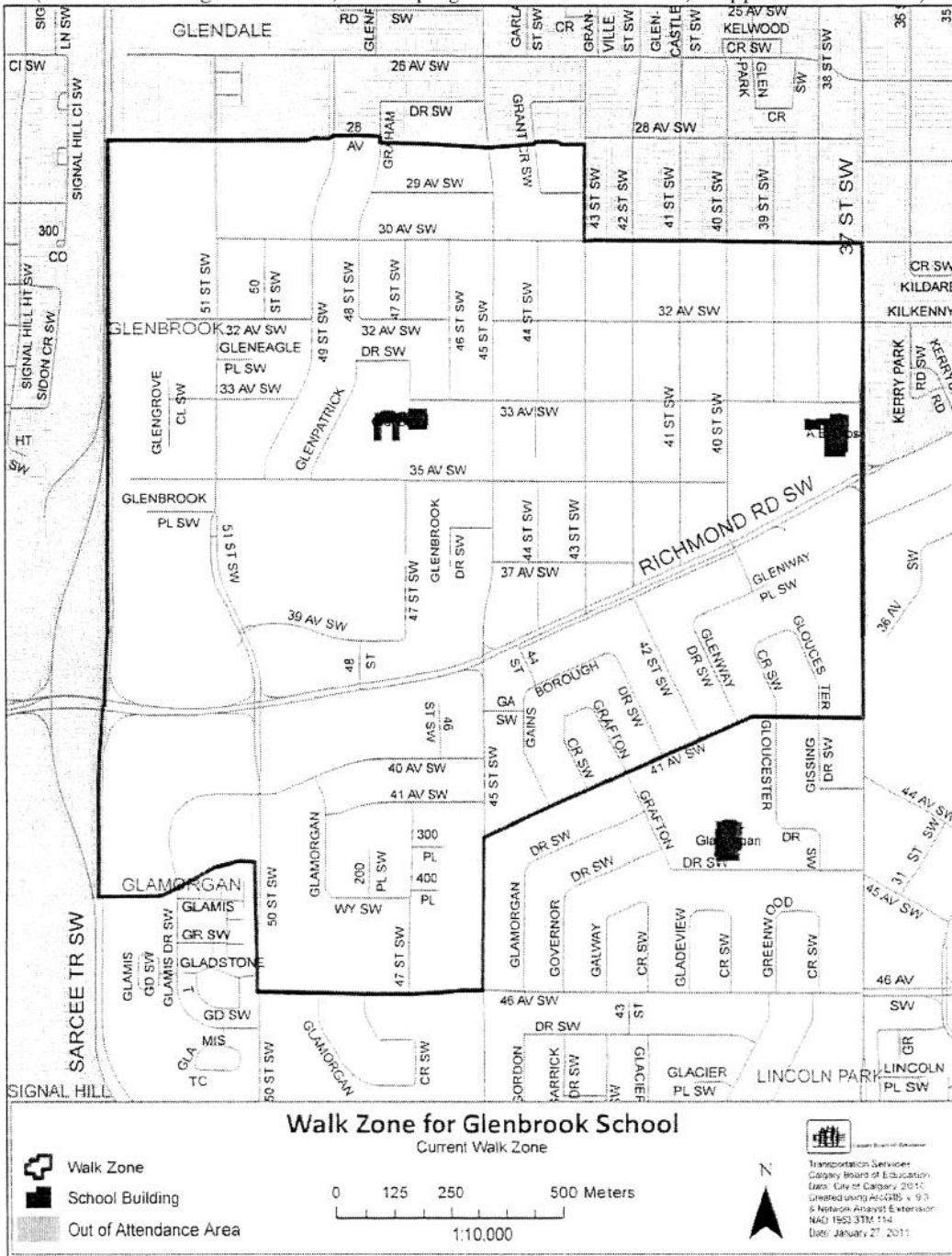


Attachment III: Written Notice Respecting the Consideration of Closure of  
Sir James Loughheed School

Appendix II (d):

Walk Zone Map for Glenbrook School

(if Sir James Loughheed School, and all programs contained therein, is approved for closure)



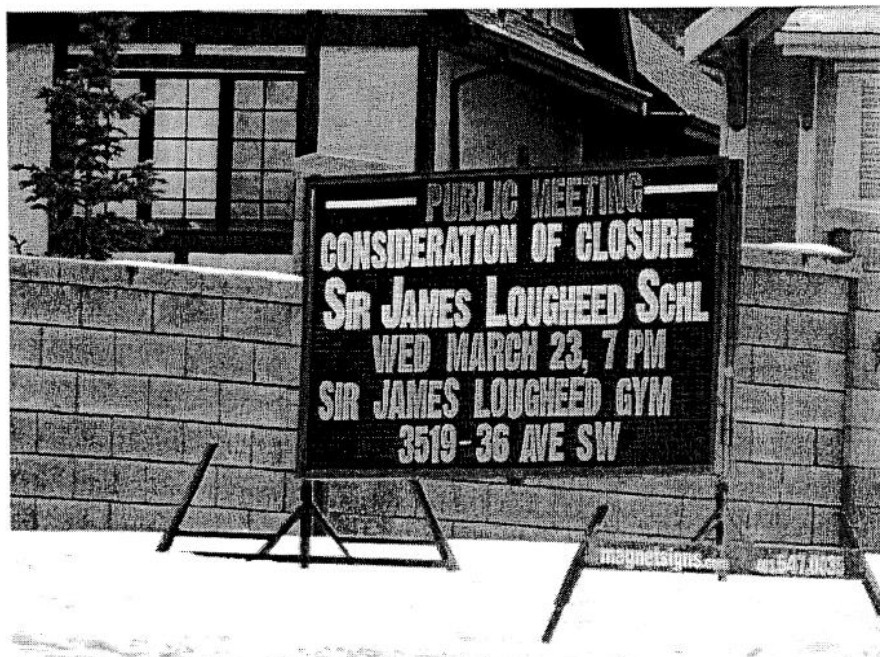


The logo of the American Society of Human Genetics (ASHG) is located in the top right corner. It features a stylized graphic of three human figures standing together, with the text "AMERICAN SOCIETY OF HUMAN GENETICS" and "1964" below it.

Attachment IV: Record of Signs Respecting the Consideration of Closure of  
Sir James Lougheed School



Sir James Lougheed School site – 3519 – 36 Ave SW

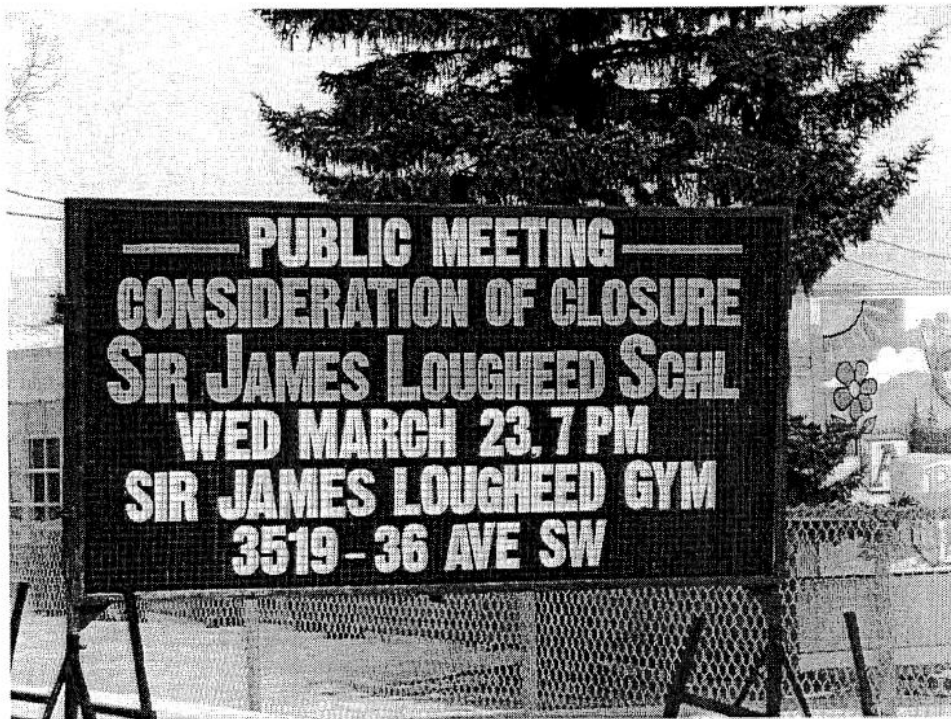


East side of Richard Road North of Glenmore Tr SW

Attachment IV: Record of Signs Respecting the Consideration of Closure of  
Sir James Lougheed School

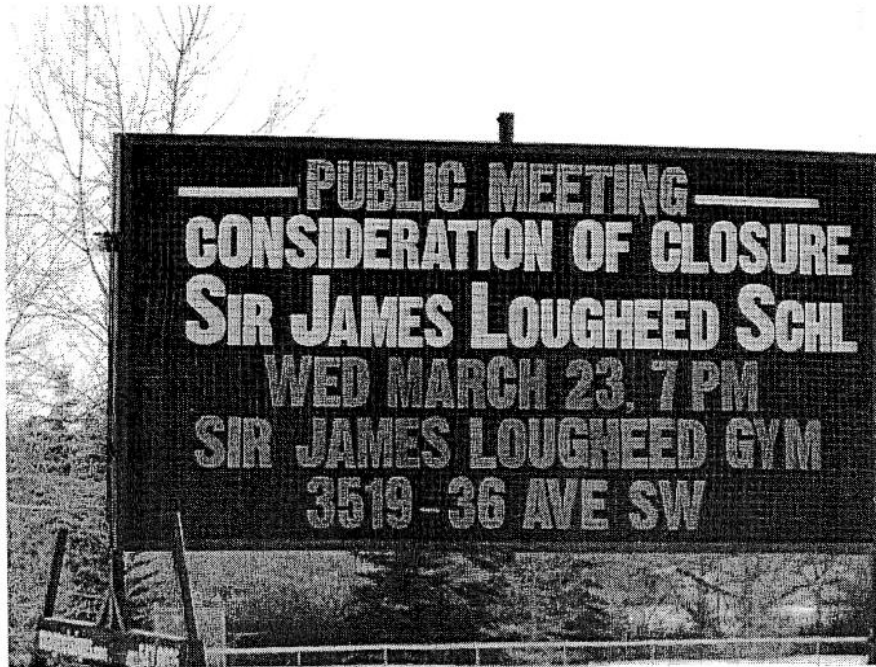


A. E. Cross School site – Richmond Rd & 37 St SW



Killarney School site – 3008 – 33 St SW

Attachment IV: Record of Signs Respecting the Consideration of Closure of  
Sir James Lougheed School



South side of 33 Ave East of 29 St SW





## **NOTICE OF PUBLIC MEETING**

**With respect to the Consideration of Closure of  
Sir James Lougheed School and all  
programs contained therein**

Wednesday, March 23, 2011

7:00 p.m.

Sir James Lougheed School – Gymnasium

3519 – 36 Avenue S.W.

Calgary, Alberta

At its Regular Meeting on Tuesday, March 1, 2011, the Board of Trustees of the Calgary Board of Education gave notice that it is considering the closure of Sir James Lougheed School and all programs contained therein.

Pursuant to Alberta legislation and the Board of Trustees' Governance Policies and Procedures, a public meeting will be held for the purpose of discussing the possible closure. At least two Calgary Board of Education Trustees will be present at the public meeting. Until the Board of Trustees makes its decision regarding the possible closure, the public can make written submissions to the Board regarding the closure under consideration. For more information, visit the CBE website at [www.cbe.ab.ca](http://www.cbe.ab.ca).



Calgary Board of Education

Please post this notice until 7:00 p.m. March 24, 2011




**Confirmation of Newspaper Ads**

**Consideration of Closure of Sir James Lougheed School**

Location	Date	Page	Initial
Calgary Herald	Mar 16/11	B2	DP
Calgary Sun	Mar 16/11	8	DP
Calgary Herald	Mar 19/11	B4	DP
Calgary Sun	Mar 19/11	27	DP

B2 Wednesday, March 16, 2011



**PUBLIC MEETING NOTICE**

Calgary Board of Education

**Consideration of Closure of Sir James Lougheed School  
and All Programs Contained Therein**

The Board of Trustees of the Calgary Board of Education (CBE) passed a motion at its March 1, 2011 regular board meeting to consider the closure of Sir James Lougheed School and all programs contained therein.


Pursuant to Alberta government legislation and the Calgary Board of Education Board of Trustees' Governance Policies and Procedures, a public meeting will be held for the purpose of discussing the possible closure under consideration. The date and location for the public meeting is as follows:

**Wednesday, March 23, 2011 7:00 p.m. Sir James Lougheed School – Gymnasium  
3519 - 36 Avenue S.W., Calgary, Alberta**

At least two Calgary Board of Education Trustees will be present at the public meeting. Until the Board of Trustees makes its decision regarding the possible closure, the public can make written submissions to the Board regarding the closure under consideration. For more information, visit the CBE website at [www.cbe.ab.ca](http://www.cbe.ab.ca).

Calgary Herald - March 16/11 - page B2

**B NEWS**



**PUBLIC MEETING NOTICE**

Calgary Board of Education

**Consideration of Closure of Sir James Lougheed School  
and All Programs Contained Therein**

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Calgary Sun - March 16/11 - page 8

B4 Saturday, March 19, 2011



**PUBLIC MEETING NOTICE**

**Consideration of Closure of Sir James Lougheed School  
and All Programs Contained Therein**


The Board of Trustees of the Calgary Board of Education (CBE) passed a motion at its March 1, 2011 regular board meeting to consider the closure of Sir James Lougheed School and all programs contained therein.

Pursuant to Alberta government legislation and the Calgary Board of Education Board of Trustees' Governance Policies and Procedures, a public meeting will be held for the purpose of discussing the possible closure under consideration. The date and location for the public meeting is as follows:

**Wednesday, March 23, 2011 7:00 p.m. Sir James Lougheed School – Gymnasium  
3519 - 36 Avenue S.W., Calgary, Alberta**

At least two Calgary Board of Education Trustees will be present at the public meeting. Until the Board of Trustees makes its decision regarding the possible closure, the public can make written submissions to the Board regarding the closure under consideration. For more information, visit the CBE website at [www.cbe.ab.ca](http://www.cbe.ab.ca).

Calgary Herald - March 19, 2011 - page B4



**PUBLIC MEETING NOTICE**

**Consideration of Closure of Sir James Lougheed School  
and All Programs Contained Therein**

The Board of Trustees of the Calgary Board of Education (CBE) passed a motion at its March 1, 2011 regular board meeting to consider the closure of Sir James Lougheed School and all programs contained therein.

Pursuant to Alberta government legislation and the Calgary Board of Education Board of Trustees' Governance Policies and Procedures, a public meeting will be held for the purpose of discussing the possible closure under consideration. The date and location for the public meeting is as follows:

**Wednesday, March 23, 2011 7:00 p.m. Sir James Lougheed School – Gymnasium  
3519 - 36 Avenue S.W., Calgary, Alberta**

At least two Calgary Board of Education Trustees will be present at the public meeting. Until the Board of Trustees makes its decision regarding the possible closure, the public can make written submissions to the Board regarding the closure under consideration. For more information, visit the CBE website at [www.cbe.ab.ca](http://www.cbe.ab.ca).

Calgary Sun - March 19, 2011 - page 27

**Board of Trustees  
Calgary Board of Education  
Public Meeting**

**Discussion Respecting Consideration of Closure  
of Sir James Lougheed School  
and all programs contained therein**

---

**Wednesday, March 23, 2011  
7:00 p.m. – 10:00 p.m.**

**AGENDA**

1. Welcome, Introductions and Meeting Outline *Calvin Davies, Meeting Chair*
2. Opening Remarks *Naomi E. Johnson, Chief Superintendent of Schools*
3. Purpose of the Meeting & Role of the Board of Trustees *Pat Cochrane, Board Chair*
4. Review of Written Notice *Karen Barry, Meeting Co-Chair*
  - Introduction
  - Background
  - Information
    - Section A: Implications For Affected Attendance Areas
    - Section B: Implications Relative to CBE's Long Range Capital Plan
    - Section C: Implications With Respect to Busing
    - Section D: Educational, Programming and Staffing Impacts
    - Section E: Financial and Capital Implications
    - Section F: Future Facility Plans

Break – 10 minutes (at the discretion of the Chair)

5. Responses to Previously Submitted or Anticipated Questions *Calvin Davies, Meeting Chair*
6. Open Discussion Questions and Comments from Parents and Public  
(See Discussion Guidelines on reverse) *Calvin Davies, Meeting Chair*
7. Closing Remarks *Calvin Davies, Meeting Chair*
  - Opportunity for Written Submissions & Further Questions (*see over*)

### **PURPOSE OF THE MEETING**

At its Regular Meeting on Tuesday, March 1, 2011, the Board of Trustees of the Calgary Board of Education passed a motion to formally consider the closure of Sir James Lougheed School and all programs contained therein. No decision has yet been made by the Board of Trustees of the Calgary Board of Education and no decision will be made until parents and the public have had an opportunity to provide input with respect to this community matter. The Board of Trustees of the Calgary Board of Education have organized and convened this public meeting in accordance with the Board of Trustees' Governance Policies and Procedure regarding Consideration of School Closure, for the purpose of providing a public opportunity for the discussion of the information contained in the Written Notice Regarding Consideration of Closure of Sir James Lougheed School and all programs contained therein.

### **DISCUSSION GUIDELINES**

1. The Chair shall facilitate the meeting and ensure that matters of business raised in the agenda are covered.
2. During the Open Discussion portion of the meeting, all participants are asked to seek recognition from the Chair by proceeding to the designated floor microphone.
3. Upon being recognized by the Chair, all participants are asked to state and spell their name, state the nature of their interest and to indicate if they wish to ask a question, make a comment, or both.
4. The Chair shall be solely responsible to determine whether questions have already been asked and answered, or, if they are relevant, provide a response to the questions or to direct questions to appropriate CBE administrative personnel for response.
5. Speakers from the floor will be limited to three minutes for questions or comments, and the Chair shall exercise discretion in allowing follow-up questions, time permitting.
6. When a speaker's time has expired, they may return to the end of the line and again seek recognition from the Chair.
7. The Chair reserves the right to declare individuals out of order if their conduct or comments are disruptive and to take such action as necessary to restore order.
8. The Chair may confer with the Procedures Chair at any time to resolve any questions arising, and rulings thereafter shall be final.

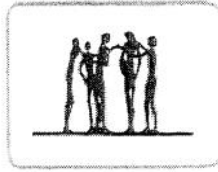
### **WRITTEN SUBMISSIONS & FURTHER QUESTIONS**

It is not possible to direct personal responses to each question. All questions submitted will be reviewed for relevancy and repetitiveness and those selected for response will be answered on the CBE website at <http://www.cbe.ab.ca/>.

Please submit all Written Submissions and Questions to:  
Office of the Board of Trustees, Re: Sir James Lougheed School  
Education Centre, 515 Macleod Trail SE, Calgary, Alberta, T2G 2L9

Or email to [BoardofTrustees@cbe.ab.ca](mailto:BoardofTrustees@cbe.ab.ca)

Follow-up Questions must be received on or before 12 noon on Monday, April 18, 2011.  
Written Submissions must be received by 9:00 a.m. on Tuesday, April 19, 2011.



## Calgary Board of Education

### OFFICE OF THE BOARD OF TRUSTEES

Education Centre Building

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

March 2, 2011

His Worship, Mayor Naheed Nenshi  
City of Calgary  
P.O. Box 2100 Station M  
Calgary, Alberta T2P 2M5

Dear Mayor Nenshi:

On behalf of the Board of Trustees, I am writing to advise you that at its regular meeting on March 1, 2011, the Board of Trustees passed the following motions:

*THAT the Board of Trustees is satisfied that there is cause to proceed with a consideration of closure of Sir James Lougheed School, and all programs contained therein, in accordance with the Closure of Schools Regulation and the Board of Trustees' Governance Process Policy 5E: Board of Trustees' Procedure – Consideration of School Closure, sections 4 to 7.*

*THAT the Board of Trustees is satisfied that there is cause to proceed with a consideration of closure of the Kindergarten to grade six regular program at Mayland Heights School, in accordance with the Closure of Schools Regulation and the Board of Trustees' Governance Process Policy 5E: Board of Trustees' Procedure – Consideration of School Closure, sections 4 to 7.*

It is expected that a decision will be made by the Board of Trustees before the end of this school year. In addition to this official notification regarding these considerations of closure, *the Closure of Schools Regulation* states:

5 (1) Where a board has given notice at a regular meeting of the board that it is considering the closure of a school, the board... (b) shall provide an opportunity for the council of the municipality in which the school is located to provide a statement to the board of the impact the closure may have on the community.

.../2



His Worship, Mayor Naheed Nenshi  
City of Calgary  
March 2, 2011  
Page 2

A public meeting to discuss this closure consideration will be held in the near future. The date and time of the meeting will be advertised.

We look forward to receiving Council's written statement about this consideration of closure. Thank you.

Yours truly,

A handwritten signature in dark ink, appearing to read "Pat Cochrane". The signature is fluid and cursive, with the first name "Pat" being more prominent.

Pat Cochrane, Chair  
Board of Trustees

cc: Mr. Owen Tobert, City Manager, The City of Calgary

**Attachment IX: Written Submissions Received After the Public Meeting Respecting the  
Consideration of Closure of Sir James Lougheed School**

**Written Submissions Received after the Public Meeting  
for the Consideration of Closure of Sir James Lougheed School**

**(NOTE: Submissions are provided to each Trustee in their original format, for privacy  
reasons they are not included as a part of the public document.)**

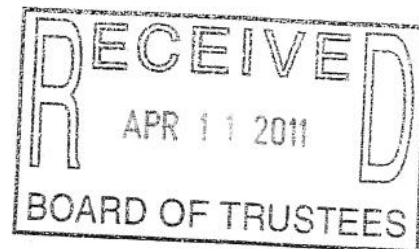
**Attachment X: City's Response to Correspondence Addressed to Mayor Nenshi Respecting the  
Closure of Sir James Lougheed School**

**City's Response to Correspondence Addressed to Mayor Nenshi  
Respecting the Closure  
of Sir James Lougheed School**



THE CITY OF  
**CALGARY**

2011 April 4



Pat Cochrane, Chair  
Board of Trustees  
Calgary Board of Education  
515 Macleod Trail S.E.  
Calgary, AB T2G 2L9

Dear Ms. Cochrane:

**Re: Notice of Proposed School Program Closure  
Mayland Heights and Sir James Lougheed Schools**

Further to your letter of 2011 March 2 to Mayor Nenshi and copied to this office, I would like to advise as follows:

The City acknowledges the fact that it is not the decision maker for school programs or facilities and that decisions on school programs or facilities are the responsibility of the school boards, in consultation with the Province. Further The City acknowledges that the Calgary Board of Education has announced its intent to close a program with the intent of pursuing other educational uses at Mayland Heights School. It also acknowledges that the Board intends to close Sir James Lougheed School and all programs therein contained. As no change of use is proposed for these sites at this time, a report to Council will not be required.

Council appreciates the opportunity to comment on school program closures. At this time the Administration has identified that no significant community issues will arise from these proposed changes in programming. Council may, in future, desire to comment specifically on other school program closures.

Should you have any concerns or questions, please contact Glen Radway, Coordinator, Citywide Planning, who may be reached at (403)268-5928, or by email [glen.radway@calgary.ca](mailto:glen.radway@calgary.ca).

Thank you for considering The City of Calgary in this matter.

Yours truly,

Owen Tobert, P. Eng.  
City Manager  
City Manager's Office #8003  
T 403.268.8163 | F 403.537.3027  
2<sup>nd</sup> Floor, Administration Building, 800 Macleod Trail SE

cc: Mayor Naheed Nenshi #8069  
Members of Council, #8001  
David Watson, General Manager, Planning, Development & Assessment, #8138  
Chris Branch, Director, Community and Neighborhood Services, #116  
Mary Axworthy, Director, Land Use Planning & Policy, #8117  
Sharon Purvis, Director, Corporate Properties, #8052  
Franca Gualtieri, Office Manager, Office of the Mayor, #8069

## CALGARY BOARD OF EDUCATION

### REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES

#### PUBLIC AGENDA

April 19, 2011

**To:** Board of Trustees

**From:** Naomi E. Johnson, Chief Superintendent of Schools

**Re:** **Resource Allocations to Schools – Early Spring Staffing  
2011/12 Preliminary Operating Budget**

**Purpose:** Approval

**Governance Policy Reference:** EL-10: Budgeting Process

**Originators:** David Stevenson, Deputy Chief Superintendent of Schools  
Deborah L. Meyers, Superintendent, Chief Financial Officer, Corporate Treasurer

**Resource Persons:** Superintendents' Team  
Wayne T. Braun, Director Corporate Financial Services  
Jon R. Anderson, Manager, Corporate Financial Services

#### I. RECOMMENDATION

It is recommended that Administration be authorized to proceed with the distribution of the 2011/12 Resource Allocations to Schools, and subsequent early release of resources for staffing at schools for the 2011/12 school year, in accordance with this report.

#### II. ISSUE

Executive Limitation 10: Budgeting Process requires administration to bring forward a request for approval, before proceeding with an early release of resources to facilitate staffing at schools.

#### III. BACKGROUND

Section 147(2)(b) of the *School Act* requires that the Calgary Board of Education submit to Alberta Education, by May 31, 2011, its annual operating budget for the year commencing September 1, 2011 and ending August 31, 2012.

In accordance with Executive Limitation EL-10: Budgeting Process, the Chief Superintendent of Schools is required to prepare, and submit to the Board of Trustees for their review and approval, a preliminary operating budget which is balanced, so that the proposed expenses do not exceed projected revenues.

Preferably, the entire budget would be fully finalized and placed before the Board of Trustees for approval before any administrative action is taken. Under the current methodology, however, resource allocations to schools, along with the associated staffing decisions, must be made prior to the final authorization of the operating budget document.

This report is provided in advance of the Preliminary Budget Report to the Board of Trustees scheduled for May 24, 2011. This will inform and provide for the anticipated required staffing of schools for 2011/12 prior to the summer break.

The 2011/12 Preliminary Operating Budget is derived from the Three-Year Education Plan containing established outcomes, strategies and actions aligned with Provincial Goals and Board Policies (Board of Trustees' Ends and Executive Limitations).

The Superintendents' Team, in its role as the operating budget council, was tasked with advancing the organization and at the same time balancing the operating budget. The 2011/12 schools portion of the Preliminary Budget is being prepared within the context of the 2011/12 Preliminary Operating Budget as an integrated whole that is values driven and focuses on the personalization of student learning and the instructional core.

#### **IV. ANALYSIS AND FINANCIAL IMPACT**

In regards to the overall 2011/12 operating budgetary exercise undertaken thus far, the organization is undertaking the resource allocation to schools under the following financial premise:

##### **PRELIMINARY PROJECTIONS**

	<u>(\$millions)</u>
Total Revenue	1,041.7
Total Expense	<u>(1,103.4)</u>
Deficit	(61.7)
Less: Service Unit reductions	24.9
Less: Schools reductions	24.8*
Application of reserves	<u>12.0</u>
Net position	<b>0.0</b>

For an overall planned balanced position.

\*It is expected that any schools projected surplus funds (currently estimated at \$2.7 million excluding music loan pool funds), that are not currently encumbered, must be utilized to mitigate any school based staff reductions for 2011/2012.



Resource Allocations to Schools – 2011/12 Preliminary Operating Schools Budget, applies to all programs and related support service expenditures for Grades 1 to 12, as well as for Kindergarten programs.

The preliminary schools portion of the CBE overall budget is projected to be an overall net expense amount of \$688.8 million, which represents an overall increase of \$9.1 million (1.3% net increase) over 2010/11 First Quarter Modified Budget levels. These allocations reflect all announced changes in expected grant funding, enrollment and student complexity changes, and partially mitigates the projected salary and benefit cost increases for school based staff.

### **Specific RAM Allocation Recommendations**

Superintendents' Team has brought forth a number of changes through the Resource Allocation Method (RAM) for Schools for 2011/12. These are as follows:

1. **Small Class Size Initiative funding** –The CBE expects \$38.3 million in funding for the Small Class Size Initiative and \$1.9 million in Career and Technology Studies (CTS) Tier 2 and Tier 3 class size funding, for a total of \$40.2 million.

The organization however, will experience an overall net reduction in CTS and Class Size funding of \$2.9 million after allowing for a 4.4% increase in rates offset by the provincially announced elimination of all class size funding for grades 4-6 students as follows:

Kindergarten:	(AAWE) increase of \$0.4 million
Class Size Grade 1-3	(AAWE) increase of \$2.4 million
Elimination of Class size Grade 4-6	decrease of <u>(\$5.9 million)</u>

Sub Total: Kindergarten and Elementary net decrease (\$3.1 million)

CTS Class Size (High School) increase  
(reflects AAWE increase and more courses) \$0.2 million

**Overall Net Reduction on CBE class size Revenue (\$2.9 million)**

It should be noted that all Class size funding that the CBE received in 2010/11 for Kindergarten to Grade 6 was directed and distributed in the RAM as per student allocations focused on Kindergarten and Grade 1 to Grade 3 students, an area where the CBE had not quite met the Provincial guidelines for the average class size of 17.0 students. The \$3.1 million net Provincial reduction in Kindergarten and Elementary (all in grades 4-6) noted above, will flow through in a reduced RAM rate for K-3 students, resulting in a 7.7% year over year reduction in this allocation line item for eligible schools. Consequently the organization is expecting an increase in class size levels at the K-3 levels but the amount is unknown as it ultimately will depend on Principal deployment decisions. CTS Tier 2 and 3 class size grant funding will continue to directly flow through at the high school level for identified CTS courses (credits earned).

Based on the projected average teacher costs for 2011/12 this will result in approximately 411.5 FTE teachers supported under these funding envelopes.

2. **Full Day Kindergarten** – The CBE will continue to support Full Day Kindergarten because of its positive impact on those students deemed “at-risk” and requiring additional supports. There were 17 schools eligible for extended full day kindergarten programs in 2010/11, with 44 classes (an increase of seven classes and 3.5 Teachers from what was originally planned) based on the established criteria. Consistent with the original Board intent on supporting Kindergarten students at risk with full day Kindergarten, for the 2011/12 school year the CBE is planning on funding 37 classes in identified schools based on the eligibility criteria established for the program reflecting a base level support of 18.5 FTE teaching staff. The residual 3.5 FTE resources have been returned back to support the general base RAM allotment for schools. Administration will continue to monitor demand for this program into the fall at the identified schools; should actual demand in the fall exceed the organizations spring planning assumptions, Superintendents Team will address this in the fall.
3. **School Based Supply Teachers** – Schools will continue to be funded through the RAM to support the cost of supply teachers (substitutes) and school based administrators will be responsible for deployment decisions and associated costs at the school level. Schools will continue to be ‘kept whole’ by providing corporate financial support for the additional cost of substitute teachers moving to grid on the second day, similar to the funding for 2010/11.
4. **English as a Second Language (ESL) Supports** – similar to the current fiscal year, the CBE will continue to provide support to schools in the same RAM line item funding categories despite the Province eliminating enhanced funding support for identified non-Canadian born ESL students.
5. **Special Education programs** - Annually, Learning Support reviews the viability and effectiveness of specialized programming with particular attention to numbers of students being served and the program outcomes being sought. As a result of this review, identified system classes for New Directions, Connections, STOP and LEAP will be eliminated. There will also be minor adjustments to other programs (elimination of 2 PLP classes and addition of 2 TASC and an ALP class) based on student need. The net budget savings are projected to be \$0.85 million.
6. **General RAM Rates increase** - RAM rates will be increased by approximately 2.1% for 2011/12. However this level of increase will be insufficient to support all current school based staffing levels. Associated salary and benefit levels, including grid increments, have, in total, exceeded the RAM allocation funding increase provided to schools by approximately 3.6%, primarily due to the net negligible resource funding increase provided by the Province and redeployment of identified Service Unit staff back to schools.

**Projected School Based Staffing Changes****FTEs**

School based certificated staff – as a result of the Elimination of small Class Size Initiative Funding for Grades 4-6 and the net flowthrough effect to schools. (81.0) est.

School based certificated and non certificated staff as a result of RAM allocation rate increases less than the resource allocation required to accommodate the full salary and benefit cost increases for school based staff. (243.0) est.

**Total FTEs** **(324.0) est.**

**Note:** It is expected that any schools projected available surplus funds (currently estimated at \$2.7 million excluding music loan pool funds) that are not currently encumbered, must be utilized to mitigate any school based staff reductions in 2011/12.

These changes in school based staffing are Administration's estimates only, and do not include the changes in overall staffing that are dependent on deployment decisions made by Principals following the release of the spring RAM. Generally, certificated positions comprise 75% of staffing at schools while non-certificated staff makes up the balance of 25%. Changes in enrollment and overall student complexity levels at individual schools anticipated for the 2011/12 school year, could also impact staffing decisions made by Principals. These changes will be analyzed and presented as part of the 2011/12 Final Operating Budget scheduled for the Board of Trustees meeting for final adoption on June 14, 2011.

It should be noted that budget reductions were undertaken in Service Units prior to finalizing the RAM rate increases for schools, thereby minimizing staff reductions at schools. In addition, the CBE, as a result of not utilizing the full amount of available amortization reserve to support Board funded capital expenditures in 2011/12, expects to have and utilize \$3.0 million to support the organizations planned operational spending in 2011/12. This amortization strategy will assist in overall budget balancing as the budget process reaches conclusion. (This strategy is also being used in 2010/11).

The RAM allocation rates for 2011/12 accommodated a portion of the expected increases in salary and benefits for school based certificated and non-certificated staff and annual grid increment changes for eligible staff. However, due to an overall major imbalance in projected grant revenues and other revenue streams for 2011/12 versus the projected expenditures to support staffing levels tied to the complex student levels projected, a reduced increase in the RAM rates was the last option explored in order to balance the operating budget as a whole.

Based on a 2.1% RAM rate increase to schools, along with the prescribed Service Unit reductions, and the approved application of all available operating reserves, the overall annual operating budget for 2011/12 will be balanced.

## **V. IMPLEMENTATION CONSEQUENCES**

Approval of this report will authorize Administration to allocate RAM resources to schools beginning April 20, 2011, to facilitate deployment decisions and staffing at schools for the 2011/12 school year. Principals finalized staffing decisions are due back to Administration on May 3, 2011 and will be consolidated, analyzed and presented as part of the 2011/12 Final Operating Budget scheduled for the Board of Trustees approval on June 14, 2011.

## **VI. CONCLUSION**

Board authority is being requested to proceed with early staffing at schools, consistent with the Preliminary 2011/12 Operating Budget process. This will facilitate the distribution of the 2011/12 Resource Allocation Method (RAM) to schools on Wednesday, April 20, 2011 and subsequent early release of resources for school staffing for 2011/12. This complies with the Board of Trustees' Policy - Executive Limitation 10: Budgeting Process, the provisions of the Alberta Education Funding Framework, the *School Act* and confirmed Board direction with regards to the use of Operating Reserves in support of the 2011/12 Operating Budget.



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

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

**April 19, 2011**

**To:** Board of Trustees

**From:** Naomi E. Johnson, Chief Superintendent of Schools

**Re:** **Annual Monitoring Report for Executive Limitation 14: Student Accommodation**

**Originator:** Frank J. Coppinger, Superintendent, Facilities and Environmental Services

**Resource Persons:** Calvin Davies, Director, Community Engagement and Operational Planning  
Karen Barry, System Principal, Community Engagement and Operational Planning  
Angie Schulz, System Assistant Principal, Community Engagement and Operational Planning  
Ingrid Schmidt, Senior Planner, Community Engagement and Operational Planning

**I. PURPOSE OF THE REPORT**

The Chief Superintendent is required to provide an annual monitoring report for the Board of Trustees with respect to Executive Limitation 14: Student Accommodation. The purpose of this report is to provide evaluative information regarding the extent to which the Calgary Board of Education (CBE) achieved the Chief Superintendent's Reasonable Interpretation of this Executive Limitation (EL).

**II. EXECUTIVE LIMITATION 14: STUDENT ACCOMMODATION**

Executive Limitation 14: Student Accommodation states:

Student placement in an effective educational environment is important for supporting student achievement of the Ends policies. Accordingly:

1. The Chief Superintendent shall not fail to ensure that all student accommodation decisions incorporate the following values and criteria, and any other criteria that the Chief Superintendent may reasonably deem to be pertinent:
  - (a) long range planning that incorporates the mission, vision and values of the Calgary Board of Education and focuses on the achievement of Ends;

- (b) a system student accommodation plan by administrative area;
  - (c) a clear and timely process to inform administrative decisions on student accommodation issues. This student accommodation planning process shall include appropriate dissemination of information, community input and participation of appropriate stakeholders;
  - (d) projected school and program enrolments;
  - (e) a balance among equity, access, excellence and choice within the school system;
  - (f) minimal disruptions for students due to reassignments;
  - (g) opportunities for attending school close to a student's residence and peer continuity;
  - (h) efficient beginnings to a new school year;
  - (i) consideration of utilization factors at both the system and school level;
  - (j) surplus school space, where appropriate and where possible, is available to support schools as centres for coordinated community services targeted at supporting the learning needs of students;
2. If, as a result of the student accommodation planning process followed by the Chief Superintendent to inform administrative decisions, the Chief Superintendent recommends that the Board of Trustees consider any of the following:
- (a) closing a school permanently or for a specified period of time,
  - (b) closing entirely 3 or more consecutive grades in a school,
  - (c) transferring all students from one school or school building to one or more other schools or school buildings on a permanent basis,
  - (d) closing the entire junior high school program or the entire high school program in a school,
  - (e) altering the configuration of a school such that a school previously offering a regular program will, in the next year no longer do so, or
  - (f) closing a regular program, at a proposed future date, conditional on certain specified factors;
- The Chief Superintendent must not fail to recommend to the Board of Trustees whether:
- (a) closure processes outlined at section 1.1(2) of GP-5E, sub-paragraphs (i) to (xii), are to be followed, or
  - (b) closure processes outlined at sections 4-7 of GP-5E are to be followed.
3. The Chief Superintendent shall not fail to provide information to the Board of Trustees pursuant to the attached EL-14 Exhibit "Student Accommodation Information Requirements".



### III. REASONABLE INTERPRETATION

In interpreting Executive Limitation 14 the Chief Superintendent acknowledges that, by including explicit policy provisions, the Board of Trustees has narrowed the potential for interpretation. Where the Board has exhaustively interpreted the EL through detailed policy provisions, no additional interpretation is necessary in order to measure compliance. Furthermore, if the detailed policy provision is a clear measurement in itself, then no measure rationale is required. Where there is need for interpretation at the policy provision level or where the policy provision is not clearly measurable, the Chief Superintendent provides an interpretation.

In addition, the demonstration of compliance with these detailed policy provisions addresses the higher policy completely.

#### **Policy Provision 1**

**Ensure that all student accommodation decisions incorporate the following values and criteria, and any other criteria that the Chief Superintendent may reasonably deem to be pertinent.**

- (a) long range planning that incorporates the mission, vision and values of the Calgary Board of Education and focuses on the achievement of the Ends;**

Chief Superintendent Interpretation: The *Ten-Year System Student Accommodation and Facilities Strategy* is the system's foundational document to frame student accommodation work from a long-range perspective and through clearly articulated Calgary Board of Education principles.

#### **Measure 1.a.1**

**The mission, vision, values and achievement of the Ends are clearly incorporated in the long-range planning strategies utilized in the *Ten-Year System Student Accommodation and Facilities Strategy*.**

#### **Rationale 1.a.1**

The measure is explicit in the Interpretation.

#### **Result 1.a.1**

Yes, and this measure was achieved.

The *Ten-Year System Student Accommodation and Facilities Strategy* was presented to the Board of Trustees for information and the record on November 30, 2010.

- (b) a system student accommodation plan by administrative area;**

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

**Measure 1.b.1**

**The annual *Three-Year System Student Accommodation Plan* presented to the Board of Trustees was organized by administrative area.**

**Rationale 1.b.1**

The measure is explicit in the Executive Limitation.

**Result 1.b.1**

Yes, and this measure was achieved.

- (c) a clear and timely process to inform administrative decisions on student accommodation issues. This student accommodation planning process shall include appropriate dissemination of information, community input and participation of appropriate stakeholders;**

Chief Superintendent Interpretation: Administrative decisions regarding student accommodations issues are shared internally with affected employees and the Board of Trustees, and externally with the public at large. There are multiple vehicles and processes used to ensure the timely distribution of information.

The public engagement process adopted for use in the student accommodation arena is based on opportunities for community input and for the participation of appropriate stakeholders. Appropriate stakeholders include parents, other members of the public and employees of the CBE.

**Measure 1.c.1**

**Program expansions and designation changes were in place prior to the rollout of the spring Resource Allocation Method.**

**Rationale 1.c.1**

Staffing and resource deployment are based on student projections. It is critical that program expansions and school designation changes are completed prior to spring Resource Allocation Method to support accurate resource allocations.

**Result 1.c.1**

Yes, and this measure was achieved.

**Measure 1.c.2**

**100% of public engagements provided appropriate opportunities for sharing information with and gathering input from stakeholders.**

**Rationale 1.c.2**

The measure is explicit from the Interpretation.

**Result**

100%, and this measure was achieved.

**(d) projected school and program enrolments;**

Chief Superintendent Interpretation: Informed decision making regarding student accommodation relies on school and program enrolment projections. These projections are included in enrolment reports that must be presented within the required time frames.

**Measure 1.d.1**

**100% of enrolment reports were submitted by the deadlines set forth in EL-14 E.**

**Rationale 1.d.1**

The measure is explicit from the Interpretation.

**Result 1.d.1**

100%, and this measure was achieved.

**(e) a balance among equity, access, excellence and choice within the school system;**

Chief Superintendent Interpretation: The Calgary Board of Education offers a wide variety of learning opportunities for students of all ages. Programs and programming are personalized to provide challenge and rigor appropriate to individual learning needs. These opportunities are designed to meet the diverse ways of learning, and the many interests and abilities of students. Through the student accommodation planning process, programs are initiated and expanded where space is available and as close as possible to where the demand for the programs exists.

**Measure 1.e.1**

**100% of students had access to educational programs.**

**Rationale 1.e.1**

In supporting CBE's vision of providing quality learning opportunities for students, the department of Community Engagement and Operational Planning ensures every residential district in the CBE boundary has designated schools for students to attend. As new communities are developed Community Engagement and Operational Planning ensures a designation is determined, as outlined in the *School Act*.

**Result 1.e.1**

100%, and this measure was achieved.

**Measure 1.e.2**

**Students and parents were provided with 13 alternative program choices.**

**Rationale 1.e.2**

The student accommodation planning process is responsive to stakeholder input and programming needs.

Result 1.e.2

Yes, alternative programs have been established, this measure was achieved.

**Measure 1.e. 3**

**Alternative programs were expanded to meet identified student learning choices.**

Rationale 1.e.3

The CBE monitors the growth of all alternative programs. Expansion is planned based on student and parent indication of choice and on equitable access wherever possible. Program expansion may include both the addition of new grade levels and opening new locations.

Result 1.e.3

Yes, and this measure was achieved.

**(f) minimal disruptions for students due to reassignments;**

Chief Superintendent Interpretation: When student designations or grade configurations are changed within schools as a result of school or program closures and re-locations, consideration is given to maintaining the continuity of learning, the number of transitions, and the maintenance of student cohorts.

**Measure 1.f.1**

**100% of schools developed transition plans as a result of school or program closures and re-locations.**

Rationale 1.f.1

Transition plans are a mechanism for sharing information about student learning needs and resource allocations, and are intentionally designed to create connections for parents and students to their new learning environment.

Result 1.f.1

100%, and this measure was achieved.

**Measure 1.f.2**

**100% of school designation changes were communicated to stakeholders before the spring Resource Allocation Method closes.**

Rationale 1.f.2

This timeframe provides system administration, schools, parents and students with a reasonable amount of time to be thoughtful in planning and developing transition plans for both students and staff.

Result 1.f.2

100%, and this measure was achieved.

**Measure 1.f.3**

**The student accommodation process considers maintaining student cohort groups and minimizing student transitions, wherever possible.**

**Rationale 1.f.3**

The measure is explicit in the Interpretation.

**Result 1.f.3**

Yes, and this measure was achieved.

**(g) opportunities for attending school close to a student's residence and peer continuity;**

Chief Superintendent Interpretation: Within the context of the regular program student accommodation planning process, students are moved closer to home with their residential cohort group (students residing in the same attendance area), when long-term capacity is identified and deemed to be sustainable into the future.

**Measure 1.g.1**

**When space is available and a school location is closer to a residential district, based on five year student enrolment projections, residential cohort groups of students are designated to a school closer to home.**

**Rationale 1.g.1**

It is important to base designation decisions on five year student enrolment projections in order to diminish the need to re-designate students and disrupt their learning.

**Result 1.g.1**

Yes, and this measure was achieved.

**(h) efficient beginnings to a new school year;**

Chief Superintendent Interpretation: Knowing anticipated student accommodation changes in advance of the closing of spring Resource Allocation Method enables effective planning for resource allocation, transportation and deployment of staff. This timeline also provides parents with advanced notice in order to make plans for the upcoming school year. Contingency plans are formulated when required to ensure any unexpected changes can be mitigated.

**Measure 1.h.1**

**100% of new schools targeted for September 2010 opening had contingency plans.**

Rationale 1.h.1

In order to mitigate delays in construction and the possible late release of newly constructed schools to the Calgary Board of Education, it is important to have alternate student accommodation plans in place.

Result 1.h.1

100%, and this measure was achieved.

**Measure 1.h.2**

**100% of modular moves had contingency plans.**

Rationale 1.h.2

In order to provide effective and efficient August/September school year beginnings alternative student accommodation plans are developed should there be delays and disruptions in modular unit moves.

Result 1.h.2

100%, and this measure was achieved.

**Measure 1.h.3**

**100% of anticipated student accommodation changes were made before spring Resource Allocation Method closed.**

Rationale 1.h.3

The rationale is explicit in the Interpretation.

Result 1.h.3

Yes, and this measure was achieved.

**Measure 1.h.4**

**100% of schools and programs receive projections for the coming school year in advance of spring Resource Allocation Method.**

Rationale 1.h.4

Efficient planning, resource allocation and staffing are contingent upon enrolment projections and support a seamless school start-up.

Result 1.h.4

100%, and this measure was achieved.

**(i) consideration of utilization factors at both the system and school level;**

Chief Superintendent Interpretation: Utilization rates are based upon the following factors: capacity and student enrolment. These factors are considered when student accommodation decisions are made.



**Measure 1.i.1**

**The calculation of a system utilization rate is based upon individual school capacity and enrolment.**

**Rationale 1.i.1**

A system wide utilization rate of 80% is desired for the efficient use of space, plant operations and maintenance and to provide the flexibility to be responsive to a variety of student programming and learning needs.

**Result 1.i.1**

The CBE's target utilization rate is 80% by 2019; as at September 30, 2010 the utilization rate is 78.8%, which is on target for the timeframe. This measure was achieved.

- (j) surplus school space, where appropriate and where possible, is available to support schools as centres for coordinated community services targeted at supporting the learning needs of students;**

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

**Measure 1.j.1**

**Priority is given to community service agencies that support the learning needs of students when making decisions around the use of surplus school space.**

**Rationale 1.j.1**

The measure is explicit in the Executive Limitation.

**Result 1.j.1**

Yes, and this measure was achieved.

**Policy Provision 2**

**If, as a result of the student accommodation planning process followed by the Chief Superintendent to inform administrative decisions, the Chief Superintendent recommends that the Board of Trustees consider any of the following: (a through f)**

**The Chief Superintendent must not fail to recommend to the Board of Trustees whether:**

- (a) closure processes outlined at section 1.1(2) of GP-5E, sub-paragraphs (i) to (xii), are to be followed, or**  
**(b) closure processes outlined at sections 4-7 of GP-5E are to be followed.**

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

**Measure 2.1**

**In all instances described in Policy Provision 2 subsets (a) through (f) and over the time period covered by this monitoring report, appropriate recommendations were made to the Board of Trustees.**

**Rationale 2.1**

The measure is explicit from the Executive Limitation.

**Result 2.1**

Yes, and this measure was achieved.

**Policy Provision 3**

**The Chief Superintendent shall not fail to provide information to the Board of Trustees pursuant to the attached EL-14 Exhibit "Student Accommodation Information Requirements".**

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

**Measure 3.1**

**All information specified by EL-14E was provided to the Board of Trustees within the required time frames.**

**Rationale 3.1**

The measure is explicit from the Executive Limitation.

**Result 3.1**

Yes, and this measure was achieved. Details of compliance are provided in Attachment I.

**IV. STATEMENT OF COMPLIANCE**

The Chief Superintendent is required to provide an annual monitoring report to the Board of Trustees that reflects the extent to which the Chief Superintendent is in compliance with Executive Limitation 14: Student Accommodation.

This report contains a reasonable interpretation of EL-14 and documented results. Accordingly, I am reporting overall compliance.



**NAOMI E. JOHNSON  
CHIEF SUPERINTENDENT OF SCHOOLS**

Attachment I: EL-14E Chart of Compliance

**Executive Limitation 14E: Student Accommodation Information Requirements**  
**Chart of Compliance**

**Attachment I**

<b>Policy Provision</b>	<b>Name of Report</b>	<b>Date Released or Presented to the Board of Trustees</b>
(a) report any emergent student accommodation issues	Not applicable as there were no emergent student accommodation issues.	N/A
(b) report annually to the Board of Trustees the system student accommodation plan by administrative areas	Three-Year System Student Accommodation Plan	October 19, 2010
(c) report to the Board of Trustees by June 30 any actual changes made in attendance areas, as well as any changes being considered for the next year	Trustees receive copies of designation/attendance area changes via email. All notices are posted on the CBE website at: <a href="http://www.cbe.ab.ca/Schools/ceop/notices_correspondence.asp">http://www.cbe.ab.ca/Schools/ceop/notices_correspondence.asp</a>  A summary of designation/attendance area changes was posted by Area, Alternative Programs, Language Programs and Special Education prior to June 30.  The Three Year System Student Accommodation Plan identified the changes being considered for the next year.	Various  May 3, 2010  October 19, 2010 (released to Public)
(d) report to the Board of Trustees by the end of October, actual September 30 enrolment, compared to system projections	September 30 Student Enrolment Summary 2010 (EL-14E (d))	October 5, 2010
(e) provide a School Enrolment Report to the Board of Trustees on or before the last public board meeting in November of each year which includes the following information, grouped by Area: (i through vi)	2010-2011 School Enrolment Report (EL-14E (e))	November 30, 2010

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

**April 19, 2011**

**To:** Board of Trustees

**From:** Naomi E. Johnson, Chief Superintendent of Schools

**Re:** **Annual Monitoring Report for Executive Limitation 15: Transportation**

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

**Resource Persons:** Calvin Davies, Director, Community Engagement and Operational Planning  
Charlie Llewellyn, Manager, Transportation Services  
Lindy Lemay, Customer Service Liaison, Transportation Services

**I. PURPOSE OF THE REPORT**

The Chief Superintendent is required to provide an annual monitoring report for the Board of Trustees with respect to Executive Limitation 15: Transportation. The purpose of this report is to provide evaluative information regarding the extent to which the Calgary Board of Education complies with the Chief Superintendent's Reasonable Interpretation of this Executive Limitation (EL).

**II. EXECUTIVE LIMITATION 15: TRANSPORTATION**

Executive Limitation 15 states:

The Chief Superintendent shall not fail to facilitate efficient and effective transportation service that supports readiness to learn and balances the educational needs of students with the fiscal and operational capacity of the school system.

Within the fiscal and operational capacity of the Calgary Board of Education, the Chief Superintendent shall not fail to ensure that:

1. Transportation services are provided for all eligible students;
2. An annual transportation fee schedule is recommended for approval by the Board of Trustees;
3. Student transportation times are as short as practicable and the number of students who have a one-way ride of more than 60 minutes is minimized.

4. Calgary Board of Education carrier transportation services are compliant with Alberta Transportation and industry standards;
5. Administrative regulations clearly outline the shared roles and responsibilities of parents, students, schools, the school system and carriers in providing student transportation; and provide a process for addressing concerns of students and parents regarding student transportation;
6. If required, transportation support or assistance is provided to students who are enrolled at, or directed to attend, a school for disciplinary reasons;
7. Transportation services are extended to students not eligible for transportation, as long as space is available on existing routes and students have access to an existing bus stop;
8. Fail to facilitate transportation services to all instructional programs.

### **III. REASONABLE INTERPRETATION**

The Chief Superintendent interprets the facilitation of efficient and effective transportation service to mean that the organization is continually engaged in the identification of transportation challenges, clarification of the related issues and implementation of acceptable solutions.

Transportation efficiency is interpreted by the Chief Superintendent to be the extent to which the best use has been made of available resources for the transportation of students.

Effective transportation is interpreted by the Chief Superintendent as the delivery of a service that “produces a desired effect.” The desired effect is that transportation service supports readiness to learn and balances the educational needs of students with the fiscal and operational capacity of the system.

In interpreting Executive Limitation 15 the Chief Superintendent acknowledges that, by including explicit policy provisions, the Board of Trustees has narrowed the potential for interpretation. Where the Board has exhaustively interpreted the EL through detailed policy provisions, no additional interpretation is necessary in order to measure compliance. Furthermore, if the detailed policy provision is a clear measurement in itself, then no measure rationale is required. Where there is need for interpretation at the policy provision level or where the policy provision is not clearly measurable, the Chief Superintendent provides an interpretation.

In addition, the demonstration of compliance with these detailed policy provisions addresses the higher policy completely.

#### **Policy Provision 1**

**Transportation services are provided for all eligible students;**

Chief Superintendent Interpretation: In this policy provision Transportation Services are interpreted to be subsidized services provided to eligible students who apply for the service. Subsidized transportation to and from school is in the form of charter school buses, public transit, taxi or Handibus. Eligible students are those students who attend their attendance area school or the school they have been directed to attend and live in the Transportation Service Area or by virtue of a severe permanent disability require transportation to and from their school or designated special needs program.

Therefore it is necessary to find the following:

**Measure 1.1**

**100% of eligible students who apply for transportation have access to subsidized transportation.**

Rationale 1.1

The measure is explicit from the Interpretation.

Result 1.1

100%, and this measure was achieved.

**Policy Provision 2**

**An annual transportation fee schedule is recommended for approval by the Board of Trustees.**

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

Therefore it is necessary to find the following:

**Measure 2.1**

**Annual transportation fees are submitted to the Board of Trustees for approval.**

Rationale 2.1

The measure is explicit from the Executive Limitation.

Result 2.1

Yes, the 2010/11 transportation fee schedule was presented to the Board of Trustees for approval on April 20, 2010 and the measure was achieved.

**Policy Provision 3**

**Student transportation times are as short as practicable and the number of students who have a one-way ride of more than 60 minutes is minimized.**

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



Therefore it is necessary to find the following:

**Measure 3.1**

**90% of students accessing charter transportation have less than a 60 minute one-way ride.**

**Rationale 3.1**

Although 100% is desirable, it is not realistic, given Transportation Service's fiscal and operational capacity as well as the following conditions:

- the large geographical footprint of the city
- the new residential districts that attract new families are a significant distance from existing schools and alternative, unique setting, and special education programs
- limited roadway access to and within many residential districts
- traffic volume, construction of the Southwest LRT extension, road construction and maintenance

**Result 3.1**

96%, and this measure was achieved.

**Policy Provision 4**

**Calgary Board of Education carrier transportation services are compliant with Alberta Transportation and industry standards.**

Chief Superintendent Interpretation: The Motor Transport Act and the Highway Traffic Act regulate school bus carriers. Both the school bus carriers contracted by the Calgary Board of Education are members of the Partners in Compliance Program. This requires independent audits of their maintenance programs and records.

Therefore it is necessary to find the following:

**Measure 4.1**

**100% of Calgary Board of Education carriers comply with Alberta Transportation and industry standards.**

**Rationale 4.1**

The measure is explicit from the Interpretation.

**Result 4.1**

100%, and this measure was achieved.

**Policy Provision 5**

**Administrative regulations clearly outline the shared roles and responsibilities of parents, students, schools, the school system and carriers in providing student transportation; and provide a process for addressing concerns of students and parents regarding student transportation.**

Chief Superintendent Interpretation: The Interpretation is explicit in the Policy Provision. Administrative Regulation 6096 – Transportation Responsibilities and School Bus Rules; clearly outlines the shared roles and responsibilities of parents, students, principals, carriers and school bus drivers.

Administrative Regulation 6095 (13), contains a clear and transparent process for addressing transportation concerns. Not only do we address concerns but we also provide an appeal process which is detailed in Administrative Regulation 6095 (14).

Therefore it is necessary to find the following:

#### **Measure 5.1**

**Administrative Regulations address the issues described in this policy provision**

##### **Rationale 5.1**

The measure is explicit from the Interpretation.

##### **Result 5.1.**

Yes, and this measure was achieved.

#### **Policy Provision 6**

**If required, transportation support or assistance is provided to students who are enrolled at, or directed to attend, a school for disciplinary reasons.**

Chief Superintendent Interpretation: The need for transportation support for students who have been expelled from their designated school is reviewed on a case-by-case basis and appropriate transportation support is provided as required.

Therefore it is necessary to find the following:

#### **Measure 6.1**

**Transportation support or assistance was provided to students expelled from their designated school, if required.**

##### **Rationale 6.1**

The measure is explicit from the Interpretation

##### **Result 6.1**

Yes, and this measure was achieved.

#### **Policy Provision 7**

**Transportation services are extended to students not eligible for transportation, as long as space is available on existing routes and students have access to an existing bus stop.**

Chief Superintendent Interpretation: Where space is available, students who are not attending their designated school or who do not live within the transportation service area, are able to access existing transportation services.

Therefore it is necessary to find the following:

**Measure 7.1**

**100% of students received approval to access the buses as conditional riders where space was available and an existing bus stop was accessible.**

Rationale. 7.1

The measure is explicit from the Interpretation.

Result 7.1

100%, and this measure was achieved.

**Policy Provision 8**

**Fail to facilitate transportation services to all instructional programs.**

Chief Superintendent Interpretation: Administrative Regulation 6095 provides direction to the school system in this regard. Subsidized transportation is provided for Calgary Board of Education students who:

- a) attend their attendance area school or directed school and who live within the transportation service area;
- b) are in a special education program or who have a severe permanent disability, and who attend their directed school if the student's application for transportation has been approved by the program specialist or the Manager of Transportation Services;
- c) for disciplinary reason, are enrolled at or directed to attend a school other than their attendance area school, if the Area Director or the Board-delegated person under consultation with the Manager of Transportation Services, determines that the student requires subsidized transportation in order to attend school;
- d) are in grades 10 to 12 and live beyond 2.4 km from the school than they attend, if public transportation is available in that residential district; and
- e) are in grades 10 to 12 and live beyond 2.4 km from their regular, French Immersion or Language based program attendance area school, if public transportation is not available in that residential district.

**Measure 8.1**

**Transportation services are facilitated for all eligible students attending a Calgary Board of Education instructional program.**

Rationale 8.1

The measure is explicit from the Interpretation.

Result 8.1

Yes, and this measure was achieved.

**V. STATEMENT OF COMPLIANCE**

The Chief Superintendent is required to provide an annual monitoring report to the Board of Trustees reflecting the extent to which the Chief Superintendent complies with Executive Limitation 15: Transportation.

This report includes a reasonable interpretation of EL-15 and documented results. Accordingly, I am reporting overall compliance.

A handwritten signature in cursive script, reading "Naomi Johnson".

**NAOMI E. JOHNSON**  
**CHIEF SUPERINTENDENT OF SCHOOLS**

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

**APRIL 19, 2011**

**CORRESPONDENCE**

**RECOMMENDATION:**

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

- **Correspondence dated March 25, 2011 from The Honourable Dave Hancock, Minister of Alberta Education, to Board Chair Pat Cochrane, regarding the closure of the Kindergarten to Grade Six French Immersion Program at Highwood School and the closure of the Kindergarten to Grade Six Chinese (Mandarin) Bilingual Program at King George School effective June 30, 2011.**
- **Correspondence dated April 15, 2011 from Board Chair Pat Cochrane to The Honourable Dave Hancock, Minister of Alberta Education, and The Honourable Ray Danyluk, Minister of Alberta Infrastructure, regarding the Calgary Board of Education's Three-Year School Capital Plan 2012-2015.**

Respectfully Submitted

J.R. Barkway,  
Corporate Secretary's Office



ALBERTA  
EDUCATION

*Office of the Minister*



March 25, 2011

Ms. Pat Cochrane  
Chair  
Calgary Board of Education  
1221 - 8 Street SW  
Calgary, Alberta  
T2R 0L4

Dear Ms. Cochrane:

Thank you for your letter advising me of the closure of the Kindergarten to Grade 6 French Immersion Program at Highwood School and the closure of the Kindergarten to Grade 6 Chinese (Mandarin) Bilingual Program at King George School effective June 30, 2011.

I understand the closure of these programs, for the purpose of realignment and relocation, will support quality opportunities for the students and will result in longer-term stability for children. I appreciate knowing the Calgary Board of Education continues to adjust programming to create greater educational opportunities for students.

Thank you again for advising me of these program closures.

Yours truly,

For Dave Hancock, Q.C.  
Minister





# Calgary Board of Education

## OFFICE OF THE BOARD OF TRUSTEES

Education Centre

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

April 15, 2011

Honourable Dave Hancock  
Minister of Education  
224 Legislature Building  
10800 – 97 Avenue  
Edmonton, AB T5K 2B6

Honourable Ray Danyluk  
Minister of Infrastructure  
424 Legislature Building  
10800 – 97 Avenue  
Edmonton, AB T5K 2B6

Dear Mr. Hancock and Mr. Danyluk:

**RE: Calgary Board of Education's Three-Year School Capital Plan 2012-2015**

At the Regular Meeting of the Calgary Board of Education (CBE) held on April 5, 2011, the following resolution was passed:

“THAT the Calgary Board of Education's (CBE) *School Capital Plan (2012-2015)* be approved as attached to the report dated April 5, 2011 and referred to the Minister of Alberta Education.”

Enclosed are two copies of the report: *Three-Year School Capital Plan 2012-2015*, which constitutes the CBE's capital requests for the fiscal years 2012-2015. Copies of the *Project Application Forms* will be submitted electronically through the *BLIMS Web Application Program*.

The priorities have been listed for New School Construction on Table 1 (Page 29) and consist of 16 new school construction projects for a total estimated cost of \$309.3 million. The priorities have been listed for Modernization on Table 2 (Page 29) and consist of 20 modernization projects for a total estimated cost of \$265.5 million.

Saddle Ridge Middle School is the first priority new school construction project followed by Royal Oak/Rocky Ridge Middle School. ASAP Phase I elementary schools have opened in these two communities for the 2010-2011 school year and approvals are needed for high-priority middle schools. The Centennial High School addition is strongly recommended as third priority in order to accommodate students living south of Fish Creek Park and relieve capacity pressure at other south high schools. The Northeast High School is recommended as fourth priority due to over 1,250 students being bussed from Area III to Area II schools.



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Page Two

Other strong growth communities such as Evanston and New Brighton require their first elementary school and are the fifth and sixth priorities.

Chinook Learning Services is the first priority major modernization project and will require modernizations to several CBE buildings to provide accommodation for students. It is anticipated there will be one central location and satellite locations. The second to fifth priority major modernization projects are part of the strategy for the Career and Technology Centres. The Lord Shaughnessy High School modernization in Area IV is under construction and is the first modernization project undertaken for the Career and Technology curriculum.

The CBE requests that the Minister of Education, together with the Minister of Infrastructure, approve the CBE's *Three-Year School Capital Plan 2012-2015*.

Should you have any questions pertaining to the CBE's *Three-Year School Capital Plan 2012-2015*, your department may contact Mr. Frank Coppinger, Superintendent, Facilities and Environmental Services, at 403-214-1202 or Mr. Brent Hughes, Manager, Capital and Urban Planning Services at 403-294-8383.

Thank you in advance for considering all our requests for school capital construction projects.

Yours sincerely,



Pat Cochrane  
Chair

cc: Naomi Johnson, Chief Superintendent of Schools  
Avi Habinski, Director, South, Education  
Judith Wright, Director, Learning Facilities South, Infrastructure  
Frank Coppinger, Superintendent, Facilities and Environmental Services  
Eugene Heeger, Director, Capital Planning and Development Services  
Brent Hughes, Manager, Capital and Urban Planning Services  
Robert Ashley, Manager, Architectural and Engineering Services

**CALGARY BOARD OF EDUCATION**  
**REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES**  
**PUBLIC AGENDA**  
**April 19, 2011**

**To:** BOARD OF TRUSTEES

**From:** Naomi E. Johnson, Chief Superintendent of Schools

**Re:** 2011/2012 Student Fees

**Purpose:** For Information and for approval

**Governance Policy Reference:** EL-3: Information, Counsel and Support to the Board of Trustees  
EL-10: Budgeting Process  
EL-18: Student Fees

**Originator:** Deborah Meyers, Superintendent, Chief Financial Officer, Corporate Treasurer

**Resource Persons:** Wayne T. Braun, Director Corporate Financial Services  
Sheila McLeod, Director, Global Learning Services  
Grant Breen, Manager, Corporate Financial Operations  
John Fischer, System Principal, Chinook Learning Services  
Gordon Walker, Manager, School and Corporate Financial Services

**I. RECOMMENDATIONS**

It is recommended:

1. THAT this report be received for information; and
2. THAT the Board of Trustees approve the Elementary Noon Supervision Fee rate for 2011/2012.

**II. ISSUE**

Certain assumptions are included in the annual budget to establish student fee levels for mandatory and elective fees that are in compliance with EL-18: Student Fees and EL-10: Budgeting Process. The Chief Superintendent is also required under EL-3: to provide timely information to the Board of Trustees that, in her opinion, is necessary to keep the Board informed on matters of significance and arising from the work of Administration. This report is intended to provide relevant information for the Board of Trustees in regards to student fees to be established for the 2011/2012 school year. The Board of Trustees is also required to approve the Noon Supervision Fee as part of the annual budget review.

### III. BACKGROUND

The Board of Trustees has developed Executive Limitation 18: Student Fees, which establishes the basis for setting the Instructional Supplies and Materials Fees and fees for essential Educational Trips.

Certain student fees are deemed mandatory and are supported by specific provisions of the *School Act*. Mandatory Student Fees are fees identified and permitted in accordance with the *School Act*, which all designated students will be required to pay. Guidelines for the collection of these fees are published by Corporate Financial Services for use by schools and service units. Administration is fully aware of the affordability challenges that some school fees pose for many families and adult students, and in response, fee waivers of Mandatory Fees are provided for our most needy families.

Elective Fees are fees that result from a choice made by parents, students or staff, in favor of a certain program or service provided by schools or the Calgary Board of Education. Individual schools set elective activity and/or program fees (e.g., for the purchase of yearbooks, off-site field trips, etc.). Guidelines for this purpose are provided in the Chief Superintendent's Administrative Regulation 7005-Student Fees (revised February, 2010) and Administrative Regulation 7006-Reporting on Student Fees.

In addition, currently there are students who are not eligible for transportation services (inside walk zone), but who choose to buy these services when available. The students also utilize noon supervision services and also pay for these services. Furthermore, there are some instances where students are eligible for transportation services; however choose other means to get to school. These students access noon supervision services at no cost and pay neither fee.

### IV. ANALYSIS

#### **Mandatory Student Fees**

Attachment I provides the fee information for the 2010/2011 school year and specific fee rates approved by Superintendents' Team for use in preparing the 2011/2012 Preliminary Operating Budget revenue projections and for implementation in the 2011/2012 school year.

#### **Elective Fees**

Attachment I provides the fee information for the 2010/2011 school year and specific fee rates approved by Superintendents' Team for use in preparing the 2011/2012 Preliminary Operating Budget revenue projections and for implementation in the 2011/2012 school year.

The Board of Trustees' approval is required for the elementary noon supervision fee rates for 2011/2012 as outlined in Administrative Regulation 3048: Noon Supervision Services.



## **V. FINANCIAL IMPACT**

It should be noted that there are no fee increases for Mandatory Student Fees proposed for the 2011/2012 school year. However, the following elective fee increases have been identified for the 2011/2012 school year: Non-Resident of Alberta Fees, Staff Parking Fees and the Elementary Noon Supervision Fees, which reflect inflationary cost impacts and full cost recovery. The Noon Supervision Fee will now also apply to those students who are eligible for transportation service, however choose to get to school another way. These students are now required to pay for noon supervision services.

The financial impacts of the Mandatory and Elective Fee amounts will be incorporated into the 2011/2012 Preliminary Operating Budget scheduled to be presented to the Board of Trustees on June 14, 2011. Revenues to be derived from the significant fees are estimated as follows for 2011/2012:

Instructional Supplies and Materials Fees (net of waivers): \$6.3 million  
Non-Resident of Canada Fees: \$4.6 million  
Noon Supervision Fees: \$4.1 million  
Incidental Lunchroom Activity Fees: \$0.6 million  
Music Instrument Registration Fees: \$0.3 million

## **VI. IMPLEMENTATION CONSEQUENCES**

A plan to communicate the fee levels to schools, parents of students and independent students will be prepared for fees established and approved for the 2011/2012 school year.

## **VII. CONCLUSION**

This report summarizes all Student Mandatory and Elective Fees adopted by the Chief Superintendent and Superintendents' Team for the 2011/2012 school year (and Non-Resident of Canada Fees for the 2011/2012 and 2012/2013 school years). The fees included in this report are consistent with the Board of Trustees' Policy EL-18: Student Fees and will be used in the preparation of the 2011/2012 Final Operating Budget scheduled to be tabled with the Board of Trustees on June 14, 2011.

The Board of Trustees is requested to approve the Elementary Noon Supervision Fee rates for 2011/2012.



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

Attachment I: 2011/2012 Mandatory/Elective Fee Information

**CALGARY BOARD OF EDUCATION  
2011/2012 MANDATORY/ELECTIVE FEE INFORMATION**

**A. Mandatory Student Fees**

The following is a list of mandatory fees approved by Superintendents' Team for the 2011/2012 school year for the Calgary Board of Education, with comparative information presented for the 2010/2011 school year.

**1. Instructional Supplies and Materials Fee (ISM)**

In accordance with Section 60(2) (j) of the *School Act*, a school board may charge a parent of a student or an independent student, fees with respect to instructional supplies or materials. Annual instructional supplies and materials fees to be charged by Calgary Board of Education schools, including CBe-learn students who are 19 years of age or younger and admitted to the CBE, pursuant to this section of the *Act*, are as follows:

<b><u>Instructional Supplies and Materials Fees</u></b>	<b><u>2011/2012</u></b>	<b><u>2010/2011</u></b>
Kindergarten (Half day)	\$15.00	\$15.00
Kindergarten (Full day program when offered)	\$30.00	\$30.00
Elementary (Grades 1 to 6)	\$30.00	\$30.00
Junior High (Grades 7 to 9)	\$105.00	\$105.00
Senior High (Grades 10 to 12)	\$132.00	\$132.00
CBe-learn		
1 course	\$66.00	\$66.00
2 courses	\$99.00	\$99.00
3 or more courses	\$132.00	\$132.00
Chinook Learning Services – per course	\$60.00	\$60.00
Family maximum <sup>(1)</sup>	\$264.00	\$264.00
<b><u>Refundable Security Deposit</u></b>	<b><u>2011/2012</u></b>	<b><u>2010/2011</u></b>
Junior High (Grades 7 to 9)	\$50.00	\$50.00
Senior High (Grades 10 to 12)	\$50.00	\$50.00

<sup>(1)</sup> Established at two times the approved rate for Senior High School students.

**No increases in the Instructional Supplies and Materials Fees and Refundable Security Deposit amounts are recommended for the 2011/2012 school year.**



## **2. Chinook Learning Services – Age 19 and under Academic Fees**

Students who are 19 years of age or younger (at September 1, 2010) and enrolled in Chinook Learning Services will be required to pay the following fees per course:

	<u>2011/2012</u>	<u>2010/2011</u>
(i) A non-refundable Instructional Supplies and Materials Fee per course	\$60.00	\$60.00
(ii) Textbook Rental Fee, including a refundable textbook Security Deposit of \$60.00 (2010/2011 \$60.00)	\$85.00	\$85.00

**No increases are identified for Chinook Learning Services - Age 19 and under students for the 2011/2012 school year for their Academic Fees.**

## **3. CBe-learn Fees**

These fees apply to students who are 19 years of age or younger (at September 1, 2011), who are only taking CBe-learn courses, and who are not registered at any other Calgary Board of Education school or program of studies. These students enrolled in CBe-learn will be required to pay the following fees per course:

	<u>2011/2012</u>	<u>2010/2011</u>
(i) A non-refundable Instructional Supplies and Materials Fee per course for a maximum of three courses	\$60.00	\$60.00
(ii) Textbook Rental Fee, including a refundable textbook Security Deposit of \$60.00 (2010/2011 - \$60.00)	\$85.00	\$85.00

**No increases in the CBe-learn Fees for Students only registered at CBe-learn are recommended for the 2011/2012 school year.**

#### 4. Non-Resident Student Fees

In accordance with Section 49(2) (a) of the *School Act*, a School Board may charge Mandatory Tuition Fees to students who attend its schools and who are not residents of Alberta.

(i) **Non-Resident (of Alberta) Fees**  
(*Entitled under Section 8 of the School Act*)

In accordance with Section 49(3) (a) of the *School Act*, a tuition fee charged by a school board to students' resident of Canada and entitled under Section 8 to have access to an education program must not exceed the cost to the school board.

Non-resident (of Alberta) fees have been updated to reflect actual school year costs. The following basic fees represent the projected average cost per student of the programs offered:

	<u>2011/2012</u>	<u>2010/2011</u>
Kindergarten	\$3,960.00	\$3,960.00
Elementary	\$7,930.00	\$7,930.00
Junior High	\$7,700.00	\$7,000.00
Senior High School – CBe-learn per course	\$870.00	\$870.00
Senior High School - Other Programs	\$7,810.00	\$7,810.00
Students with Special Needs <u>Add:</u>		
Mild or Moderate Disabilities	\$ 5,780.00	\$ 5,780.00
Severe Disabilities	\$17,500.00	\$17,500.00
English as a Second Language Basic Support	\$ 1,160.00	\$ 1,160.00
Specialized Individual Student Costs (if provided) <u>Add:</u>		
Education Assistant (1.0 FTE – 10 month)	\$56,568.00	\$55,195.00
Transportation	Actual Cost	Actual Cost
Institutions	Actual Cost	Actual Cost

Fees related to students with special needs, or for a requested specialized individual educational program or for a part-time program, are determined on request on an individual basis.

For information purposes, no non-resident (of Alberta) students have attended CBE schools since the 2003/2004 school year.

(ii) **Non-Resident (of Canada) Fees**  
*(Not entitled under Section 8 of the School Act)*

In accordance with Section 49(3) (b) of the *School Act*, a tuition fee charged by a school board to a student not resident of Canada, and not entitled under Section 8 to have access to an education program, may exceed the cost to the board. The International Bureau was established by the Calgary Board of Education in 2002 to pursue opportunities to bring international students to Calgary. Fees are required to be set two years in advance in order to provide timely information for prospective students. Accordingly, the following annual mandatory fees per non-resident (of Canada) students for 2011/2012 (including English as a second language support, as required) are recommended:

<u>Fees</u>	<u>2012/2013</u>	<u>2011/2012</u>	<u>2010/2011</u>
Home Placement fee	\$400.00	\$400.00	\$400.00
Non-refundable application fee	\$250.00	\$250.00	\$250.00
Grade 1 – Grade 12 (full year and full day Kindergarten where offered)	\$11,000.00	\$11,000.00	\$11,000.00
Kindergarten (full year, half day)	\$5,500.00	\$5,500.00	\$5,500.00
Senior High - Grades 10-12 (one semester only)	\$5,700.00	\$5,700.00	\$5,700.00
Monthly Fee (Kindergarten – Gr. 9) (no credit granted on auditing of course(s))	\$1,200.00	\$1,200.00	\$1,200.00
Senior High - Grades 10-12 (One CBe-learn or Chinook Learning Services 5 credit course)	\$1,110.00	\$1,110.00	\$1,010.00
Senior High - Grades 10-12 (One CBe-learn or Chinook Learning Services 3 credit course)	\$655.00	\$655.00	\$595.00
Refund processing service charge	\$250.00	\$250.00	\$250.00

Fees related to a student with special needs, or for a requested specialized individual educational program, are determined on request on an individual basis. Costs for required textbooks and, including shipping costs, if applicable, are determined on an individual basis.

For information purposes, the number of non-resident (of Canada) students attending CBE schools for the current year 2010/2011 based on September

30 data totalled 440 (408 in the 2009/2010 school year), comprised of Kindergarten – 1 (1), Elementary 42 (45), Junior High 56 (67) and Senior High 341 (295). The overall average enrolment for 2010/2011 is expected to be 531 students due to mid year intakes and second semester in high school. The number of students projected for all of 2011/2012 is: Elementary 43, Junior High 68 and Senior High 426, for a total of 537, a decline of approximately 52 students.

**No increases are recommended for Non Resident of Canada Fees for the 2011/2012 school year.**

## **B. Elective Fees**

The following is a list of Elective Fees approved by Superintendents' Team for the 2011/2012 school year for the Calgary Board of Education, with comparative information presented for the 2010/2011 school year.

### **1. Incidental Activity Fees for Students at Lunchtime**

This fee was established in order to assist schools in meeting incidental needs of students at lunch time. The amount of the fee is set annually by schools and fees shall not exceed the following maximums.

	<u>2011/2012</u>	<u>2010/2011</u>
Elementary (grades 1 to 6)	\$10.00	\$10.00
Junior High (grades 7 to 9)	\$30.00	\$30.00

**No increases are recommended for Incidental Activity Fees for students at lunchtime for the 2011/2012 school year.**

### **2. Elementary Noon Supervision Fee**

The Calgary Board of Education offers noon supervision to all students in Grades 1 to 6 (including Kindergarten with full-day program). Annually, schools with CBE funded extended Kindergarten and grades 1 to 9 bus eligible students receive allocations that may be used to provide for noon supervision services. Students in most Special Education classes already receive funding for noon supervision through Special Education class top-up allocation, and with few exceptions as outlined in CBE's Resource Allocation guidelines, should not be included in the list of bus eligible students.

In addition to school resource allocations, individual schools may also charge noon supervision fees to students who are not eligible for charter bus transportation to help defray the costs for noon supervision and related activities. Fee maximums are established based on the average estimated per student cost of noon supervision activities.

It should be noted that this elective fee is tax deductible for eligible parents accessing these services.

The following annual amounts require Board of Trustees approval for the 2011/2012 school year and reflect full cost recovery:

	<u>2011/2012</u>	<u>2010/2011</u>
5 day program:		
Kindergarten (full-day program) – Annual	\$295.00*	\$280.00
Elementary (Grades 1 to 6) – Annual	\$295.00*	\$280.00
4 day program – Annual	\$240.00*	\$230.00

\*This fee applies to the following users:

- a) Non-bus eligible students (those students who live within the school's walk zone or attend a school other than their designated schools) and access this service.
- b) Only those bus-eligible students who choose not to access transportation services and get to school by other means.
- c) Non-bus eligible students who access both transportation services (if available) and noon supervision services.

**Note 1:**

These annual fees for 2011/2012 equate to \$29.50 per month (\$28.00 in 2010/2011) for a 5 day program and \$24.00 (\$23.00 in 2010/2011) for a 4 day program.

**Note 2:**

For those students who are impacted by a Board approved school closure taking effect for the 2011/2012 school year, but are required to access the noon supervision services, will be grandfathered from this fee for the 2011/2012 school year.

**Note 3:**

Effective for the 2011/2012 school year, the noon supervision fee will move to a centrally collected service (similar to transportation) and move from being collected at the school level. This process change will be reflected in the RAM rollout to all CBE schools.

### 3. Musical Instrument Registration Fees

	<u>2011/2012</u>	<u>2010/2011</u>
<u>Elementary Program</u>		
Annual	\$65.00	\$65.00
Summer	\$30.00	\$30.00
<u>Middle/Junior High Program</u>		
Annual	\$65.00	\$65.00
Summer	\$30.00	\$30.00
<u>Senior High Program</u>		
Annual	\$85.00	\$85.00
Summer	\$30.00	\$30.00

**No increases are recommended for Musical Instrument Registration Fees for the 2011/2012 school year.**

### 4. Chinook Learning Services – Age 20 and over Adult Academic Fees

Students who are 20 years of age or older (as at September 1, 2011), and enrolled with Chinook Learning Services will be required to pay course fees and textbook rental fees as approved, for academic courses, as follows:

	<u>2011/2012</u>	<u>2010/2011</u>
(i) 5 credit course – night time	\$455.00	\$455.00
– daytime	\$520.00	\$520.00
3 credit course – nighttime	\$270.00	\$270.00
– day time	\$330.00	\$330.00
1 credit course – nighttime	\$115.00	\$115.00
– daytime	\$180.00	\$180.00
5 credit course – International students	\$1,110.00	\$1,110.00
3 credit course – International students	\$655.00	\$655.00
(ii) Textbook Rental Fee including a refundable textbook Security Deposit of \$60.00 (2010/2011 - \$60.00)	\$85.00	\$85.00



**5. CBe-learn Age 20 and over Course Fees**

Students who are 20 years of age or older (as at September 1, 2011), and enrolled with CBe-learn will be required to pay Course Fees and Textbook Rental Fees as approved, for academic courses, as follows:

	<u>2011/2012</u>	<u>2010/2011</u>
(i) 5 credit course	\$455.00	\$455.00
3 credit course	\$270.00	\$270.00
1 credit course	\$115.00	\$115.00
(ii) Textbook Rental Fee including a refundable textbook Security Deposit of \$60.00	\$85.00	\$85.00

**No increases are recommended for CBe-learn age 20 and over course fees for the 2011/2012 school year.**

**6. Student Parking Fee (annual)**

High Schools are permitted to charge students a parking fee for those students wishing access to on-site parking at schools, and .

	<u>2011/2012</u>	<u>2010/2011</u>
Maximum annual fee	\$30.00	\$25.00

**An increase of \$5.00 annually is recommended for the Student Parking Fee for the 2011/2012 school year.**

**7. Staff Parking Fees Cost Recovery (annual)**

CBE employees who have an outside parking stall on a CBE site, are required to pay an annual non-refundable parking fee. .

	<u>2011/2012</u>	<u>2010/2011</u>
Parking fee	\$50.00	\$34.00

Increases for Staff Parking Fees are required to offset higher maintenance and utility costs at CBE outside sites.

**An increase of \$16.00 annually is recommended for the Staff Parking FEE for the 2011/2012 school year.**

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

**PUBLIC AGENDA**  
**April 19, 2011**

**To:** Board of Trustees

**From:** Naomi E. Johnson, Chief Superintendent of Schools

**Re:** **Report on the Financial Status of the Operating Budget as at February 28, 2011 and Forecast for the Year Ending August 31, 2011**

**Purpose:** Monitoring Information and for the Record

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

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

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

**I. RECOMMENDATIONS**

It is recommended:

1. THAT information regarding all budget revisions made during the period December 1, 2010 to February 28, 2011 inclusive (identified in this report and in Attachment I), be received for monitoring information and for the record.
2. THAT the 2010/2011 Budget Variance Report as at August 31, 2011 (identified in Attachment II) be received for monitoring information and for the record.

**II. ISSUE**

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

### III. BACKGROUND

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

This report includes:

- The Statement of 2010/2011 Annual Budgeted Revenue and Expenses with budget revisions and transfers for the period ended February 28, 2011 (Attachment I).
- The 2010/2011 Budget Variance Report (Attachment II).

### IV. ANALYSIS

#### **Statement of 2010/2011 Annual Budgeted Revenue and Expense**

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

During the second quarter, the following net budget revisions and transfers occurred:

	<u>(\$ millions)</u>
Net revenue transfers to partially offset changes in expenditures described below, and reflecting minor additional provincial funding, donations and other external revenue	0.6
Net expenditure transfers related to revenues noted above, school Resource Allocation (RAM) transfers and use of Area Basic Discretionary Funds	(0.6)
Net increase in planned Capital assets acquired	(0.7)
Reduction in required capital lease debt principal payments	0.7
<b>Net Budgetary Impact</b>	<u><u>0.0</u></u>

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

#### **2010/2011 Budget Variance Report**

The 2010/11 Budget Variance Report (Attachment II) highlights variances between the current budget and forecast. Any variances in excess of 1% are explained.

There is an overall projected net favourable variance of \$0.095 million.

## **V. IMPLEMENTATION CONSEQUENCES**

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

## **VI. CONCLUSION**

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



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

- Attachment I: Statement of 2010/2011 Annual Budgeted Revenue and Expense with Revisions and Transfers during the period from December 1, 2010 to February 28, 2011.
- Attachment II: 2010/11 Projected Budget Variance Report as at August 31, 2011.

**CALGARY BOARD OF EDUCATION**  
**STATEMENT OF 2010/11 ANNUAL BUDGETED REVENUE AND EXPENSE**  
**WITH REVISIONS AND TRANSFERS DURING THE PERIOD**  
**DECEMBER 1, 2010 TO FEBRUARY 28, 2011**

<u>Description</u>	<b>2010/11 Approved Budget Effective December 1, 2010 (\$000)</b>	<b>Revisions/ Transfers December 1, 2010 to February 28, 2011 (\$000)</b>	<b>2010/11 Current Annual Budget as at February 28, 2011 (\$000)</b>
<b>REVENUE</b>			
<b>Alberta Education grants</b>			
Base provincial instruction	\$ 649,267	\$ -	\$ 649,267
Differential cost funding and Transportation	227,312	-	227,312
Provincial priority targeted grants	20,141	-	20,141
Other provincial education grants	15,844	166	16,010
Infrastructure Maintenance Renewal (IMR) Support	18,248	-	18,248
Provincial Capital support	25,538	-	25,538
<b>School generated funds (SGF)</b>	<b>35,375</b>	<b>-</b>	<b>35,375</b>
<b>Other revenue</b>	<b>51,378</b>	<b>440</b>	<b>51,378</b>
<b>Total revenue</b>	<b>1,043,103</b>	<b>606</b>	<b>1,043,709</b>
<b>EXPENSE</b>			
Salaries and benefits	804,386	4,760	809,146
Supplies and services	170,644	-4,154	166,490
Interest	6,092	-	6,092
School funded activities	35,375	-	35,375
Amortization of capital assets	42,988	-	42,988
<b>Total expense</b>	<b>1,059,485</b>	<b>606</b>	<b>1,060,091</b>
Excess (deficiency) of operating revenue over expense for the year	-16,382	-	-16,382
<b>Transfer from/(to) operating reserves/designated funds</b>	<b>14,374</b>	<b>-</b>	<b>14,374</b>
<b>Add/(deduct) capital items paid by operating funds</b>			
Capital assets acquired	-24,115	-655	-24,770
Amortization reserve	19,325	-	19,325
Capital lease debt repayments	(3,337)	655	(2,682)
Transfer from (to) school purchased assets	1,593	-	1,593
Transfer from capital carryforward	5,314	-	5,314
<b>Transfer from/(to) capital reserves</b>			
Building and equipment reserves	3,228	-	3,228
<b>Net operating surplus</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

**CALGARY BOARD OF EDUCATION**  
**STATEMENT OF REVENUE AND EXPENSE**  
**FOR THE PERIOD SEPTEMBER 1, 2010 TO FEBRUARY 28, 2011**  
**AND FORECAST FOR THE YEAR ENDING AUGUST 31, 2011**

Description	Actual Year to Date 28-Feb-11 (\$000)	2010/11 Forecast Annual Revenue and Expense (\$000)	2010/11 Current Annual Budget, Effective 28-Feb-11 (\$000)	2010/11 Annual Variance Favourable/ (Unfavourable) (\$000)
<b>REVENUE</b>				
<b>Alberta Education grants:</b>				
Base provincial instruction	323,311	649,267	649,267	-
Differential cost funding and Transportation	111,158	226,797	227,312	(515)
Provincial priority targeted grants	12,063	20,141	20,141	-
Other provincial education grants	11,670	16,010	16,010	-
Infrastructure Maintenance Renewal (IMR) Support	7,457	18,248	18,248	-
Provincial Capital support	10,148	25,538	25,538	-
<b>School generated funds</b>	-	35,375	35,375	-
<b>Other revenue</b>	37,960	51,610	51,818	(208)
<b>Total revenue</b>	513,766	1,042,986	1,043,709	(723)
<b>EXPENSE</b>				
Salaries and benefits	402,988	808,146	809,146	1,000
Supplies and services	75,674	165,872	166,490	618
Interest	1,168	6,092	6,092	-
School funded activities	-	35,375	35,375	-
Amortization	20,780	42,988	42,988	-
<b>Total expense</b>	500,611	1,058,473	1,060,091	1,618
Excess of operating revenue over expense for the year	13,155	(15,487)	(16,382)	895
<b>Transfer from (to) operating reserves/designated funds</b>	-			(1)
Utility Expense Stabilization	-	1,500	2,300	(800)
Administrative Systems Renewal	-	3,074	3,074	-
Fiscal Stability Reserve	-	3,000	3,000	-
General Instruction Reserve	-	2,000	2,000	-
Other decentralized budgets/Project funding	-	1,500	1,500	-
Other designated funds	-	2,500	2,500	-
<b>Unrestricted operating surplus for the year, before capital items</b>	13,155	(1,913)	(2,008)	95
<b>Add/(deduct) capital items paid by operating funds</b>	-	2,008	2,008	-
<b>Net operating surplus (deficit)</b>	13,155	95	-	95

**Variances in excess of 1%:**

(1) Reduced planned draw on Utility Expense Stabilization reserve based on reduced expected spending for Utilities (lower natural gas rate)



## CALGARY BOARD OF EDUCATION

### REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES

#### PUBLIC AGENDA

April 19, 2011

**To:** BOARD OF TRUSTEES

**From:** Naomi E. Johnson, Chief Superintendent of Schools

**Re:** Capital Budget and Reserves Status Report as at February 28, 2011

**Purpose:** Approval, Monitoring Information and for the Record

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

**Originator:** Deborah L. Meyers, Superintendent, Finance and Business Services and CFO

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

#### I. RECOMMENDATIONS

It is recommended:

1. THAT information regarding all budget revisions and previously approved transfers, as outlined in this report for the period December 1 to February 28, 2011 inclusive, be received for monitoring information and for the record.
2. THAT attachments I to IV, reflecting actual capital expenditures for the period December 1 to February 28, 2011 and forecast expenditures for the year ending August 31, 2011, be received for monitoring information and for the record.
3. THAT the \$1,335 in proceeds from the disposal of capital equipment assets be placed in Capital Reserves (Attachment IV).

#### II. ISSUE

In accordance with the Board of Trustees' Executive Limitation 11: Financial Condition, the Chief Superintendent shall not cause or allow the development of fiscal jeopardy or material deviation from budget policy. Accordingly, the Chief Superintendent shall not

fail to inform the Board of Trustees in a timely manner of significant deviations in either the income or expenditure in the approved budget. Ongoing monitoring of actual requests against approved budgets is to occur on a quarterly and annual basis, including financial statements. This report compares actual capital expenditures incurred to February 28, 2011 to the approved 2010/11 Capital Budget, showing the use and recommended application of capital reserves, budget transfers and revisions made during this period.

### III. BACKGROUND

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

This report is presented to the Board of Trustees to:

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

### IV. ANALYSIS

Attachments to this report summarize the financial data for all approved 2010/11 capital projects, as follows:

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

The revised Non-Facility Related Capital Budget, including current quarter revisions, amounts to \$18.19 million, with actual expenditures to February 28, 2011 totaling \$4.39 million. The Total Estimated Capital Expenditure is \$18.19 million in 2010/11, with no anticipated variance.

All Budget revisions are identified in Attachment I. The current quarter budget revisions reflect a small overall budget expenditure reduction net of funding the Area V renovation/ relocation to the Midnapore Depot and the establishment of a secondary data centre (see Facility Related Capital Budget Status Report below). The revisions include budget reductions/increases to various projects to reflect actual budget requirements. The budget changes include:

- reductions totaling: (\$3.24) million
- increases totaling: \$1.55 million
- Total (\$1.69) million

## **Facility Related Capital Budget Status Report (Attachment II)**

The total Facility Related Capital Budget, including current quarter revisions, amounts to \$367.55 million, with actual expenditures to February 28, 2011 totaling \$315.72 million. The Total Estimated Capital Expenditure is \$367.55 million, with no anticipated variance.

The current quarter budget revisions are as follows and reflect a revenue neutral position:

- an increase of \$0.57 million to address the additional costs required as a result of the tender results for construction of the Lord Shaughnessy Career Technology Centre. This will be funded from cost savings of \$0.14 million on completed school projects and accrued interest earned of \$0.43 million on previously approved Alberta Education capital projects funds.
- a reduction of \$0.36 million for the Child Care Modular Initiative project. Since the funding provided was targeted by the Province, it could not be used for any other Capital initiatives and had to be returned to Children and Youth Services, Alberta Education.
- an increase of \$0.18 million for the renovation/relocation of the Area V Facilities Team to the Midnapore Depot.
- An increase of \$1.39 million for the establishment of a secondary data centre (location TBD).

## **Capital Financing Summary (Attachment III)**

This attachment provides information pertaining to the various funding sources required to finance the 2010/11 Capital Budget and the status of their deployment to budgeted projects.

During this period, a net savings from amortization of \$0.15 million has been identified from non-facility and facility related projects. These cost savings have reduced the funding shortfall from \$0.44 million reported in the first quarter of 2010/11, to \$0.33 million, in the second quarter of 2010/11 for the Technology Project component of the New Education Centre previously approved by the Board of Trustees. These remaining required funds of \$0.33 million will be identified and secured in the latter half of the 2010/2011 fiscal year from a reallocation of completed capital project surpluses.

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

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

As at February 28, 2011 there is \$19.69 million in Building Capital Reserves and Designated Funds. Of these funds, \$8.54 million is committed for approved projects, leaving \$11.15 million in uncommitted capital reserves.

## V. FINANCIAL IMPACT

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

The actual costs of the equipment purchases or project implementation projects identified in the 2010/11 Capital Budget will result in approximately \$5.0 million of new amortization expense for each of the next four fiscal years, beginning in 2011/12.

## VI. CONCLUSION

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



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

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

Calgary Board of Education  
Quarterly Capital Budget Status Report  
Non-Facility Related Assets  
as at February 28, 2011

	Project Budget \$	Cumulative Project Expenditures \$	Budget 30-Nov-10 \$	Current Quarter Revisions \$	Revised Budget 28-Feb-11 \$	Expenditures to Date \$	Estimated Costs to Completion \$	Total Estimated Capital Expenditure \$	Forecast Project Variance \$	Estimate 2011/12 \$	Estimate 2012/13 \$
<b>Finance and Business Services</b>											
<b>Corporate Financial Services</b>											
Budget and Reporting System Implementation	587,791	495,507	150,000	(50,000)	100,000	7,716	92,284	100,000	-	-	-
Budget Sys.-Business Intelligence Tools/Web Server	1,771	1,771	200,000	(200,000)	-	-	-	-	-	-	-
Oracle Financials Upgrade (11.5.8)	1,850,000	-	100,000	250,000	350,000	-	350,000	350,000	-	1,200,000	300,000
Quick Books Upgrade	-	-	60,000	(60,000)	-	-	-	-	-	-	-
<b>sub-total</b>	<b>2,439,562</b>	<b>497,278</b>	<b>510,000</b>	<b>(60,000)</b>	<b>450,000</b>	<b>7,716</b>	<b>442,284</b>	<b>450,000</b>	<b>-</b>	<b>1,200,000</b>	<b>300,000</b>
<b>Information Technology Services</b>											
Class Upgrade	61,993	61,993	27,262	(13,007)	14,255	14,255	-	14,255	-	-	-
Data Centre Air Conditioning - Highfield	210,000	-	-	210,000	210,000	-	210,000	210,000	-	-	-
Development Lab	327,558	67,312	270,000	-	270,000	9,754	260,246	270,000	-	-	-
Directory Resource Administrator	-	-	150,000	(150,000)	-	-	-	-	-	-	-
Enterprise Archiving Tool	250,000	-	250,000	-	250,000	-	250,000	250,000	-	-	-
Enterprise Fax Solution	81,215	31,215	200,000	(118,785)	81,215	31,215	50,000	81,215	-	-	-
Enterprise Portal Deployment Expansion	7,523,415	4,944,720	3,100,170	(1,801,814)	1,298,356	432,661	865,695	1,298,356	-	1,713,000	-
Enterprise Project Management Solution	-	-	86,000	(86,000)	-	-	-	-	-	-	-
Exchange 2010	75,000	34,910	40,090	-	40,090	-	40,090	40,090	-	-	-
ITS Infrastructure Renewal and Growth	3,940,849	522,629	1,243,849	-	1,243,849	522,629	721,220	1,243,849	-	1,664,000	1,033,000
Office 2010	538,679	304,122	499,460	-	499,460	264,903	234,557	499,460	-	-	-
Print Strategy Cost Containment (Started 07/08)	1,458,559	356,072	1,131,333	-	1,131,333	28,846	1,102,487	1,131,333	-	-	-
Self Serve Password Reset	100,000	-	100,000	-	100,000	-	100,000	100,000	-	-	-
Streaming Media Server Upgrade	105,000	-	105,000	-	105,000	-	105,000	105,000	-	-	-
Student Demographic/Academic Achievement Data Mart	610,000	540,454	142,578	-	142,578	73,032	69,546	142,578	-	-	-
Voice over Internet Protocol - School Demonstration	286,937	195,236	286,937	-	286,937	195,236	91,701	286,937	-	-	-
Windows 7 (OS)	425,000	-	425,000	-	425,000	-	425,000	425,000	-	-	-
Windows 2008 (OS)	174,270	114,957	100,725	-	100,725	41,412	59,313	100,725	-	-	-
Wireless Capacity and Enhancement	5,422,528	5,420,084	285,176	-	285,176	282,732	2,444	285,176	-	-	-
<b>sub-total</b>	<b>21,591,003</b>	<b>12,593,704</b>	<b>8,443,580</b>	<b>(1,959,606)</b>	<b>6,483,974</b>	<b>1,896,675</b>	<b>4,587,299</b>	<b>6,483,974</b>	<b>-</b>	<b>3,377,000</b>	<b>1,033,000</b>
<b>Facility and Environmental Services</b>											
<b>Capital Planning and Development</b>											
Computerized Maintenance Management System	1,077,000	718,630	475,015	-	475,015	116,645	358,370	475,015	-	-	-
Facilities Strategic IT Plan	1,121,000	65,998	386,000	-	386,000	65,998	320,002	386,000	-	380,000	355,000
Mobile Computing	276,000	8,675	50,000	-	50,000	8,675	41,325	50,000	-	226,000	-
<b>sub-total</b>	<b>2,474,000</b>	<b>793,303</b>	<b>911,015</b>	<b>-</b>	<b>911,015</b>	<b>191,318</b>	<b>719,697</b>	<b>911,015</b>	<b>-</b>	<b>606,000</b>	<b>355,000</b>
<b>Central Facility Services</b>											
Global Positioning Fleet Tracking System	89,050	-	-	89,050	89,050	-	89,050	89,050	-	-	-
Mail Truck with Box (0, 0, 1)	74,000	-	-	-	-	-	-	-	-	-	74,000
Stake Truck with Box and Lift Gate (1)	84,500	-	104,000	(19,500)	84,500	-	84,500	84,500	-	-	-

Calgary Board of Education  
Quarterly Capital Budget Status Report  
Non-Facility Related Assets  
as at February 28, 2011

	Project Budget \$	Cumulative Project Expenditures \$	Budget 30-Nov-10 \$	Current Quarter Revisions \$	Revised Budget 28-Feb-11 \$	Expenditures to Date \$	Estimated Costs to Completion \$	Total Estimated Capital Expenditure \$	Forecast Project Variance \$	Estimate 2011/12 \$	Estimate 2012/13 \$
<b>Central Facility Services Continued</b>											
1 Ton Van with Shelving	27,850	25,830	35,000	(7,150)	27,850	25,830	2,020	27,850	-	-	-
4 x 4 Trucks with Boxes (1, 1, 0)	70,800	23,767	40,000	(9,200)	30,800	23,767	7,033	30,800	-	-	40,000
5 Ton Dump Truck (0, 0, 2)	210,000	-	-	-	-	-	-	-	-	-	210,000
Argon Filling Unit	9,000	-	-	-	-	-	-	-	-	-	9,000
Asphalt Breaker	9,633	9,633	12,000	(2,367)	9,633	9,633	-	9,633	-	-	-
Asphalt Roller	31,496	31,496	50,000	(18,504)	31,496	31,496	-	31,496	-	-	-
Automotive Parts Washer	13,000	-	13,000	-	13,000	-	13,000	13,000	-	-	-
Compact Tractor c/w Snow Removal attach (0,1,1)	120,000	-	-	-	-	-	-	-	-	60,000	60,000
Genie Lift (2, 1, 0)	20,000	16,540	20,000	-	20,000	16,540	3,460	20,000	-	-	10,000
Truck with Glass Racks (0, 0, 1)	64,000	-	-	-	-	-	-	-	-	-	64,000
Glazing Shop Glass Washer	45,000	-	-	-	-	-	-	-	-	-	45,000
Hydraulic Metal Band Saw (0, 1, 0)	6,000	-	-	-	-	-	-	-	-	6,000	-
Metal Lathe (0, 1, 0)	10,000	-	-	-	-	-	-	-	-	10,000	-
Municipal Tractor c/w attachments (0, 0, 1)	150,000	-	-	-	-	-	-	-	-	-	150,000
Road Grader (0, 0, 1)	150,000	-	-	-	-	-	-	-	-	-	150,000
Sanding and Plow Truck	51,000	37,645	75,000	(24,000)	51,000	37,645	13,355	51,000	-	-	-
Scan Tool Software	11,800	-	15,000	(3,200)	11,800	-	11,800	11,800	-	-	-
Service Truck with Box (0, 1, 0)	65,000	-	-	-	-	-	-	-	-	-	65,000
Snow Blower Attachments (2)	12,070	12,070	20,000	(7,930)	12,070	12,070	-	12,070	-	-	-
Trade Vans with Racks (0, 16, 4)	637,000	-	-	-	-	-	-	-	-	250,000	387,000
Trailer for Asphalt Roller	5,141	5,141	7,000	(1,859)	5,141	5,141	-	5,141	-	-	-
Trim Mowers (5)	79,000	-	90,000	(11,000)	79,000	-	79,000	79,000	-	-	-
Electronic Door Access	2,602,987	1,689,549	365,800	-	365,800	231,362	134,438	365,800	-	-	779,000
Security Cameras - Phase II	1,300,000	365,848	535,793	-	535,793	151,641	384,152	535,793	-	175,000	375,000
<b>sub-total</b>	<b>5,785,277</b>	<b>2,217,519</b>	<b>1,382,593</b>	<b>(15,660)</b>	<b>1,366,933</b>	<b>545,125</b>	<b>821,808</b>	<b>1,366,933</b>	<b>-</b>	<b>501,000</b>	<b>2,418,000</b>
<b>Education, Energy and Environment</b>											
Building Automated Systems (BAS) Front End	338,000	-	338,000	-	338,000	-	338,000	338,000	-	-	-
Utility Metering	252,000	124,103	127,897	-	127,897	-	127,897	127,897	-	-	-
<b>sub-total</b>	<b>590,000</b>	<b>124,103</b>	<b>465,897</b>	<b>-</b>	<b>465,897</b>	<b>-</b>	<b>465,897</b>	<b>465,897</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Facility and Environmental Services Continued:</b>											
<b>Facility Operations</b>											
Articulating Manlift (1, 0, 0)	70,000	-	70,000	-	70,000	-	70,000	70,000	-	-	-
Auto Scrubbers - 20" (8)	46,607	46,607	47,267	(660)	46,607	46,607	-	46,607	-	-	-
Auto Scrubbers - 23" (8)	46,710	46,710	45,974	736	46,710	46,710	-	46,710	-	-	-
Auto Scrubbers - 24" (8, 21, 30)	374,214	51,214	50,394	820	51,214	51,214	-	51,214	-	135,000	188,000
Auto Scrubbers - 28" (2,)	21,444	14,789	21,444	-	21,444	14,789	6,655	21,444	-	-	-
BSM Computer Upgrades (5)	70,000	19,079	70,000	-	70,000	19,079	50,921	70,000	-	-	-
Burnishers (0, 3, 5)	55,000	-	-	-	-	-	-	-	-	21,000	34,000
CCTV Pipeline Inspection System	14,000	10,493	14,000	-	14,000	10,493	3,507	14,000	-	-	-



Calgary Board of Education  
Quarterly Capital Budget Status Report  
Non-Facility Related Assets  
as at February 28, 2011

	Project Budget \$	Cumulative Project Expenditures \$	Budget 30-Nov-10 \$	Current Quarter Revisions \$	Revised Budget 28-Feb-11 \$	Expenditures to Date \$	Estimated Costs to Completion \$	Total Estimated Capital Expenditure \$	Forecast Project Variance \$	Estimate 2011/12 \$	Estimate 2012/13 \$
<b>Facility Operations Continued</b>									-		
Pipe Threading Machine	12,659	12,659	13,000	(341)	12,659	12,659	-	12,659	-	-	-
Ride-on Auto Scrubbers (4, 4, 3)	152,257	63,257	62,257	1,000	63,257	63,257	-	63,257	-	51,000	38,000
Ride-on-Tractors (2, 3, 2)	66,899	14,899	14,664	235	14,899	14,899	-	14,899	-	30,000	22,000
Thermal Imaging Camera	27,000	18,064	27,000	-	27,000	18,064	8,936	27,000	-	-	-
<b>sub-total</b>	<b>956,790</b>	<b>297,771</b>	<b>436,000</b>	<b>1,790</b>	<b>437,790</b>	<b>297,771</b>	<b>140,019</b>	<b>437,790</b>	<b>-</b>	<b>237,000</b>	<b>282,000</b>
<b>Human Resources</b>											
Substitute Emp. Mngmt. Sys. Upgrade/Replace	500,000	-	-	500,000	500,000	-	500,000	500,000	-	-	-
<b>sub-total</b>	<b>500,000</b>	<b>-</b>	<b>-</b>	<b>500,000</b>	<b>500,000</b>	<b>-</b>	<b>500,000</b>	<b>500,000</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Learning Innovation</b>											
District Planning & Monitoring Solutions	480,000	429,345	60,043	-	60,043	9,388	50,655	60,043	-	-	-
Integraged Media System (IMS) Upgrade - Phase II	902,609	730,607	205,000	-	205,000	32,998	172,002	205,000	-	-	-
Inclusive Learning Technologies	2,768,000	973,180	1,324,312	-	1,324,312	498,492	825,820	1,324,312	-	969,000	-
Learning Resource Strategy	1,965,000	-	-	500,000	500,000	-	500,000	500,000	-	765,000	700,000
Corporate Partnerships Database	15,000	-	15,000	-	15,000	-	15,000	15,000	-	-	-
School Logic	100,000	-	100,000	-	100,000	-	100,000	100,000	-	-	-
<b>sub-total</b>	<b>6,230,609</b>	<b>2,133,132</b>	<b>1,704,355</b>	<b>500,000</b>	<b>2,204,355</b>	<b>540,878</b>	<b>1,663,477</b>	<b>2,204,355</b>	<b>-</b>	<b>1,734,000</b>	<b>700,000</b>
<b>Schools and Educational Programs</b>											
Drama Lighting Systems	1,959,063	1,959,063	14,659	792	15,451	15,451	-	15,451	-	-	-
Program Moves & Expansions Commissioning	2,881,419	51,748	1,081,419	-	1,081,419	51,748	1,029,671	1,081,419	-	900,000	900,000
School Purchased Assets (current + 2 yrs)	4,093,000	554,714	1,593,000	-	1,593,000	554,714	1,038,286	1,593,000	-	1,250,000	1,250,000
<b>sub-total</b>	<b>8,933,482</b>	<b>2,565,525</b>	<b>2,689,078</b>	<b>792</b>	<b>2,689,870</b>	<b>621,913</b>	<b>2,067,957</b>	<b>2,689,870</b>	<b>-</b>	<b>2,150,000</b>	<b>2,150,000</b>
<b>Unsupported Debt Principal Payments</b>	<b>57,901,131</b>	<b>2,179,297</b>	<b>3,336,611</b>	<b>(654,611)</b>	<b>2,682,000</b>	<b>286,354</b>	<b>2,395,646</b>	<b>2,682,000</b>	<b>-</b>	<b>5,400,000</b>	<b>5,600,000</b>
<b>Total Non-Facility Capital Assets</b>	<b>106,901,854</b>	<b>23,401,632</b>	<b>19,879,129</b>	<b>(1,687,295)</b>	<b>18,191,834</b>	<b>4,387,750</b>	<b>13,804,084</b>	<b>18,191,834</b>	<b>-</b>	<b>15,205,000</b>	<b>12,838,000</b>

Calgary Board of Education  
Quarterly Capital Budget Status Report  
Facility Related Assets  
as at February 28, 2011

	Budget Nov. 30, 2010 \$	Current Quarter Revisions \$	Revised Budget Feb. 28, 2011 \$	Expenditures To Date \$	Estimated Costs to Completion \$	Total Estimated Capital Expenditure \$	Forecast Variance \$
<b>2005/2006 Capital Projects</b>							
Samuel W Shaw School	20,298,698	8,167	20,306,865	20,028,722	278,143	20,306,865	-
Samuel W Shaw School - 12 new portables	2,144,468	-	2,144,468	2,144,468	-	2,144,468	-
<b>sub-total</b>	<b>22,443,166</b>	<b>8,167</b>	<b>22,451,333</b>	<b>22,173,190</b>	<b>278,143</b>	<b>22,451,333</b>	<b>-</b>
<b>2006/2007 Capital Projects</b>							
McKenzie Towne (K-4) School	13,085,796	(13,202)	13,072,594	12,732,589	340,005	13,072,594	-
Panorama (K-4) School ( w/8 new portables)	13,292,666	6,866	13,299,532	13,197,423	102,109	13,299,532	-
Taradale (K-4) School (w/10 new portables)	14,723,046	(141,834)	14,581,212	14,426,564	154,648	14,581,212	-
<b>sub-total</b>	<b>41,101,508</b>	<b>(148,170)</b>	<b>40,953,338</b>	<b>40,356,576</b>	<b>596,762</b>	<b>40,953,338</b>	<b>-</b>
<b>2007/2008 Major Modernization</b>							
Western Canada High Modernization	35,000,000	-	35,000,000	19,132,617	15,867,383	35,000,000	-
<b>sub-total</b>	<b>35,000,000</b>	<b>-</b>	<b>35,000,000</b>	<b>19,132,617</b>	<b>15,867,383</b>	<b>35,000,000</b>	<b>-</b>
<b>2008/2009 Capital Projects</b>							
Robert Warren School Portables - Setup	187,083	-	187,083	86,444	100,639	187,083	-
P3 Schools (6) Furniture & Equipment (Bridlewood,Cranston, Evergreen,Royal Oak,Saddle Ridge,West Springs)	5,971,500	-	5,971,500	4,526,364	1,445,136	5,971,500	-
<b>sub-total</b>	<b>6,158,583</b>	<b>-</b>	<b>6,158,583</b>	<b>4,612,808</b>	<b>1,545,775</b>	<b>6,158,583</b>	<b>-</b>
<b>2009/2010 Capital Projects</b>							
Child Care Modular Initiative (Battalion Park, Chaparral & Taradale 2 each)	2,137,426	(356,726)	1,780,700	1,755,975	24,725	1,780,700	-
P3 Schools (Bridlewood,Cranston,Evergreen,RoyalOak,SaddleRidge,West Springs)	160,589,065	-	160,589,065	160,589,065	-	160,589,065	-
<b>sub-total</b>	<b>162,726,491</b>	<b>(356,726)</b>	<b>162,369,765</b>	<b>162,345,040</b>	<b>24,725</b>	<b>162,369,765</b>	<b>-</b>
<b>Other Capital Projects</b>							
Administration Building Renovations	105,000	-	105,000	5,250	99,750	105,000	-
New School Commissioning (Samuel W. Shaw)	520,255	-	520,255	478,756	41,499	520,255	-
New School Commissioning (2007/08 capital projects)	1,000,000	-	1,000,000	1,000,000	-	1,000,000	-
New School Commissioning P3 (Bridlewood, Cranston, Evergreen, Royal Oak, Saddleridge, and West Springs)	3,000,000	-	3,000,000	3,000,000	0	3,000,000	-
Lord Shaughnessy Career Technology Centre	9,000,000	570,000	9,570,000	872,184	8,697,816	9,570,000	-

Calgary Board of Education  
Quarterly Capital Budget Status Report  
Facility Related Assets  
as at February 28, 2011

	Budget	Current	Revised	Expenditures	Estimated	Total	
	Nov. 30, 2010	Quarter	Budget	To	Costs	Estimated	Forecast
	\$	Revisions	Feb. 28, 2011	Date	to	Capital	Variance
	\$	\$	\$	\$	Completion	Expenditure	\$
<b>Other Capital Projects (continued)</b>							
Dr. Carl Safran/Conference Centre, Connaught Modernization and Addition	50,220,506	-	50,220,506	42,023,626	8,196,880	50,220,506	-
New Education Centre - VoIP	573,476	-	573,476	573,476	-	573,476	-
New Education Centre - Technology Requirements	6,000,000	-	6,000,000	1,085,671	4,914,329	6,000,000	-
West High School - Ernest Manning Replacement	28,000,000	-	28,000,000	18,064,864	9,935,136	28,000,000	-
Area V Relocation/Renovation to Midnapore Depot	-	183,000	183,000	-	183,000	183,000	-
Secondary Data Centre (Location TBD)	-	1,390,000	1,390,000	-	1,390,000	1,390,000	-
Reallocation of capital interest earned	489,004	(429,997)	59,007	-	59,007	59,007	-
<b>sub-total</b>	98,908,241	1,713,003	100,621,244	67,103,827	33,517,417	100,621,244	-
	366,337,989	1,216,274	367,554,263	315,724,058	51,830,205	367,554,263	-

**Calgary Board of Education  
2010/11 Capital Budget  
Capital Financing Summary  
As at Feb. 28, 2011**

	<b>Non-Facility Related Assets Budget</b>	<b>Facility Related Assets Budget</b>	<b>Total Budget</b>
Total Budgeted Expenditures (per Attachments I and II)	\$ 18,191,834	\$ 367,554,263	\$ 385,746,097
<b>Financed by the Following:</b>			
Alberta Infrastructure Funded Approvals	\$ -	\$ 298,073,022	\$ 298,073,022
Alberta Government Proceeds on Disposal of Capital Assets	-	1,307,668	1,307,668
Funded from Current Operations - Amortization	11,365,316	7,959,822	19,325,138
Funded from prior year operations and Capital Building Reserves	-	20,802,959	20,802,959
Accrued Interest Earned on Capital Grants	-	1,581,336	1,581,336
Funded from School or Departmental Resources	1,593,000	-	1,593,000
Designated Capital Funds - 2009/10 Approved Carryforward	4,640,721	673,772	5,314,493
Capital Building Reserves	-	3,227,961	3,227,961
Interim Financing from CBE/RBC Funds	-	30,000,000	30,000,000
Provincial One-time Technology Funding	592,797	-	592,797
Infrastructure Maintenance Renewal Program	-	3,600,000	3,600,000
Reallocation of completed capital project surpluses	-	327,723	327,723
<b>Total Capital Financing</b>	<b>\$ 18,191,834</b>	<b>\$ 367,554,263</b>	<b>\$ 385,746,097</b>

**Calgary Board of Education**  
**Capital Reserves, Designated Capital Funds, and**  
**Alberta Government Proceeds on Disposal of Capital Assets**  
**Balances as at February 28, 2011**

	Plant								Alberta
	Operations & Maintenance	Leased School	School	Chinook					Government
	Asset	Buildings	Facility	Learning	Capital Reserves	Designated			Proceeds on
	Replacement	Reserve	Modernization	Services	Total	Capital Funds	Total		Disposal of
	Reserve		Reserve	Relocation		Note 1			Capital Assets
									Note 2
<b>Balances as at December 1, 2010</b>	\$ 8,249,769	\$ 455,025	\$ 2,000,000	\$ 2,270,772	\$ 1,400,000	\$ 14,375,566	\$ 5,314,493	\$ 19,690,059	\$ 1,307,668
Transfers out									
Total Transfers out	-	-	-	-	-	-	-	-	-
Transfers in									
Equipment and Vehicle Disposal Proceeds	-	1,335	-	-	-	1,335	-	1,335	-
Total Transfers in	-	1,335	-	-	-	1,335	-	1,335	-
<b>Balances as at February 28, 2011</b>	\$ 8,249,769	\$ 456,360	\$ 2,000,000	\$ 2,270,772	\$ 1,400,000	\$ 14,376,901	\$ 5,314,493	\$ 19,691,394	\$ 1,307,668
<b>Commitments:</b>									
<b>Represented by:</b>									
Dr. C Safran/Conf. Ctr & Connaught (Board Meeting February 19, 2008)	2,879,310	-	-	-	-	2,879,310	-	2,879,310	-
2009/10 Capital Budget (4th Quarter Report - carry forward projects)	-	-	-	-	-	-	5,314,493	5,314,493	-
Albert Park Demolition (Board Meeting, June 23, 2009)	-	-	-	-	-	-	-	-	-
P3 School Commissioning (Bridlewood, Cranston, Evergreen, RoyalOak, Saddleridge, and West Springs, (2009/10 Approved Capital Budget)	-	-	-	-	-	-	-	-	-
Career Technology Centre (Board meeting April 27, 2010)	348,651	-	-	-	-	348,651	-	348,651	-
	-	-	-	-	-	-	-	-	1,307,668
<b>Total Committed Amounts</b>	\$ 3,227,961	\$ -	\$ -	\$ -	\$ -	\$ 3,227,961	\$ 5,314,493	\$ 8,542,454	\$ 1,307,668
<b>Total Uncommitted Amounts</b>	\$ 5,021,808	\$ 456,360	\$ 2,000,000	\$ 2,270,772	\$ 1,400,000	\$ 11,148,940	\$ -	\$ 11,148,940	\$ -
<b>Balances as at February, 2011</b>	\$ 8,249,769	\$ 456,360	\$ 2,000,000	\$ 2,270,772	\$ 1,400,000	\$ 14,376,901	\$ 5,314,493	\$ 19,691,394	\$ 1,307,668

Notes:

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

Service Unit Requests	\$ 5,233,518
Facility Related Requests	673,772
less covered by one time technology funds in 2010/11	(592,797)
<b>Net capital carry forward request into 2010/11</b>	<b>\$ 5,314,493</b>
- Alberta Government Proceeds on Disposal of Capital Assets - government portion of proceeds on disposal of capital assets, Ministerial approval is required for use of this fund. Ministerial approval was received in July, 2010 to use these funds in support of the Career and Technology Centre Project as requested.

**CALGARY BOARD OF EDUCATION**

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

April 19, 2011

**To:** Board of Trustees

**From:** Naomi E. Johnson, Chief Superintendent of Schools

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

**Purpose:** Information

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

**Originator:** Cathy Faber, Superintendent, Learning Innovation

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

**I. RECOMMENDATIONS**

It is recommended:

THAT this report be received for information.

**II. ISSUE**

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



### **III. BACKGROUND**

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

This report (see Attachment I: Parameters of the Report) provides information on transition outcomes for students currently enrolled in Sir William Van Horne High School. It also provides information on Semester 1 transition outcomes for Grade 10 students from Areas I and II who are enrolled in KE courses.

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

### **IV. ANALYSIS**

#### **A. TRANSITION OUTCOMES OF SIR WILLIAM VAN HORNE STUDENTS**

One hundred and fifty nine students are enrolled at Sir William Van Horne High School as of March 23, 2011. Further to the October 2010 and January 2011 Transition Strategies reports, Table 1 outlines the student enrolment changes at Sir William Van Horne High School between December 4, 2010 and March 23, 2011.

Currently there are three System Special Education classes located at Sir William Van Horne: one Deaf and Hard of Hearing (DHH) class and two Paced Learning Program (PLP) classes. Enrolment in these three classes on March 23, 2011 was 40 students.

Table 1

SWVH High School Student Enrolment December 4, 2010 to March 23, 2011				
	Grade 10	Grade 11	Grade 12	Total
<b>Total Enrolment December 4, 2010</b>	24	67	109	200
New registrations from December 4, 2010 to March 23, 2011	0	2	2	4
Withdrawals from December 4, 2010 to March 23, 2011	1	9	35	45
<b>Total Enrolment March 23, 2011</b>	23	60	76	159

Table 2

SWVH High School Current Student Enrolment 2010-11				
	Grade 10	Grade 11	Grade 12	Total
Students in KE and Diploma Courses	11	39	69	119
Students in PLP Classes (2 classes)	11	16	4	31
Students in DHH Class	1	5	3	9
<b>Total Enrolment March 23, 2011</b>	23	60	76	159

Tables 3, 4 and 5 provide information regarding students who are no longer enrolled at SWVH.

Table 3

Students Who Withdrew from SWVH from December 4, 2010 to March 23, 2011		
Withdrew To		Number of Students
Other schools or programs within the Calgary Board of Education	Outreach Programs (i.e. Discovering Choices)	7
	CBe-Learn	1
	Jack James High School	1
	Unique or Special Settings (i.e. Louise Dean, Woods Homes, Adolescent Day Treatment, West View)	2
Seeking employment or employed		17
Achieved high school completion		13
Moved out of the province		1

Data not available	3
<b>Total</b>	<b>45</b>

**Table 4**

<b>SWVH Students Completing their High School Programs as of January 31, 2011</b>	
<b>Indicator of High School Success</b>	<b>Number of Students</b>
Alberta High School Diploma	10
Certificate of High School Achievement	3
Certificate of School Completion	0
<b>Total</b>	<b>13</b>

**Table 5**

<b>SWVH Students Completing their High School Programs as of January 31, 2011</b>	
<b>Transition Plans</b>	<b>Number of Students</b>
Apprenticeship/Employment	5
Bow Valley College	3
Delmar College	1
Mount Royal University	2
Travel	1
Transition Agency Program	1
<b>Total</b>	<b>13</b>

**B. TRANSITION OUTCOMES OF AREAS I AND II GRADE 9 STUDENTS  
WHO WROTE KNOWLEDGE AND EMPLOYABILITY PROVINCIAL  
ACHIEVEMENT TESTS IN JUNE 2010**

Forty-seven of the 50 students from Areas I and II who wrote one or more Grade 9 KE Provincial Achievement Tests in June 2010 were enrolled in Grade 10 in CBE high schools on September 27, 2010. One of the original 50 students transferred to another jurisdiction. Data were not available for two students.

Table 6 provides Semester 1 midterm and final report card information for those students. (Please note: a typical grade 10 student course load during a semester would be four courses--or the equivalent of 20 credits; however, some students would be enrolled in three courses with additional learning support provided in the fourth course space.)

Table 6

Location of Area I and II Students Who Wrote Grade 9 KE Provincial Achievement Tests and Are Currently Registered in Grade 10 in CBE High Schools						
CBE High School	# of Students	Registered in one or more KE courses in the 2010-11 School Year	Passing grades in 2 or more courses on the midterm report card (includes the number who passed all courses at midterm)	Passing grades in all courses on the midterm report card	Passing grades in two or more courses/earned at least 10 credits at the end of Semester 1 (includes the number who earned 20 or more credits)	Passing grades in all courses and/earned 20 or more credits at the end of Semester 1
Bowness	15	12	13	5	12	5
Central Memorial	1	0	0	0	0	0
Crescent Heights	2	1	2	1	2	1
Forest Lawn	1	1	1	1	1	1
James Fowler	9	4	9	4	9	4
John G. Diefenbaker	9	5	8	6	7	2
Queen Elizabeth	1	0	1	0	1	0
Sir Winston Churchill	2	0	2	0	2	0
Sir William Van Horne	2	2	2	0	2	1
Western Canada *	1	0	1	1	1	1
William Aberhart	3	3	2	1	2	2
<b>Total</b>	<b>46</b>	<b>28</b>	<b>41</b>	<b>19</b>	<b>39</b>	<b>17</b>
* Student transferred from John G. Diefenbaker High School to Western Canada High School						
Of the 47 students who wrote Grade 9 KE Provincial Achievement Tests and were registered in Grade 10 in CBE High Schools as of September 27, 2010, one student transferred from James Fowler to Louise Dean and subsequently withdrew from CBE.						

### **C. IMPLEMENTATION OF ELEMENTS OF THE STRATEGY AND PROVISION OF RESOURCES AT SIR WILLIAM VAN HORNE**

- The staff members at Sir William Van Horne High School have been assisted by Learning Support and Area personnel and are continuing to implement various strategies to support transitions of their students, as indicated in the October 2010 and January 2011 reports. SWVH teachers and the school Transition Team (AISI Learning Leader, Work Experience Teacher and Career Practitioner) are continuing to work directly with students and their parents/guardians to develop a personalized transition plan for each student. Learning Support Specialists and Psychologists from the Area 1 Learning Team have been working with SWVH staff to ensure that appropriate programming and assessment information is available for each student as they move to their new community high schools.
- SWVH students who will be registering in Area I and II high schools in the fall of 2011 have worked with the SWVH Transition Team to indicate their priorities for course and program offerings and their specific preferences for their new high schools. This transition plan for students in Grade 10 and 11 KE and Diploma courses includes recommendations for 2011-12, as well as consideration for 2012-13 school year as appropriate. (The details of the transition plans are included in Table 7.) Area I and II high school principals and Area Directors have adjusted typical registration processes to accommodate the needs of the SWVH students and their parents and to expedite the registration process. SWVH administrators, counsellors and teachers have collaborated with administrators, counsellors and teachers from the community high schools to create effective student transitions. SWVH students and parents have participated in group and individual school tours and open houses, and they have met with counsellors and administrators in their preferred schools to plan their programs. Also because of the number of SWVH students planning to attend Bowness High School next year, the principal, a counsellor and the resource teachers have gone to SWVH to register students and create customized timetables for them.
- Students from the Deaf and Hard of Hearing (DHH) Class have continued the transition process to their new system class in Queen Elizabeth High School. Queen Elizabeth administrators have visited the students at SWVH; there have been school tours of Queen Elizabeth for SWVH students as well as opportunities to participate in social activities at the school. Also, the DHH Learning Leader from Queen Elizabeth has been working at SWVH this semester to support the transition process for students and staff members. In addition, the System DHH Learning Support Specialist has been working with students, their parents, teachers and administrators to personalize each student's program for the 2011-12 school year.
- Similarly, students from the two Paced Learning Program (PLP) Classes have continued the transition process to their new system classes in Bowness High School. Students and parents have made additional visits to the school, and students have been involved in co-curricular and social activities with Bowness students and teachers. Because of their home location, one student has chosen to transition to the PLP Class at Centennial High School and two

students have chosen to transition to the PLP Class at James Fowler High School. Similar transition processes are underway for these students. The System PLP Learning Support Specialist and the Area Learning Support Specialist have been working with students, their parents, teachers and administrators to personalize each student's program for the 2011-12 school year.

**Table 7**

<b>Transition Planning for Grade 10 and 11 SWVH Students in KE and Diploma Courses</b>	
<b>Transition Plans</b>	<b>Number of Students</b>
Bowness High School	18
Crescent Heights High School	3
Discovering Choices	1
Jack James High School	5
James Fowler High School	2
John Diefenbaker High School	3
Queen Elizabeth High School	1
Sir Winston Churchill High School	3
William Aberhart High School	3
Moving out of Calgary	3
Will achieve high school completion	3
Decision in progress	5
<b>Total</b>	<b>50</b>

**Table 8**

<b>Transition Planning for Grade 10 and 11 SWVH Students in System Special Education Classes</b>	
<b>Transition Plans</b>	<b>Number of Students</b>
DHH Class at Queen Elizabeth High School	6
PLP Classes at Bowness High School	24
PLP Class at Centennial High School	1
PLP Class at James Fowler High School	2
<b>Total</b>	<b>33</b>

**Table 9**

<b>Transition Planning for Grade 12 SWVH Students in KE and Diploma Courses</b>	
<b>Transition Plans</b>	<b>Number of Students</b>
Apprenticeship/Employment	26
Bow Valley College	4
Chinook Learning	6
Delmar College	1
Discovering Choices	4
Mount Royal University	5
Return to a community high school for a 4 <sup>th</sup> year	4
Decision in progress	19
<b>Total</b>	<b>69</b>



#### **D. IMPLEMENTATION OF ELEMENTS OF THE STRATEGY AND PROVISION OF RESOURCES AT AREA I AND II HIGH SCHOOLS**

The community high schools in Area I and Area II are implementing specific strategies in preparation to receive Sir William Van Horne students in September 2011 as outlined in the October 2010 and January 2011 Transition Strategies reports. As detailed previously, administrators and counsellors in each of the community high schools have been working collaboratively with the SWVH Transition Team to plan personalized programs for students moving to their schools for the 2011-12 school year.

As follow up to the January 2011 Transition Strategies report, this section summarizes the progress in the Area I and II community high schools in the areas identified for further development during the 2010-11 school year:

- 1) Ensuring the KE Individual Learning Plan (ILP) is a working document utilized by the students and staff members in each of the Area I and II high schools by:
  - Expanding the KE Individual Learning Plan format which was created by Alberta Education into more comprehensive and specific working documents to track the progress of students in our CBE contexts and updating the documents at the end of each reporting period.
  - Communicating regularly amongst the designated KE Assistant Principals, designated KE counsellors, designated KE Learning Leaders/Coordinators and KE course teachers. In several schools, AISI Learning Leaders are included in this KE support team, as well as school Resource/Student Services team members for students who are enrolled in KE courses and also have an Individual Program Plan (IPP).
  - Teacher Advisors and counsellors program planning with students and parents to review Individual Learning Plans and to select suitable courses and programs for the next school year, as well as for the student's entire high school experience.
- 2) Building strong professional relationships between staff members who teach KE courses (e.g. a KE community in each of the Area I and II high schools) by:
  - Creating specific KE Professional Learning Communities in individual schools, as well as across schools and Areas, to allow KE course teachers professional development time that is geared specifically to strategies and resources for working with their students. (For example, Crescent Heights High School hosted a KE System Collaboration meeting in January 2011 involving teachers from Areas I, II and V who became part of the Area II KE D2L Shell for further online sharing and archiving of KE resources.)
  - Devoting time for whole school professional development regarding KE learners and courses, utilizing the expertise within their schools as well as from SWVH and the Area Learning Teams.
  - Fostering opportunities for professional relationships to "occur naturally, with the KE teachers from last semester offering insights and sharing what they learned with the KE teachers this semester."

- 3) Increased student access to extracurricular and co-curricular activities and school initiated activities by:
  - Further developing relationships between students taking KE courses and their teachers, Assistant Principals, Learning Leaders and support staff members to ensure that students are aware of the extra-curricular opportunities that are available to them, as well as to personally assist students to participate.
  - Specifically focussing on improved student attendance because engagement in school activities is often negatively impacted by poor attendance (e.g. “Once we get students attending, they participate in intramural activities and other school events. Our grade 10 population has a long history of non-attendance and non-school engagement.”)
- 4) Planning to support the 30-level KE Occupational courses, KE Workplace Practicum courses or other off-campus experiences required for a Certificate of High School Achievement by:
  - Maintaining and expanding existing Work Experience Programs with local businesses to ensure that all students taking KE courses will have access to appropriate off-campus experiences.
  - Further utilizing existing Career Practitioners and Work Experience/Registered Apprenticeship Co-ordinators to support KE off-campus programming.
  - Maintaining and expanding existing 30-level KE Occupational courses and the Workplace Practicum courses that are taught in conjunction with these courses. (For example, a number of the community high schools already offer at least four different 30-level KE Occupational courses.)

## V. CONCLUSION

Our support for student transitions and for developing effective KE programming across all Area I and II high schools is intentional and ongoing.

Areas of strength evident in the student transition plans and outcomes to date:

- During the current registration process, having students express eagerness to learn about their preferred community high school and their course choices--and being excited about coming to the school in fall of 2011.
- Individual students building very positive relationships with individual staff members.
- Celebrating the skills and talents of the students (e.g. in a community high school Auto Mechanics class the teacher commented that his KE students were very successful and “were able to show other students how to do much of the hands-on work.”)
- Students who are taking KE courses also accessing a wide variety of complementary courses that they desire and being successful in the courses (e.g. CTS, Physical Education, Fine and Performing Arts, Occupational Courses...)
- Efforts of community high school staff members to collaborate with staff members at Sir William Van Horne, the Areas, Learning Support and Learning Innovation (e.g. at one school, LI Specialists spent “a 2-week intensive period to

shadow KE classes and provide teaching and learning assistance to individual teachers and the curriculum departments.”)

- Small class sizes and strategic selection of KE teachers to facilitate student/teacher interaction as well as supplemental assistance from other staff members to KE classes.
- Personalized learning strategies being put into place based on utilization of assessment data, information and feedback provided by teachers, information contained in ILP/IPP, and discussions from School Learning Team meetings.
- Creating flexible KE course delivery plans that allow for student success (e.g. schools developing credit recovery opportunities during class times and examination periods **or** creating a blended Math 10-4 and 20-4 class next year for students who did not pass Math 10-4 to give students the opportunity to pass both courses in a semester **or** creating a combined Math 10-4 and Science 10-4 class to run as a full year course “so that once the kids get in the groove they still have time to make corrections and achieve credits.”)
- Further developing appropriate KE assessment strategies (e.g. “From our observations KE lessons were created and taught but teachers tended to assess achievement with their old rubrics. When we engaged them in discussion they quickly realized that had they assessed by KE standards kids would have done much better. These adjustments were made and grades corrected.”)
- Increased use of assistive technology (e.g. Read and Write Gold, Dragon Naturally Speaking...), online resources (e.g. digital textbook repository) and school e-learning centres to support student success in KE courses.
- Acquiring new KE resources from the Learning Resources Centre and literacy suppliers—as well as teachers and LI and LS Specialists developing KE resources.
- Adjusting existing timetable structures to accommodate KE programming (e.g. a school reorganized their existing timetable from a 4-block tumble to a 2-block morning or afternoon tumble “to allow for sustained periods of time for onsite Workplace Practicums; onsite practicums are available in the cosmetology lab, kitchen, onsite daycare or in mixed office duties.”)

Areas of continued focus during the 2011-12 school year:

- Further develop off-campus Job Shadowing and Work Experiences for students in KE courses as they enter high school (e.g. “It is interesting to note that none of our Grade 10 KE students have ever had a job.”)
- Further develop strategies to monitor and improve student attendance in KE courses because “students who do not pass the KE courses almost always have very poor attendance and general lifestyle management issues” (e.g. in several schools, students with attendance issues in KE courses have one-on-one meetings with their parents and the principal to find solutions.)
- Develop strategies to encourage students and parents to appropriately access KE courses--without students having to fail other courses before parents are willing to sign the “informed consent” form (e.g. “The number of students is lower than the number we had projected in September because we could not get parental permission. Some of these students have subsequently transferred to KE courses after very poor achievement in first semester courses.”)

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

A handwritten signature in black ink, reading "Naomi Johnson". The signature is written in a cursive, flowing style.

**NAOMI E. JOHNSON**  
**CHIEF SUPERINTENDENT OF SCHOOLS**

Attachment I: Parameters of the report

### Parameters of the Report

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

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

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

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