

public agenda

April 3, 2012
3:00 p.m.

Multipurpose Room,
Education Centre
1221 8 Street SW,
Calgary, AB

Regular Board Meeting

Mega Result Policy |

Each student, in keeping with his or her individual abilities and gifts, will complete high school with a foundation of learning necessary to thrive in life, work and continued learning.

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.

Time	Topic	Who	Policy Ref.	Attachment
3:00 p.m.	1 Call to Order, National Anthem and Welcome			
3:05 p.m.	2 Consideration/Approval of Agenda		GC-2	
	3 Awards and Recognitions		GC-3.2	
3:10 p.m.	4 Results Focus			
	4.1 School Presentation – Alternative High School	S. Smith	R-5	
	4.2 Fees – Community Engagement	N. Johnson	R-1	Page 4-1
4:10 p.m.	5 Operational Expectations		OE 1-12	
	5.1 Operational Expectations 12: Facilities – Reasonable Interpretation	N. Johnson		Page 5-1
4:30 p.m.	6 Public Comment		GC-3.2	
	Requirements as outlined in Board Meeting procedures			
4:45 p.m.	7 Matters Reserved for Board Action		GC-3.10	
	7.1 Consideration of Closure, Chinese (Mandarin) Bilingual Program at Langevin School, for the purpose of relocation	Board		Page 7-1
5:45 p.m.	8 Board Consent Agenda		GC-2	
	8.1 Approval of Minutes	Board		Page 8-20
	▪ Special Meeting held March 13, 2012 (<i>THAT the Board approves the minutes of the Special Meeting held March 13, 2012.</i>)			



Time	Topic	Who	Policy Ref.	Attachment
	8.2 Correspondence <i>(THAT the Board receives the correspondence for information and for the record.)</i>			Page 8-15
	8.3 EducationMatters – December 31, 2011 Audited Financial Statements <i>(THAT the financial report for EducationMatters be received for information and for the record.)</i>			Page 8-1
	9 Chief Superintendent Consent Agenda		GC-2.6	
	9.1 Chief Superintendent Update <i>(THAT the Board receives the report for information.)</i>	Board		Page 9-1
5.50 p.m.	10 Adjournment		GC-2.3	
	Debrief	Trustees		



report to Board of Trustees

Fees Community Engagement: What we heard from more than 4,000 people

Date	April 3, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Information
Originator	Richard Peter, Chief Communications Officer
Governance Policy Reference	OE-8: Communication With and Support for the Board
Resource Person(s)	Wayne Braun, Director, Corporate Finance Karen Drummond, Communications Advisor Deborah Meyers, Superintendent, Finance and Supply Chain Services, Chief Financial Officer, Corporate Treasurer Shay Khan, Manager, Corporate Planning & Reporting Chantelle Wellock-Bolt, Manager, Corporate Services & Performance Management

1 | Recommendation

It is recommended:

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

2 | Issue

The CBE initiated a comprehensive community engagement project about how student fees are set with a view to the 2012-13 school year. The results of the community engagement will be shared by the lead consultant who was engaged to oversee the consultation.



3 | Background

The CBE committed to conduct a comprehensive community engagement process before setting any fees for the 2012-13 school year.

The project had a clear purpose: To have fees which meet CBE's financial objectives, reflect meaningful and representative community engagement and that can be understood by an average parent.

Following a competitive selection process, the CBE engaged consultants to oversee the process. Stormy Lake Consulting and the Environics Research Group were chosen for their combination of relevant experience, approach and price. The cost of a consultant was considered an investment in the credibility and impartiality of the process.

Between focus groups and an online survey, more than 4,000 people from the community participated. The online survey had 3,801 responses—99.4 per cent of whom reported to be parents of CBE students.

We learned that parents have clear expectations for how fees are set, managed and communicated. The findings will influence how specific fees are set for 2012-13. The fees within the scope of the review include:

- instructional supplies and materials (ISM);
- music instrument rental,
- noon supervision; and
- transportation.

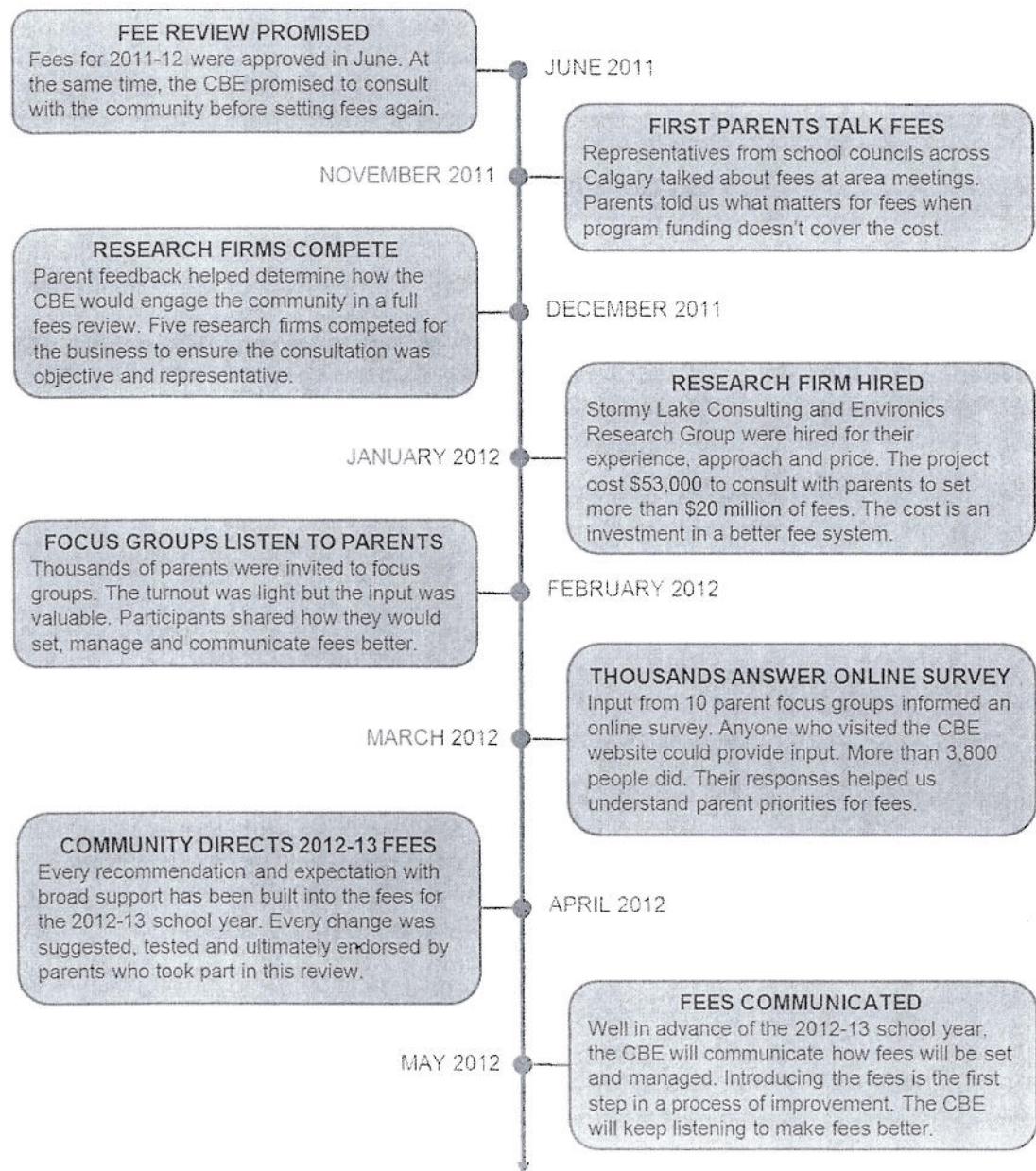
Stormy Lake Consulting will bring the voice of parents to the public meeting of the Board of Trustees on April 3. The presentation will include the qualitative and quantitative input from parents. The information provides the context for the principles included in the budget assumptions report for the Board of Trustees on March 20.

The attachments, presentation April 3 and the subsequent question period will enable the Board of Trustees and public to fully understand parent input for how fees will be set, managed and communicated.

4 | Financial Impact

The hard costs associated with this project are the fees for consulting (just under \$53,000) and some incidentals related to providing snacks and drinks at focus groups (less than \$300). The costs are considered to be an investment in how the CBE better sets, manages and communicated student fees totalling more than \$20 million of student fees for: instructional materials and supplies; musical instrument rental; noon supervision and transportation.

Overview of the Fees Community Engagement Process



5 | Implementation Consequences

The input from the community engagement process will influence how student fees are set for the 2012-13 school year. Administration is working through the detailed budgets to present the fees framework at the public meeting of the Board of Trustees on April 17, 2012.

6 | Conclusion

The CBE committed to consultant widely with the community before setting specific student fees for the next school year. This report and the attachments represent the voice of more than 4,000 people who generously and thoughtfully provided input. We have listened to parents and what matters most to them as we consider fees. We look forward to bringing the voice of parents into the public meeting and, just two weeks later, explaining how we have been guided by the community engagement to set, manage and communicate fees for 2012-13.



NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOL

ATTACHMENTS

Attachment I: School Fees Community Engagement Executive Summary, by Stormy Lake Consulting

GLOSSARY – Developed by the Board of Trustees

Governance Culture: The Board defined its own work and how it will be carried out. These policies clearly state the expectations the Board has for individual and collective behaviour.

Board/Chief Superintendent Relationship: The Board defined in policy how authority is delegated to its only point of connection – the Chief Superintendent – and how the Chief Superintendent's performance will be evaluated.

Operational Expectations: These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.

Results: These are our statements of outcomes for each student in our district. The Results policies become the Chief Superintendent's and the organization's performance targets and form the basis for judging organization and Chief Superintendent performance.

School fees community engagement

EXECUTIVE SUMMARY

MARCH 9, 2012

The purpose of the school fees project is to have fees that meet CBE's financial objectives, reflect meaningful and representative community engagement and can be understood by an average parent.

Stormy Lake Consulting and Environics Research Group were hired to conduct a qualitative engagement and a quantitative research study to gather parent input into the values and principles that should inform the setting of school fees. Qualitative and quantitative research was conducted in February and early 2012.

- Six parent engagement sessions were held in February 2012 with a participation of 41 parents. This included elementary junior high and senior high schools.
- Two school administration engagement sessions were held with more than 110 school representatives involved.
- All parents within CBE were invited by school principals to complete a 15-minute on-line survey. 3,801 participants completed the survey, - of which 3,778 had children in the system.
- 119 schools completed a similar, but shorter, on-line survey.

THE CONTEXT

The way that fees have been handled in the past contribute to several perceptions about CBE:

- **Unaccountable** – CBE doesn't have to be accountable because it can always collect any shortfalls from parents through fees
- **Threatening** – when it is positioned that fees must be collected or the dollars are taken away from the instructional budget, it is viewed as bullying. As well, the increased use of collection agencies has reinforced this perception.
- **Inflexible** – the CBE as a whole is viewed to be inflexible
- **Secretive** – the true costs of providing services isn't portrayed accurately

THE FOUNDATION OF TRUST

The principles on which fees are calculated rest on a foundation of trust. If CBE is not trusted, its application of the principles will not be accepted.

A MODEL OF VALUES AND PRINCIPLES

Principles rest on a foundation of putting **children first** and beliefs about the (free) **public education** system.

The principles that guide how fees should be **set** are distinct from the principles about how fees should be **communicated** and how the fee-based services should be **managed**.

The outcome of a disciplined and consistent application of the principles is **earning trust**.



THE FOUNDATION

Accessibility (Children First)

Accessibility was the highest ranked value through the staff engagement sessions, and was also echoed back through the parent sessions.

“The neighbourhood that a child is in shouldn't impact their future success in life and their current choices on education.” - Parent

PRINCIPLES THAT GUIDE **SETTING FEES**

User Pay

- If you **choose** to use the service, you should pay for the service. But, a user-pay model should not cause an unreasonable hardship on anyone, nor should it make public education inaccessible to students.
- There is a strong rejection of one group of users subsidizing other users. Cost should be borne by the system, **not subsidized** by parents who pay fees.
- An important aspect of user-pay (that ties into accountability and transparency) is the very strong belief that the money you pay should go only towards the service or item outlined in the agreement.

User-Pay Noon-Supervision

While the quantitative study shows a strong support for bussed students not paying for noon supervision, the qualitative engagement came to a much different conclusion. If you stay at school for lunch, you should pay for lunch.

Need for Consistency

People are confused by inconsistencies from school to school and would like to see consistent policies and guidelines between schools (e.g., noon-supervision ratios).

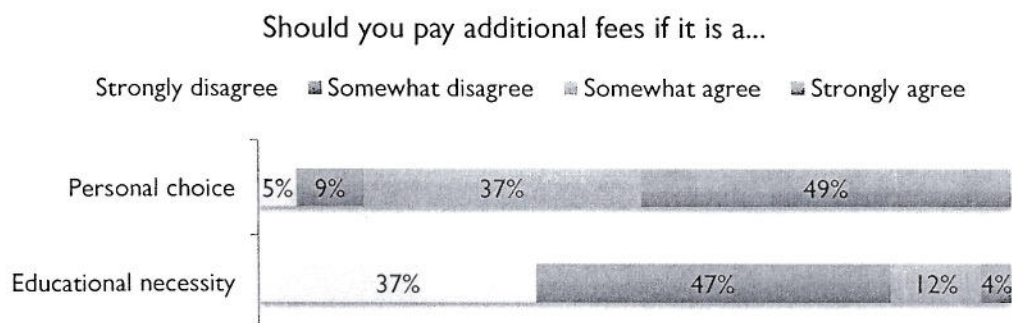
Choice

As parents discussed the application of a user-pay model, the issue of choice arises in two distinct ways - as an **educational necessity** or as a **personal choice**:

Educational necessity includes children with exceptional needs attending a necessary program or school. Other definitions were unclear and debated.

Personal choice includes most children attending alternative programs, moving into a community without a local school, choosing to leave your child at school for lunch, choosing to bus your child to school rather than drive (regardless as to whether you live within or beyond the bus limit).

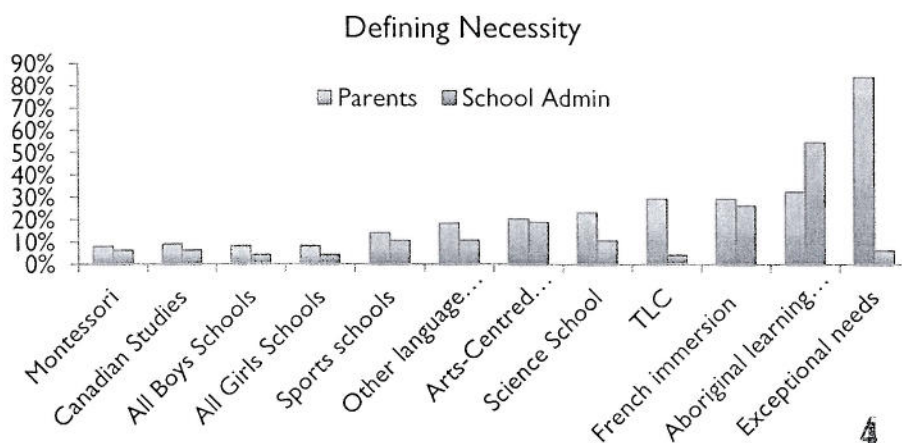
Parents are very clear that fees should not be paid if it is an educational necessity.



When parents are “forced” to go to a certain school, such as due to a school closure or a lottery system, they also believe that it is unfair to be charged the associated fees.

Parents, both those who have children attending alternative programs and not, believe that all alternative programs are a personal choice. **If** there are additional costs associated with an alternative school or transportation to the school, the parents are prepared to pay additional fees. (Note the strong emphasis on “if.”)

While parents believe that exceptional - needs programs are an educational necessity, the school administrators do not. By contrast, school administrators, are more likely to believe that Aboriginal programs are an educational necessity than parents do.



PRINCIPLES THAT GUIDE **MANAGING FEES**

Accountability and Transparency

Parents distinguish between accountability and transparency, but they expect both.

Accountability is CBE being accountable for making the best decision possible.

Transparency is being open and showing how you get to the numbers and on what basis those decisions are made.

Stewardship

Parents do not believe that CBE is doing all that it can to reduce the costs of delivering services. If CBE is to be trusted to collect fees, they must also carefully manage the associated expenses.

PRINCIPLES THAT GUIDE **COMMUNICATING FEES**

Simplicity

- Parents distrust what they cannot understand. There is a need to simplify how fees are set and calculated so that all parents can understand them.

Clarity

- All parents expect clarity from CBE: exactly what is being charged, how was it calculated and what is it being used for.
- There are specific issues with ESL families not understanding what fees are for and how they should be paid. It appears that the primary communications vehicle is, again, the fee form.

PRINCIPLES FOR **HARDSHIP AND WAIVERS**

Affordable

All parents want education to be affordable for others and for themselves.

Waivers

Allowing more families to qualify for waivers offsets the user-pay system and helps to ensure that education is accessible. Waivers are essential for the benefit of children (more than for families).

Family Maximums

While having many children is seen to be a choice, and parents should pay the fees associated with that choice (e.g., no family maximum), a more nuanced waiver process that accounts for having multiple children is seen to be a fair solution.

Defining Hardship

Both parents and administrative staff agree that the waiver standard is too low and should be adjusted to today's standard of living. The Alberta Child Health Benefit (ACHB) might be the right vehicle, but awareness of this standard is extremely low.

DIRECTIONS FROM CONSULTATION

Synthesizing the input from parents through this consultation would result in the following:

Children First

The CBE statement that:

No student will be denied access to instructional supplies and materials due to an inability to pay an instructional supplies and materials fee.

Should be broadened to include all educational necessities

Setting Fees

- Only the costs associated with the service should be charged to users.
- Separate reasons for transportation into educational necessity and personal choice. Only charge fees for personal choice transportation.
- Separate transportation fees from noon supervision fees.
- Examine the true cost of noon supervision and ensure the fees match the costs.
- Every child who stays for lunch pays for noon supervision.
- Set guidelines for noon supervision ratios at schools.

Managing Waivers

- Pay for all (transportation, ISM and noon supervision) waivers out of the overall CBE budgets.
- Phase in fee increases if they are significant.
- Consider encouraging greater take-up of the ACHB to help minimize hardship.

Other Considerations

- Consider offsetting fees when a parent is faced with a “forced choice.”
- If alternative programs have been placed in schools to keep them open, then it is reasonable for CBE to partially subsidize the incremental transportation costs.
- When children are bussed because the school they were attending was closed, could a “transitional waiver” on transportation fees be offered to those parents who are directly affected?

Communication Channels

- The primary tool to communicate fees appears to be the form that outlines how much you pay. This form has no information about why and how fees are set. This should be the primary communications channel for the principles and transparency.
- It should be made clear to parents that the walk-limit ensures access to the bus, not subsidization of transportation.
- As part of clarity and transparency, show parents the math, simply.

report to Board of Trustees

Reasonable Interpretation Operational Expectations OE12: Facilities

Date	April 3, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Decision
Originator	Frank Coppinger, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Board/Chief Superintendent Relationship B/CSR 5: Chief Superintendent Accountability Operational Expectations OE-8: Communication With and Support for the Board
Resource Person(s)	Eugene Heeger, Director, Capital Planning & Development Services Dieter Hoerz, Director, Central Facility Services Catherine Fradgley, Director, Facility Operations Ross Jaques, System Principal, Facilities and Environmental Services Karen Barry, System Principal, Planning and Transportation Services

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the reasonable interpretation of OE-12: Facilities.
- THAT the Board of Trustees determines an appropriate date for presentation of the monitoring report for OE-12: Facilities.



2 | Issue

Board of Trustees' governance policy B/CSR 5 states the "Board will acquire monitoring data on *Results* and *Operational Expectations* policies by one or more of three methods." One of these methods is "by *Internal Report*, in which the Chief Superintendent submits information that certifies and documents to the Board compliance or reasonable progress;"

Board of Trustees' governance policy OE-8: Communication With and Support for the Board asks the Chief Superintendent to "submit required monitoring data in a thorough, accurate and understandable fashion, according to the Board's annual work plan schedule, and including both Chief Superintendent interpretations and relevant data to substantiate compliance or reasonable progress."

3 | Conclusion

The attached report presents a reasonable interpretation, including interpretations and indicators, for Board of Trustees' approval prior to monitoring OE-12: Facilities.


NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENT: Reasonable Interpretation of OE-12: Facilities

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

Governance: Defining values in policy that establish the vision and *Results* to be achieved by students. Defines organizational performance of the district's employees, holding them accountable for that stated standard of performance.

Board/Chief Superintendent Relationship: The Board defined in policy how authority is delegated to its only point of connection – the Chief Superintendent – and how the Chief Superintendent's performance will be evaluated.

Results: These are our statements of outcomes for each student in our district. The Results policies become the Chief Superintendent's and the organization's performance targets and form the basis for judging organization and Chief Superintendent performance.

Operational Expectations: These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.

Reasonable Interpretation: Once the Board has stated its values in policy, the Chief Superintendent is required to "interpret" policy values, saying back to the Board, "here is what the Board's value means to me." The Board then judges whether this interpretation is reasonable. In other words, does the Chief Superintendent "get it?" This reasonable interpretation is the first step required in monitoring compliance on *Operational Expectations* and monitoring reasonable progress on *Results*.



OE-12: Facilities REASONABLE INTERPRETATION REPORT

April 3, 2012

Attachment

The Chief Superintendent shall ensure that physical facilities support the accomplishment of the Board's *Results* policies.

Interpretation |

- The Chief Superintendent interprets the intent of OE-12: Facilities to be the assurance that existing and planned school facilities provide physical learning and working environments which are conducive to student learning and ultimately the achievement of the Board's Results.

The facility requirements of the Calgary Board of Education encompass the need to provide new schools, to modernize existing schools, to improve functionality to meet new curriculum and school program requirements, and to renovate existing schools to address essential asset lifecycle maintenance.

- The Chief Superintendent interprets *ensure* to mean that facilities and the components within are operationally sound and that the Calgary Board of Education is in compliance with all facility related regulations and legislation.
- The Chief Superintendent interprets *support* to mean that learning environments are kept operational and that the physical facilities offer no long term hindrances to student learning.
- The Chief Superintendent interprets *physical facilities* to mean all land and buildings owned or occupied by the Calgary Board of Education. This covers schools, administrative centres, operation depots, compounds, playgrounds, parking lots and sport fields.
- The Chief Superintendent interprets *accomplishment* to mean that, in general and consistent terms; physical facilities enhance the opportunity for students to learn and to complete high school.
- The Chief Superintendent interprets the *Board's Results Policies* to mean in accordance with the Three-Year Education Plan, which is the strategy designed to accomplish the Board's Results and Operational Expectation goals.



OE-12: Facilities REASONABLE INTERPRETATION REPORT

The Chief Superintendent will:

- 12.1 Develop a plan that establishes priorities for construction, renovation and maintenance projects that is based upon the needs of the entire organization and that:
- assigns highest priority to the correction of unsafe conditions;
 - includes preventive maintenance and system replacement cost estimates as necessary to enable facilities to reach their intended life cycles;
 - discloses assumptions on which the plan is based, including growth patterns and the financial and human impact individual projects will have on other parts of the organization;
 - ensures that facility planning and design decisions appropriately consider environmental impacts, including eco-efficiency and sustainability; and
 - ensures the effective and efficient use of capital funding that demonstrates responsible stewardship of resources.

12.1 Develop a plan that establishes priorities for construction, renovation and maintenance projects that is based upon the needs of the entire organization.

Interpretation |

- The Chief Superintendent interprets this provision to mean the development of a series of long-range capital plans which outline the rankings for new school construction, replacement school construction and school preservation/major modernization projects. This is achieved through an annually prepared Ten-Year System Student Accommodation and Facilities Strategy, a Three-Year School Capital Plan, Three-Year Student Accommodation Plan, Three-Year Modular Plan and Three-Year Infrastructure, Maintenance and Renewal (IMR) Plan.
- The *needs of the entire organization* are interpreted as the facility requirements to deliver required education programs identified by schools and departments in the Calgary Board of Education.



OE-12: Facilities REASONABLE INTERPRETATION REPORT

Indicators of Compliance |

- Provision, each year, of a Ten-Year System Student Accommodation and Facilities Strategy and a Three-Year Student Accommodation Plan to the Board of Trustees for information.
- Submission, within the provincial time frames each year, of a Three-Year School Capital Plan and a Three Year Modular Plan to the Board of Trustees for approval and submission to Alberta Education.

12.1 a. assigns highest priority to the correction of unsafe conditions;

Interpretation |

- The Chief Superintendent interprets this provision to mean that the plan will recognize that any remediation project, required to mitigate any identified health and safety issue, will be given a status above all other projects in the plan. *Unsafe conditions* are interpreted to mean any condition of a physical facility that presents a potential of harm to occupants, whether that condition is known, anticipated or of an emergent nature.

Indicators of Compliance |

- 100% of all appropriation of Infrastructure Maintenance and Renewal funding for emergent and planned safety related maintenance work conforms to the provincial guidelines, which stipulate Priority 1 - Health and Safety.
- 90% of all formally advanced safety related concerns (i.e., Indoor Environmental Quality (IEQ) Concern Registration and Unsafe Condition Report) are addressed within the established timelines. (At present 3 days for IEQ and 5 days for Unsafe Condition).

12.1 b. includes preventive maintenance and system replacement cost estimates as necessary to enable facilities to reach their intended life cycles;

Interpretation |

- The Chief Superintendent interprets this provision to mean:
 - a. that a facility condition assessment summary, which details cost estimates of required facility component replacements and a total deferred maintenance cost, will be prepared annually,



OE-12: Facilities REASONABLE INTERPRETATION REPORT

- b. that the Three Year Infrastructure Maintenance and Renewal (IMR) Plan will outline the projects that are planned to be implemented within the approved provincial funding for this purpose, and
 - c. that a preventive maintenance (PM) plan, which details both required and standard facility and equipment preventive maintenance, will be prepared annually.
- The Chief Superintendent also interprets this provision to mean that the replacement of physical facility system components (e.g. heating plants, windows, floor coverings, lockers) is integral to the achievement of the facility design life. Component replacement activities must be planned, aligned with system-wide needs and delivered in order of the highest identified needs. Priorities are to be based on cyclical schedules, existing conditions and component lifecycle considerations.

Indicators of Compliance |

- 95% of active CBE school facilities, constructed more than ten years ago, have a condition assessment undertaken within the last five years. These assessments will include reasonably accurate cost estimates of all facility components due for replacement.
- 100% of all planned facility component renewal projects in the Three-Year IMR Plan incorporate reasonably accurate cost estimates and are compliant with provincial requirements.
- 100% of required preventive maintenance routines (e.g. fire alarm testing, boiler inspections, elevator inspections and emergency light testing) are incorporated into the annual plan.
- 80% of standard preventive maintenance routines (e.g. play structure inspections, heat exchanger inspections, boiler water treatment, moving machinery lubrication and air filter changes) are included in the budgeted preventive maintenance plan.

12.1 c. discloses assumptions on which the plan is based, including growth patterns and the financial and human impact individual projects will have on other parts of the organization;

Interpretation |

- The Chief Superintendent interprets *discloses assumptions* on which the plan is based to mean that a Three-Year System Student Accommodation Plan will be developed that includes the rationale which are used for student accommodation decisions.



OE-12: Facilities REASONABLE INTERPRETATION REPORT

- The Chief Superintendent interprets *growth patterns* to be data related to enrolment trends in schools, as determined from pre-school census and community development.
- The Chief Superintendent interprets *financial and human impact individual projects will have on other parts of the organization* to mean that, besides the estimated costs of individual projects, that impacts on students, parents and communities, and the changes to staffing, would also be included in the Plan.

12.1 d.ensures that facility planning and design decisions appropriately consider environmental impacts, including eco-efficiency and sustainability;

Interpretation |

- The Chief Superintendent interprets *environmental impacts* as those aspects which include siting, water use, energy use, local materials and resources, environmental quality and innovation, which ensure that facilities and infrastructure are constructed, managed and operated in an ecologically responsible and sustainable manner.
- Facility and building efficiency and ventilation and lighting systems are to be improved continuously in a way that positively impacts student health. These impacts may be accomplished through better design, construction, operation and maintenance.
- *Eco-efficiency and sustainability* is interpreted as the CBE's ongoing commitment to an environmentally friendly building design for new schools, as outlined in the Leadership in Energy and Environmental Design (LEED) Silver environmental standard, or equivalent standard.

Indicators of Compliance |

- 100% of all new schools, constructed by the Calgary Board of Education, are completed to the LEED Silver standard.
- 90% of modernization projects incorporate the most affordable, innovative and energy efficient solutions to optimize the life cycle cost and return on investment.
- 80% of maintenance projects replacing fixtures and equipment utilize energy efficient and sustainable products.
- 100% of all approved requests for school site naturalizations and school gardens are completed.



OE-12: Facilities REASONABLE INTERPRETATION REPORT

12.1 e. ensures the effective and efficient use of capital funding that demonstrates responsible stewardship of resources.

Interpretation |

- The Chief Superintendent interprets *effective and efficient use*, as demonstrated by the priority allocation and use of resources, and the ranking of projects with the minimum wastage and unnecessary effort by consultants and employees.
- *Capital funding*, is interpreted as funding provided by the Provincial Government, subject to the provisions of the Provincial School Capital Manual, and/or funding identified by the Capital Budget Council.
- *Responsible stewardship* is interpreted as to how the funding is prioritized, allocated, administered and monitored, including how the expenditures are regularly reported back to the Provincial Government and to the Board.

Indicators of Compliance |

- 100% of provincially funded capital projects, undertaken by the CBE, are completed within approved budgets and on schedule.
- 100% of CBE funded capital projects are completed within approved budgets and on schedule.

12.2 Ensure that facilities are safe, clean and properly maintained.

Interpretation |

- The Chief Superintendent interprets *safe* to mean that the physical learning environment is free from potential harm to students, and that the work environment is compliant with all legal requirements.
- The Chief Superintendent interprets *clean* to mean that CBE schools and facilities are cleaned to a standard which supports occupant health and wellness.
- The Chief Superintendent interprets *properly maintained* to mean that CBE schools and facilities are maintained to support the functionality of the learning and work environment.



OE-12: Facilities REASONABLE INTERPRETATION REPORT

Indicators of Compliance |

- 100% of formally advanced safety related concerns (i.e., Indoor Environmental Quality Concern Registration and Unsafe Condition Report) are addressed, as evidenced by the completed corrective measures taken.
- Not more than 80 Unsafe Condition Reports are received and investigated each year.
- 90% of maintenance work orders, requiring adherence to a provincial code, are inspected for conformance with the applicable technical provincial codes.
- 98% of CBE schools and facilities are assessed annually at least at the Level 2 "Ordinary Tidiness" standard of caretaking and cleanliness.
- 100% of emergency maintenance and repair work requests are responded to within 24 hours.
- 80% of regular maintenance and repair work requests are corrected within two months of registration.

The Chief Superintendent shall not:

12.3 Build or renovate buildings.

Interpretation |

- The Chief Superintendent interprets *build or renovate buildings* to mean all new schools and major school building modernization projects, costing more than \$2.5 million, not approved by the Board and authorized by the Government of Alberta, and which are prescribed by the policies, procedures and guidelines of the School Capital Manual.

Indicators of Compliance |

- 100 % of new school construction and major infrastructure projects, greater than \$2.5 million are approved by the Board.



- Nine Construction Status Reports, to inform on progress of approved new school construction and major infrastructure projects, greater than \$2.5 million, are provided to the Board each year.

12.4 Unreasonably deny the public's use of facilities as long as student safety, student functions, and the instructional program are not compromised.

Interpretation |

- The Chief Superintendent interprets *unreasonably deny the public's use of facilities* to mean that schools are made available, where possible, for community and other third party use, through either lease agreements or rental contracts.
- The Chief Superintendent interprets *as long as student safety, student functions, and the instructional program are not compromised* to mean that appropriate guidelines and processes are in place, that ensure student safety and learning is not impacted by the public's access to schools.

Indicators of Compliance |

- 100% of school principals are consulted prior to the signing of a lease agreement. School principals shall have the ability to retain school space and time required for the instructional program and for student functions.
- Not less than 90% of lease requests for the use of vacant spaces within schools are approved.
- Not less than 80% of schools are made available for public use rental.

report to Board of Trustees

Consideration of Closure of the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program at Langevin School for the purpose of relocation

Date	April 3, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Decision
Originator	Frank J. Coppinger, Superintendent, Facilities and Environmental Services
Governance Policy Reference	<p>Governance Culture:</p> <p>GC-1: Board Purpose</p> <p>GC-3: Board Job Description</p> <p>Operational Expectations:</p> <p>OE-1: Global Operational Expectation</p> <p>OE-3: Treatment of Owners</p> <p>OE-8: Communicating With and Support for the Board</p> <p>OE-9: Communicating With the Public</p> <p>OE-12: Facilities</p>
Resource Person(s)	<p>Karen Barry, System Principal, Planning and Transportation Services</p> <p>Susan Church, Director, Area II</p> <p>Janice Barkway, Director of Client Services, Legal Affairs</p>

1 | Recommendation

It is recommended:

- THAT the Minutes of the Public Meeting of March 12, 2012, attached to this report as Attachment I, be approved by the Board of Trustees.



2 | Issue

The *Province of Alberta School Act, Closure of Schools Regulation (Closure of Schools Regulation)* identifies 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 *Closure of Schools Regulation* 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.

3 | 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 January 24, 2012, the Board of Trustees passed a motion to proceed with a consideration of closure of the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program at Langevin School for the purpose of relocation.

The attached chart identifies the timelines and actions taken in compliance with the *Closure of Schools Regulation*. (Attachment II - Relevant Excerpts from *Closure of Schools Regulation* - Consideration of Closure of the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program at Langevin School)

4 | Conclusion

The Calgary Board of Education has complied with the requirements of the *Closure of Schools Regulation*. The Board of Trustees is now in a position to deliberate and to decide, by resolution, whether to close the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program at Langevin School for the purpose of relocation. Any such resolution may be considered as of April 3, 2012 and must be considered before the end of this current school year.



NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS:

- | | |
|-----------------|--|
| Attachment I: | Minutes of the Public Meeting Respecting the Consideration of Closure of the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program at Langevin School |
| Attachment II: | Relevant Excerpts from <i>Closure of Schools Regulation</i> – Consideration of Closure of the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program at Langevin School |
| Attachment III: | Written Notice Respecting the Consideration of Closure of the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program at Langevin School |



Attachment IV:	Agenda Public Meeting Respecting the Consideration of Closure of the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program at Langevin School
Attachment V:	Letter to His Worship Mayor Nenshi Regarding the Consideration of Closure of the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program at Langevin School
Attachment VI:	Written Submissions Received after the Public Meeting Respecting the Consideration of Closure of the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program at Langevin School

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

Governance Culture: The Board defined its own work and how it will be carried out. These policies clearly state the expectations the Board has for individual and collective behaviour.

Board/Chief Superintendent Relationship: The Board defined in policy how authority is delegated to its only point of connection – the Chief Superintendent – and how the Chief Superintendent's performance will be evaluated.

Operational Expectations – These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.

Results: These are our statements of outcomes for each student in our district. The Results policies become the Chief Superintendents's and the organization's performance targets and form the basis for judging organization and Chief Superintendent performance.



Calgary Board of Education

Minutes of the Public Meeting regarding Consideration of Closure for the Purpose of Relocation of the Chinese (Mandarin) Bilingual Program at Langevin School, held in the Langevin School Gymnasium, 107 – 6A Street NE, Calgary, Alberta on Monday, March 12, 2012 at 7:00 p.m.

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. J. Bowen-Eyre, Trustee – Wards 1 & 2
Mr. G. Lane, Trustee – Wards 6 & 7

Administration:

Ms. K. Barry, Moderator and Chair of the Public Meeting
Ms. S. Church, Director, Area II, Co-Chair of the Public Meeting
Ms. N. Johnson, Chief Superintendent of Schools
Ms. J. Barkway, Office of the Corporate Secretary, Procedures Chair
Ms. A. McNaught, 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 Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program, for the Purpose of Relocation, Monday, March 12, 2012”, 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.

Ms. K. Barry, System Principal, Planning and Transportation Services called the meeting to order at 7:03 p.m. and noted she 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). She introduced the Trustees present and the CBE Administration. She also noted the attendance of Ms. L. Lytle, Principal, Langevin School, as well as Mr. M. Nelson, Acting Principal, Colonel Irvine School, Ms. C. Cheung, Principal of Highland School and Ms. J. Hugill, Principal, Midnapore School.

Ms. Barry informed that the meeting was being recorded on video for the purpose of maintaining an accurate internal record of the proceedings and that the minutes of the meeting would be available on the website at www.cbe.ab.ca prior to the Board of Trustees making its decision.

OPENING REMARKS

Chief Superintendent Johnson thanked everyone for attending the meeting and for the significant time commitment that many people had previously made in relation to this matter. She shared comments about the advisory role and the support role that

Administration plays leading up to and following the formal legislated closure consideration process, which is summarized as follows:

Administration's Planning and Transportation Services department initiated and coordinated an engagement process with the community some time ago, most significantly from September through December 2011 to address the opportunities and challenges associated with the possible closure of the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program at Langevin School, for the purpose of relocation.

Many 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 feedback. 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 January 24, 2012 and, after deliberation, the Board of Trustees decided to consider the closure of the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program at Langevin School, for the purpose of relocation.

The fact that the Board of Trustees is prepared to consider the closure, for the purpose of relocation, of the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program at Langevin School 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 has reviewed and as a consequence of input from the public, decided not to follow.

The Board of Trustees has sole authority and responsibility for the closure consideration process. Administration's role since January 24, 2012 has been, and will be, to provide the Board of Trustees, the school community and the general public with full and total support in providing relevant information and answers to questions.

PURPOSE OF THE MEETING AND ROLE OF THE BOARD OF TRUSTEES

Ms. Barry 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, which is summarized as follows:

On Tuesday, January 24, 2012, 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 Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program at Langevin School, for the purpose of relocation.

The Board of Trustees has the sole responsibility and authority to make closure decisions. No decision has been made at this time.

Based on information provided by Administration, a *Written Notice Regarding the Consideration of Closure for the Purpose of Relocation of the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program at Langevin School* was issued by the Board of Trustees, which is only one part of the information that has been, and will be, reviewed and considered by Trustees. In accordance with Alberta legislation, before making any final decision on a matter such as this, the Board follows a process to secure additional community input.

That process involves providing important and relevant information to the community – the *Written Notice* – and reviewing it with the community. It also involves providing the community and other concerned members of the public an opportunity to impact the Board's decision by providing its input. At the public meeting, Trustees want to augment their understanding of the information presented in the *Written Notice* by hearing the public's observations, submissions and questions. Following the public meeting, the public will have an additional opportunity to ask further written questions and make further written submissions.

Trustees, as the final decision makers, are present to listen and to observe. 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 program closure consideration on Tuesday, April 3, 2012.

The Board's ongoing commitment is to provide educational programs and services in suitable facilities throughout Calgary. To honour that commitment, the Board needs to take into consideration student populations, the demand for programs, available resources, and any other factors that may be significant. Although it may consider financial factors, such as costs of the school or program, there are many other equally important considerations that impact the Board's examination of any school's circumstances, such as 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 for the purpose of relocation is a very serious matter to the Board of Trustees and it is very significant to the students, parents and other concerned members of the community. Because of that, the Board wants public input around this very important matter.

REVIEW OF THE WRITTEN NOTICE

Ms. Barry indicated that copies of the Agenda and the *Written Notice* were available on the table near the entrance door of the gymnasium. She 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 2, 2012 to submit

written follow-up questions and until 9:00 a.m. on Tuesday, April 3, 2012 to provide further written submissions to the Trustees regarding this closure consideration.

A PowerPoint presentation was given that provided an overview of the *Written Notice*. The following is a summary of the presentation given by Ms. Barry.

The Issue

There is a need to provide an alternate location that can accommodate the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program into the future.

Background

The Chinese (Mandarin) Bilingual Program opened at Langevin School in 2001 for kindergarten to Grade 9 students. Due to increased enrolment the kindergarten to Grade 6 program moved to King George School in 2007, and relocated to a stand-alone site at Highwood School in 2011. Highwood School is located in the community of Highwood and is adjacent to Colonel Irvine School.

Enrolment in the Chinese (Mandarin) Bilingual Program has grown from 70 students in 2001 to 329 students in 2011, with growth primarily in kindergarten to Grade 6. For example, in 2002 there were a total of 4 kindergarten students enrolled compared to enrolment of 79 kindergarten students in 2011.

Summary

The following are identified as both opportunities and challenges:

- Projected enrolment in the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program cannot be accommodated at Langevin School.
- Langevin School is anticipated to operate at or near capacity with the current demand for the Science Program.
- There is an opportunity to accommodate the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program students at Colonel Irvine School where the elementary and junior high Chinese (Mandarin) Bilingual programs would be in close proximity.
- There is a potential for alignment of school scheduling and shared bus routes for elementary and junior high Chinese (Mandarin) Bilingual students.

SECTION A: How would the closure affect the school attendance and attendance area(s)?

1. How would the closure affect the school attendance and attendance area(s)?

The attendance area for the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program is the entire CBE boundary; therefore, a decision to close the program for the purpose of relocation would not affect the attendance area. The relocation of the program, while

not affecting the attendance area, means that students would be designated to Colonel Irvine School and not designated to Langevin School.

Langevin School will continue to offer a Science Program and the attendance area will remain the same.

The map on page 4 of the *Written Notice* depicts the attendance area and the location of Langevin School, where the Chinese (Mandarin) Bilingual Program is currently located, and Colonel Irvine School, the proposed location of the program. The two elementary school locations for the Chinese (Mandarin) Bilingual Program are Highwood School and Midnapore School.

2. How many students would need to be relocated if the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program were to close and relocate?

Students in the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program would be designated to Colonel Irvine School effective the 2012-2013 school year.

There are a total of 19 Grade 7 and Grade 8 students (based on September 30, 2011 enrolment), enrolled in the Chinese (Mandarin) Bilingual Program at Langevin School. These 19 students would be relocated to Colonel Irvine School.

The chart on page 3 of the *Written Notice* shows the enrolment at Langevin School as of September 30, 2011.

3. How would the relocation of the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program affect attendance at other schools?

Colonel Irvine School offers a regular program which accommodates students in Grade 7 to Grade 9 from the residential districts of Beddington Heights, Country Hills South, Harvest Hills, Highwood, North Haven, North Haven Upper, Thorncliffe, Cambrian Heights and Rosemont.

Beddington Heights' students currently comprise approximately forty percent of the regular program enrolment at Colonel Irvine School. Effective the 2011-2012 school year, students from the Beddington Heights residential district had a change in designation from Colonel Irvine School to Sir John A. Macdonald School. This change in designation will result in excess capacity at Colonel Irvine School. Students currently from Beddington Heights are able to continue at Colonel Irvine School until the end of Grade 9.

The chart on page 5 of the *Written Notice* shows the enrolment at Colonel Irvine School as of September 30, 2011. The table, also on page 5 of the *Written Notice*, shows the projected enrolment at Colonel Irvine School, if the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program at Langevin School were to close. 42 students are projected to attend Colonel Irvine School in September 2012, including the current Grade 6 students from Highwood School.

Relocating the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program from Langevin School to Colonel Irvine School will provide this program with space to accommodate the projected enrolment. With enrolment projected to increase into the future, Colonel Irvine School also offers opportunities to effectively organize for instruction and be in close proximity to the elementary Chinese (Mandarin) Bilingual Program students at Highwood School.

The graph on page 6 of the *Written Notice* is a five year projection for Colonel Irvine School. Beginning the 2013-2014 school year, Colonel Irvine School will offer the Traditional Learning Centre Program (TLC) for Grade 5 to Grade 7 students who are designated to Dr. J.K. Mulloy School for kindergarten to Grade 4. TLC at Colonel Irvine School will expand to Grade 8 the following year.

SECTION B: Information on the CBE's long range Capital Plan

The CBE's Three-Year School Capital Plan 2012-2015, identifies project priorities for new school and replacement school construction and preservation/major modernization projects, and is submitted to the Province on an annual basis.

A decision to close and relocate the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program would have no implications relative to the CBE's long range capital plan.

The CBE's Ten-Year System Student Accommodation and Facilities Strategy provides 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: Are there implications with respect to busing?

It is anticipated that one new bus route will need to be established. Students in the Chinese (Mandarin) Bilingual Program would no longer be able to access existing buses at Langevin School. Students will be able to access bus routes that serve both Colonel Irvine School and Highwood School.

An increase of one bus would result in a net increase of approximately \$55,000 in order to provide transportation service for the students in the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program.

SECTION D: Educational, Programming and Staffing Impacts

1. What are the educational impacts associated with not relocating the program?

The Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program has a small enrollment and students are therefore integrated into the Science Program, which has a large number of field study days each year. This impacts the number of instructional hours available for Mandarin language learning.

Currently students from both programs are integrated for core classes and Career and Technology Foundation (CTF) in extended time blocks. The Chinese (Mandarin) Bilingual students come out of these blocks for their multi-grade Mandarin Language Arts class.

They take Mandarin Language and Culture during the fine arts block. If the program is not relocated, students would continue to miss integrated core instructional time during Mandarin Language Arts and miss instructional time in Mandarin during field studies. They would not have the opportunity to be in the school band because they miss this block in order to receive 30% of their instructional time in Mandarin.

2. What are the educational impacts associated with relocating the program?

With enrollment in the Chinese (Mandarin) Bilingual Program projected to increase in the future, Colonel Irvine School offers opportunities to organize effectively for Mandarin instruction. If the program is relocated students will take Mandarin Language Arts and Culture and Math in Mandarin without an impact on their core or CTF program instruction. They will be able to pursue areas of interest and passion beyond their Mandarin language instruction. They will have fewer field study days resulting in less interruption to language learning time.

The close proximity of Colonel Irvine School to the elementary Chinese (Mandarin) Bilingual program creates an opportunity for other programming considerations.

3. What would be the impact on staffing if the program were to close and relocate?

Resources are allocated to schools based on a per school base allocation, student enrolment and student profile. Should the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program at Langevin School be relocated, resource allocation levels would be adjusted at Colonel Irvine School to reflect the projected student enrolment and profile for 2012-2013; the majority of the 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, 2012 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. 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 CBE 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

Financial Implications:

If the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program at Langevin School is closed and relocated, the financial impacts are anticipated to be as follows:

Facility operational cost implications would be negligible as both affected schools would remain operational.

Transportation costs would increase by approximately \$55,000. Other operational costs would not be impacted.

Capital Implications:

Capital needs for Colonel Irvine School would not be impacted.

SECTION F: Future Facility Plans

If the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program at Langevin School is closed and relocated, Langevin School will continue to accommodate students in the Science Program and the ACCESS class.

RESPONSES TO PREVIOUSLY SUBMITTED OR ANTICIPATED QUESTIONS

Ms. Barry advised that there were no previously submitted questions; the following questions were anticipated based on questions raised during the engagement process.

Question: *When will the decision be made?*

Response: Trustees have indicated that they anticipate making a decision regarding this closure consideration on or about Tuesday, April 3, 2012, at the public board meeting.

Question: *How soon will parents be notified of changes to school schedule or setup since this change is slated for the 2012-2013 school year?*

Response: The Board of Trustees would send a letter regarding any decision following the April 3, 2012 meeting. Principals would then meet and develop transition plans for students using staff, student and parent input.

Question: *How long have families known about this potential relocation?*

Response: The possibility of relocating the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program evolved from discussions with parents during the engagement process in 2009-2010, when contemplating the move of the kindergarten to Grade 6 program to Highwood School.

Question: *What will happen to resources purchased for the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program?*

Response: All resources purchased for the program would move to Colonel Irvine School.

Question: *Is it possible to have a tour of Colonel Irvine School?*

Response: Once a decision is made by the Board of Trustees, Principals at both schools will create a transition plan for students. Touring the school would be part of that transition plan.

OPEN DISCUSSION – COMMENTS & QUESTIONS FROM PARENTS AND PUBLIC

Ms. Barry provided a brief review of the discussion guidelines, which are noted on the back of the Agenda. She 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 Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program at Langevin School for the purpose of relocation, and it would not be appropriate in the middle of the process for Trustees to respond directly to questions or to engage in debate. She asked that questions be directed to Director Church as the meeting Co-Chair and she would provide a response or she would direct the question to an appropriate CBE Administrator for response.

Mr. E. Foscolos, parent of grade 7 student, asked if there was an updated projection for grade 8 students moving into grade 9 as he believes that a lot of the grade 8 students might not move. Mr. Foscolos also asked about integrating bus schedules and when parents would know about that if the relocation is approved. He noted that currently the hours of Highwood School and Colonel Irvine School are very different.

Ms. Church responded to the first question stating that the projection is monitored based on parent and student choice around the program. If the number of students who choose not to move has a significant impact, the resource allocation model would be adjusted.

Ms. Church responded to the second question advising that the start times of Highwood School and Colonel Irvine School are currently linked to other schools due to shared bussing. The start times would be considered for adjustment if closure of the program for the purpose of relocation is approved. Administration would start working on that the beginning of April if the closure is approved and it would not take a long time to have that conversation.

Mr. R. Lu, commented that the projected enrolment for the regular program at Colonel Irvine School (page 6 of the *Written Notice*) is shown to decrease from 440 students in 2011 down to 326 students in 2012. He also noted the projection shows that 147 students would be coming from Dr. J.K. Mulloy School in the TLC program. He asked

why there is such a decrease in enrolment in the regular program. He also asked if other possible solutions were looked at for this relocation.

Ms. Church stated that the reason for the decrease is that for several years the community of Beddington Heights could not accommodate all of their students in kindergarten to Grade 6. As a result all of the Grade 6 students have gone to Colonel Irvine School and continued there through Grade 9. As of the 2011-2012 school year, those students have been designated to Sir John A. Macdonald School, closer to their community. This year at Colonel Irvine School there were no Grade 6 students from Beddington Heights, and next year there will be no Grade 7 students from that community.

Ms. Church responded to the second question about whether other possibilities were considered in addition to the proposed accommodation because of the program complexity that will be at Colonel Irvine in the future. CBE Administration looked at all of the available junior high spaces in Area II and the surrounding Areas. This proposed closure for the purpose of relocation is the most viable into the future. A significant factor is Colonel Irvine's proximity to Highwood School, where the elementary Chinese (Mandarin) Bilingual program is located, which was desired by parents in previous engagements.

CLOSING REMARKS

Ms. Church thanked everybody for attending the meeting and for providing respectful and insightful comments and input throughout the process and that evening.

Ms. Church noted that it is anticipated that the Board meeting to discuss and make a decision regarding the consideration of closure of the Chinese (Mandarin) Bilingual Program at Langevin School for the Purpose of Relocation would be Tuesday, April 3, 2012. 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. She advised that the public's input at the meeting this evening has been an important contribution to the Board of Trustees decision-making process. Further questions or submissions can be submitted in accordance with the timelines outlined earlier.

Ms. Church declared the meeting closed at 7:41 p.m.

Note to Reader:

The Minutes of the Public Meeting re: Discussion Respecting Consideration of Closure of the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program at Langevin School, held in the gymnasium, 107 – 6A Street NE, Calgary, Alberta on Monday, March 12, 2012 at 7:00 p.m. include the major points of discussion - they are not a verbatim transcript of the meeting.

Relevant Excerpts from <i>Closure of Schools Regulation</i>	Action:
<p>1 In this Regulation,</p> <p>(a) “closure” means any action referred to in section 2.</p> <p>2 A 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, or</p> <p>(c) repealed AR257/2003 s5,</p> <p>(d) transfer all students from one school building to one or more other school buildings on a permanent basis.</p>	
<p>4(1) Where a 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>January 24, 2012 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 Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program at Langevin School for the purpose of relocation, in accordance with the <i>Closure of Schools Regulation</i> and the <i>Board of Trustees’ Governance Process Policy 5E: Board of Trustees’ Procedure – Consideration of School Closure, sections 4 to 7.</i></p>

Attachment II: Relevant Excerpts from *Closure of Schools Regulation*
– Consideration of Closure of the Grade 7 to Grade 9
Chinese (Mandarin) Bilingual Program at Langevin School

<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>4(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>(g) the educational and financial impact if the school were to remain open;</p> <p>(h)&(i) repealed AR 257/2003 s7;</p> <p>(j) the time and location of the public meeting referred to in</p>	<p>February 29, 2012 – A written notice to parents/guardians (with attachments) was provided to the parents/guardians of students currently enrolled at Langevin School. (<i>Attachment III: Written Notice Respecting the Consideration of Closure of the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program at Langevin School</i>) This notice contained the information required by the <i>Closure of Schools Regulation</i>. Further, a copy was posted to the CBE web site.</p> <p>Prior to the public meeting scheduled for March 12, 2012 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 Friday, March 9, 2012.</p> <p>No submissions were received by the Director of Area II respecting the consideration of closure of the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program at Langevin School for the purpose of relocation.</p>
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section 5(1)(a).	
<p>4(3) A notice referred to in subsection (1)(b) may set out the following:</p> <ul style="list-style-type: none"> (a) the capital needs of the schools that may have increased enrolment as a result of the closure, and (b) the possible uses of the school building or space in the school building if <ul style="list-style-type: none"> (i) the entire school is being closed, or (ii) 3 or more consecutive grades in the school are being closed entirely. 	<p>The written material provided to affected parents/guardians supplied information regarding the CBE's <i>School Capital Plan 2012–2015</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 the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program at Langevin School is closed and relocated, Langevin School will continue to accommodate students in the Science Program and the ACCESS class.</p> <p>Copies of the written notice were provided at the public meeting for all attendees.</p>
<p>5(1) Where a board has given notice of 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"> (a) shall organize and convene a public meeting for the purpose of discussing the information provided to the parents under section 4, 	<p>March 12, 2012 - A public meeting was held at Langevin School to discuss the program closure under consideration. <i>(Attachment IV: Agenda Public Meeting Respecting the Consideration of Closure of the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program at Langevin 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 2, 2012 and written submissions by 9:00 a.m. on Tuesday, April 3, 2012.</p>
<ul style="list-style-type: none"> (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, and 	<p>January 31, 2012 – A letter was sent to the City of Calgary advising of the motion to consider the closure the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program at Langevin School for the purpose of relocation and inviting</p>

<p>(c) may hold other meetings with respect to the closure at times and places as the board may determine.</p>	<p>the Council to provide a statement to the Board of Trustees of the impact the closure may have on the community. <i>(Attachment V: Letter to his Worship Mayor Nenshi Regarding the Consideration of Closure of the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program at Langevin 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><u>Posters advertising public meeting</u></p> <p>Flyer-size notices indicating the date, place and time of the public meeting regarding the consideration of closure of the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program at Langevin School were posted on Friday, February 24, 2012. As well as on the outside of Langevin’s school door, locations included:</p> <ul style="list-style-type: none"> • Langevin School (inside) 107 – 6A St. N.E. • Colonel Irvine School 412 Northmount Dr. N.W. • Highwood School 11 Holmwood Ave. N.W. • Midnapore School 55 Midpark Rise S.E. • Highwood Community Center 16 Harlow Ave. N.W. <p><u>Road signs</u></p> <p>Five signs were installed on February 24, 2012, and remained until after the public meeting on March 12, 2012. The signs for the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program at Langevin School were confirmed at the following locations:</p> <ul style="list-style-type: none"> • Langevin School site – 107 – 6A St. N.E.

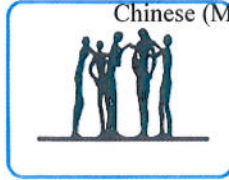
Attachment II: Relevant Excerpts from *Closure of Schools Regulation*
– Consideration of Closure of the Grade 7 to Grade 9
Chinese (Mandarin) Bilingual Program at Langevin School

	<ul style="list-style-type: none"> • Colonel Irvine School site – 412 Northmount Dr. N.W. • Highwood School site – 11 Holmwood Ave. N.W. • Midnapore School site – 55 Midpark Rise S.E. • Corner of Memorial Dr. and Edmonton Trail N.E. <p><u>Web site</u></p> <p>On January 25, 2012</p> <ul style="list-style-type: none"> • Consideration of School/Program Closures web page created • Created Web links to consideration of closure project page from: <ul style="list-style-type: none"> ▪ School web pages ▪ Area II page ▪ CBE main home page <p>As of March 1, 2012</p> <ul style="list-style-type: none"> • The Written Notice to Parents was posted on the closure consideration project page after being sent home to parents. <p>On February 3, 2012</p> <ul style="list-style-type: none"> • A notice of the public meeting was located on CBE public meetings calendar. <p>After the public meeting was held, the document ‘Board of Trustees’ e-mail address for submissions’ was added to consideration of closure page.</p>
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(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>Wednesday, February 29, 2012 and Saturday, March 3, 2012 - 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>
5(3) At least 2 Trustees of the board shall attend the public meeting referred to in subsection (1)(a)	Five Trustees were in attendance at the March 12, 2012 public meeting.
5(4) A board shall ensure that minutes of all public meetings held under this section are prepared.	<p>Minutes of the meeting were prepared (<i>Attachment I: Minutes of Public Meeting Respecting the Consideration of Closure of the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program at Langevin 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>
6(1) A board shall not make a final decision on the proposed closure until at least 3 weeks have passed since the date of the public meeting referred to in section 5(1)(a)	<p>The Board has advised the public that it will decide whether to close the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program at Langevin School for the purpose of relocation, on or about April 3, 2012. As of April 3, 2012 more than 3 weeks will have passed since the date of the public meeting.</p>
6(2) A board 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 2, 2012 (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 *Closure of Schools Regulation*
– Consideration of Closure of the Grade 7 to Grade 9
Chinese (Mandarin) Bilingual Program at Langevin School

	<p>Tuesday, April 3, 2012 (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 VI: Written Submissions Received after the Public Meeting Respecting the Consideration of Closure of the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program at Langevin School</i>) These have been circulated only to Trustees and retained for the corporate record. Note: If questions are received, those chosen for response are 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 writing of this report, no submissions have been received.</p>
6(3) A 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 Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program at Langevin School for the purpose of relocation began January 24, 2012.
7(2) Notwithstanding subsection (1), on the written request of the board, the Ministers may extend the school closure procedures beyond one school year.	



Calgary Board of Education
OFFICE OF THE BOARD OF TRUSTEES

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

**WRITTEN NOTICE REGARDING
CONSIDERATION OF CLOSURE
FOR THE PURPOSE OF RELOCATION
CHINESE (MANDARIN) BILINGUAL PROGRAM
AT LANGEVIN SCHOOL**

February 28, 2012

A public meeting for the purpose of discussing the information contained within this notice will be held:

Date: Monday, March 12, 2012
Time: 7:00 p.m.
Location: Langevin School Gymnasium
107 – 6A Street NE
Calgary, Alberta

INTRODUCTION

At a Regular Meeting on Tuesday, January 24, 2012, the Board of Trustees of The Calgary Board of Education (CBE) passed a motion to consider closure of the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program at Langevin School, to allow for its relocation¹. It is important to note that a 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 until parents and the public have had an opportunity to provide input with respect to this important community matter. The public meeting will provide those in attendance with an opportunity to be informed, participate in a discussion, ask questions and make statements respecting the information provided in this notice.

Enrolment in the Chinese (Mandarin) Bilingual Program is projected to increase and there is limited space at Langevin School for growth. Current enrolment is low in the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program, making it challenging to organize for instruction. Additionally, the integration opportunities between the Chinese (Mandarin) Bilingual Program and the Science Program are limited.

BACKGROUND

The Chinese (Mandarin) Bilingual Program opened at Langevin School in 2001 for kindergarten to Grade 9. Due to increased enrolment the kindergarten to Grade 6 program moved to King George School in 2007, and relocated to a stand-alone site at Highwood School in 2011. Enrolment in the Chinese (Mandarin) Bilingual Program has grown from 70 students in 2001 to 329 students in 2011, with growth primarily in kindergarten to Grade 6. For example, in 2002 there were a total of 4 kindergarten students enrolled compared to enrolment of 79 kindergarten students in 2011. Highwood School is located in the community of Highwood and is adjacent to Colonel Irvine School.

There is a need to provide an alternate location that can accommodate the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program into the future.

The following are identified as both opportunities and challenges:

- Projected enrolment in the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program cannot be accommodated at Langevin School.
- Langevin School is anticipated to operate at or near capacity with the current demand for the Science Program.
- There is an opportunity to accommodate the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program students at Colonel Irvine School where the elementary and junior high Chinese (Mandarin) Bilingual programs would be in close proximity.
- There is a potential for alignment of school scheduling and shared bus routes for elementary and junior high Chinese (Mandarin) Bilingual students.

INFORMATION²

Section A: How would the program closure affect the school attendance and attendance area(s)?³

1. How would the program closure and relocation affect the attendance area(s)?⁴

The attendance area for the Chinese (Mandarin) Bilingual Program is the entire CBE boundary; therefore, a decision to close the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program for the purpose of relocation would not affect the attendance area. The relocation of the program, while not affecting the attendance area, would impact the designation of the Grade 7 to Grade 9 students in the program.

Langevin School will continue to offer a Science Program and the attendance area will remain the same.

The map on the following page depicts the attendance area and the location of Langevin School, where the Chinese (Mandarin) Bilingual Program is currently located, and Colonel Irvine School, the proposed location of the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program.

2. How many students would need to be relocated if the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program were to close and relocate?

Students in the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program would be designated to Colonel Irvine School effective the 2012-2013 school year.

There is a total of 19 Grade 7 and Grade 8 students (based on September 30, 2011 enrolment), enrolled in the Chinese (Mandarin) Bilingual Program at Langevin School. These 19 students would be relocated to Colonel Irvine School.

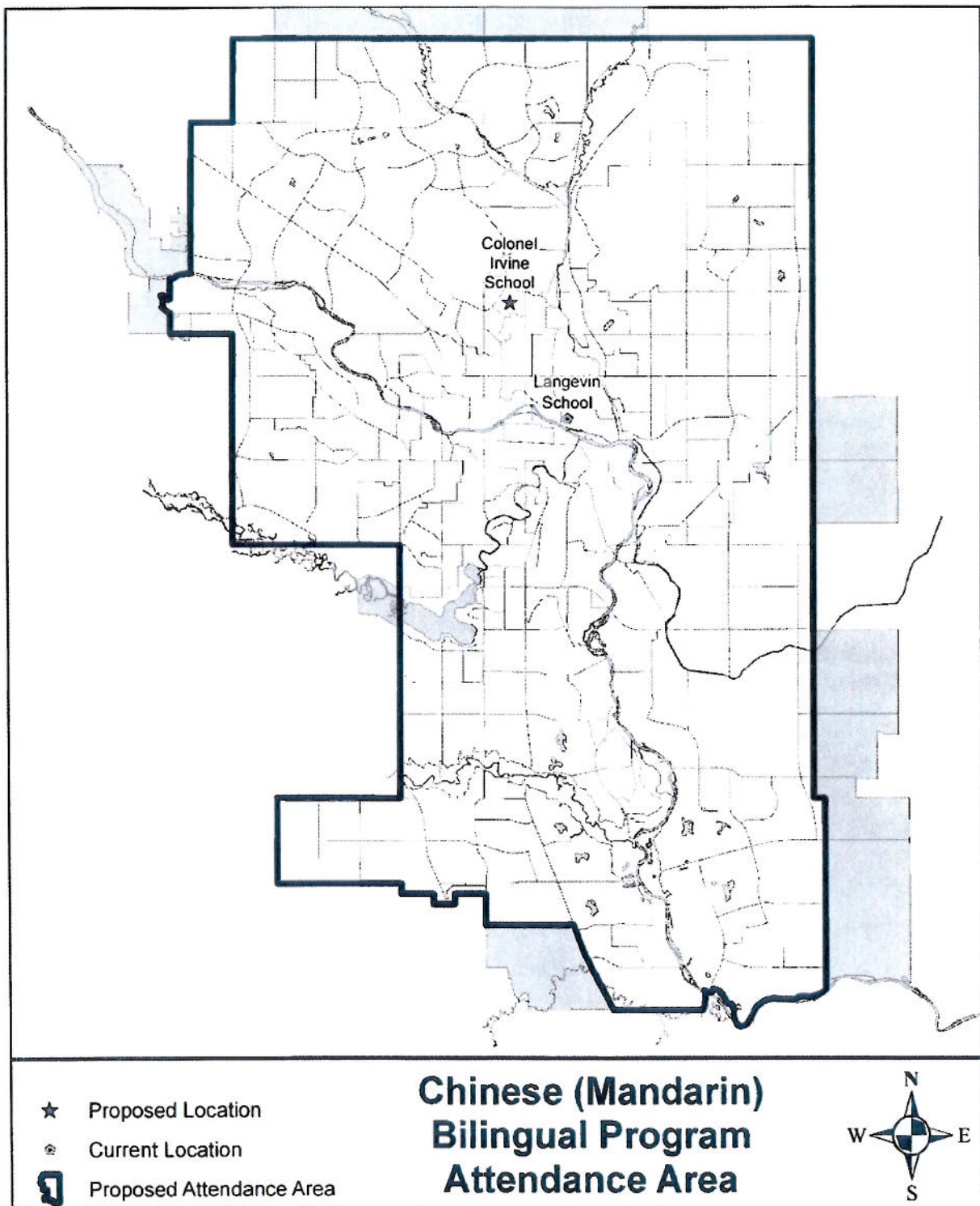
Langevin School

Instructional space available = 640 (26 classrooms)

Enrolment as of September 30, 2011

	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	Total
Science	39	55	49	54	57	52	81	73	76	73	609
Chinese (Mandarin) Bilingual								11	8	2	21
ACCESS* III								1	2	5	8
TOTAL	39	55	49	54	57	52	81	85	86	80	638

*Attitude, Community Competence Elements of Academic Curriculum, Social Skills



3. How would the relocation of the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program affect attendance at other schools?

Colonel Irvine School

Colonel Irvine School offers a regular program which accommodates students in Grade 7 to Grade 9 from the residential districts of Beddington Heights, Country Hills South, Harvest Hills, Highwood, North Haven, North Haven Upper, Thorncliffe, Cambrian Heights, and Rosemont.

Beddington Heights' students currently comprise approximately forty percent of the regular program enrolment at Colonel Irvine School. Effective the 2011-2012 school year, students from the Beddington Heights residential district had a change in designation from Colonel Irvine School to Sir John A. Macdonald School. This change in designation will result in excess capacity at Colonel Irvine School. Students currently from Beddington Heights are able to continue at Colonel Irvine School until the end of Grade 9.

The following is enrolment at Colonel Irvine School:

Instructional space available = 780 (32 classrooms)

Enrolment as of September 30, 2011

	GR7	GR8	GR9	Total
Regular Program	119	141	165	425
Paced Learning Program (PLP)	1	6	4	11
TASC*	4			4
Total	124	147	169	440

*Training in Attitude, Social Skills and Communication

If the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program at Langevin School were to close, 42 students are projected to attend Colonel Irvine School in September 2012. These students are distributed throughout the grades as indicated in the following table:

Instructional space available = 780 (32 classrooms)

Projected Enrolment September 2012

	GR7	GR8	GR9	Total
Regular Program	60	113	139	312
Paced Learning Program (PLP)	1	1	6	8
TASC*	2	4		6
Chinese (Mandarin) Bilingual	23	11	8	42
TOTAL	86	129	153	368

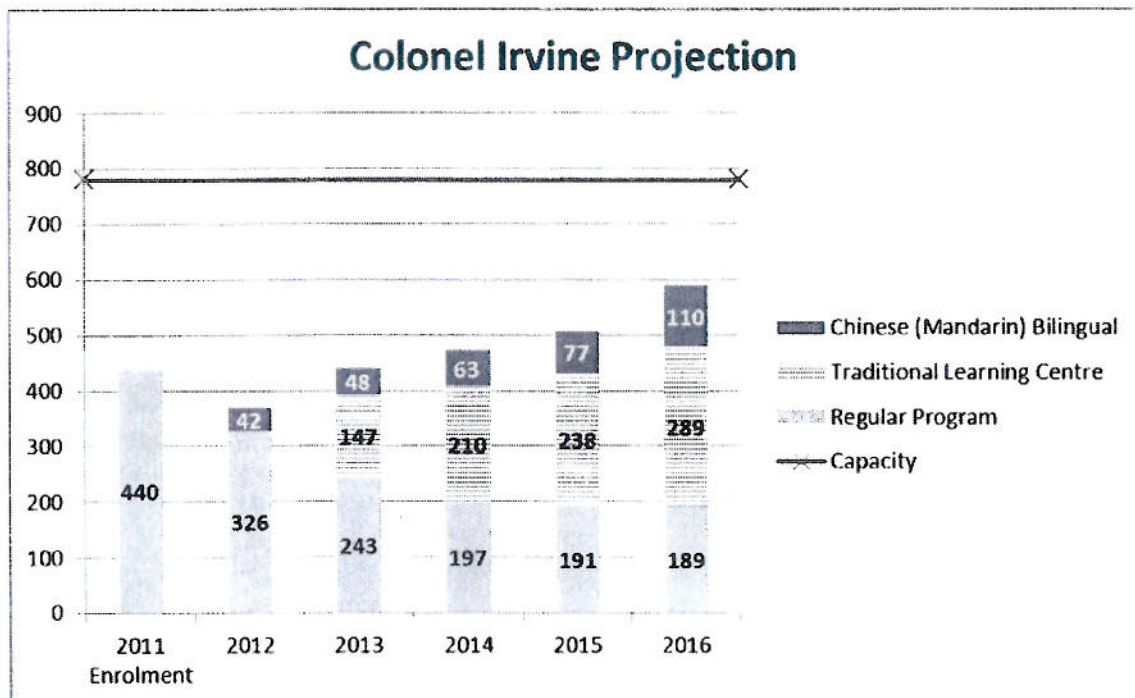
*Training in Attitude, Social Skills and Communication

Relocating the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program from Langevin School to Colonel Irvine School will provide this program with space to accommodate the projected enrolment. With enrolment projected to increase into

the future, Colonel Irvine School also offers opportunities to effectively organize for instruction and be in close proximity to the elementary Chinese (Mandarin) Bilingual Program students at Highwood School.

Beginning the 2013-2014 school year, Colonel Irvine School will offer the Traditional Learning Centre Program (TLC) for Grade 5 to Grade 7 students who are designated to Dr. J.K. Mulloy School. TLC at Colonel Irvine School will expand to Grade 8 the following year.

The following graph is a five year projection for Colonel Irvine School:



Note: System classes are included in the regular program projection.

Section B: Information on the CBE's long range capital plan

A decision to relocate the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program from Langevin School would have no implications relative to CBE's long range capital planning which is comprised of the *Three-Year School Capital Plan 2012-2015* and the *Ten-Year System Student Accommodation and Facilities Strategy*. The CBE's *Three-Year School Capital Plan 2012-2015* identifies project priorities for new school and 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* outlines the long range future projects 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: Are there implications with respect to busing?

If the closure for the purpose of relocation is approved, the anticipated impact on busing is as follows:

- It is anticipated that one new bus route will need to be established. Students in the Chinese (Mandarin) Bilingual Program would no longer be able to access existing buses at Langevin School. Students will be able to share bus routes with Colonel Irvine School and Highwood School.

An increase of one bus would result in a net increase of approximately \$55,000 in order to provide transportation service for the students in the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program.

Administrative Regulation 6095-Student Transportation is available on the CBE website at <http://www.cbe.ab.ca/policies/policies/AR6095.pdf> and provides information regarding the administration of transportation services. Also, see *Appendix 1 – Transportation Information 2011-2012* for a summary of the current school year transportation eligibility criteria, fees and parent/guardian responsibilities relating to student transportation. This information is reviewed annually.

Appendix 2 is the *Walk Zone Map for Colonel Irvine School*. Designated students residing outside the walk zone depicted in the map would be eligible for subsidized transportation.

Section D: Educational, Programming and Staffing Impacts

1. What are the educational impacts associated with not relocating the program?

The Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program has a small enrollment and students are therefore integrated into the Science Program, which has a large number of field study days each year. This impacts the number of instructional hours available for Mandarin language learning. Currently students from both programs are integrated for core classes and Career and Technology Foundation (CTF) in extended time blocks. The Chinese (Mandarin) Bilingual students come out of these blocks for their multi grade Mandarin Language Arts class. They take Mandarin Language and Culture during the fine arts block. If the program is not relocated, students would continue to miss core instructional time during Mandarin Language Arts and miss instructional time in Mandarin during field studies. They would not have the opportunity to be in the school band because they miss this block in order to receive 30% of their instructional time in Mandarin.

2. What are the educational impacts associated with relocating the program?

With enrollment in the Chinese (Mandarin) Bilingual Program projected to increase in the future, Colonel Irvine School offers opportunities to organize effectively for Mandarin instruction. If the program is relocated students will take Mandarin Language Arts and Culture and Math in Mandarin without an impact on their core or CTF program instruction. They will be able to pursue areas of interest and passion beyond their Mandarin language instruction. They will have fewer field study days resulting in less interruption to language learning time.

The close proximity of Colonel Irvine School to the elementary Chinese (Mandarin) Bilingual program creates an opportunity for other programming considerations.

3. What would be the impact on staffing?

Resources are allocated to schools based on a per school base allocation, student enrolment and student profile. Should the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program at Langevin School be relocated, resource allocation levels would be adjusted at Colonel Irvine School to reflect the projected student enrolment and profile for 2012-2013; the majority of the 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, 2012 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 30th 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

If the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program at Langevin School is closed and relocated, the financial impacts are anticipated to be as follows:

- Facility operational cost implications would be negligible as both affected schools would remain operational.

- Transportation costs would increase by approximately \$55,000.
- Other operational costs would not be impacted.
- Capital needs for Colonel Irvine School would not be impacted.

Section F: Future Facility Plans

If the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program at Langevin School is closed and relocated, Langevin School will continue to accommodate students in the Science Program and the ACCESS class.

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 Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program at Langevin School for the purpose of relocation may be submitted in writing on the attached form, prior to **12:00 noon on Friday, March 9, 2012**, to the attention of Susan Church, Director, Area II. Please mail to:

Calgary Board of Education, Area II
Mount View Centre
2004 – 4 St. NE, Calgary, AB
T2E 3T8
OR
Fax to: 403-777-8729
OR
E-mail directly to 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 responded to. 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 *Alberta Closure of Schools Regulation*, the Board shall not make a decision on the consideration of closure of the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program at Langevin School until at least three weeks have passed from the date of the public meeting. The Board 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: Transportation Information 2011-12
- Appendix 2: Walk Limit Map for Colonel Irvine School
- Appendix 3: Question Submission Form

Endnotes

¹ 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 rests solely with the Board of Trustees and cannot be delegated. The Closure of Schools Regulation identifies the formal process that will be followed when closure or relocation of 3 or more grades is being considered. In accordance with those process requirements, the information in this notice is provided to the parents/guardians of students registered at Langevin School and is available on the CBE web site.

² The Closure of Schools Regulation (AR 238/1997) is 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 Closure of Schools Regulation (AR 238/1997) 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: How would the program closure affect the school attendance and attendance area(s)? Section 4 (2) (b.1) is contained within this document at Section B: Information on the CBE's long range capital plan Section 4 (2) (d) is contained within this document at Section C: Are there 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) (a) is contained within this document at Section E: Financial and Capital Implications Section 4 (3) (b) is contained within this document at Section F: Future Facility Plans.

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

⁴ The attendance area of the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program is the entire Calgary Board of Education boundary.

Appendix 1: Transportation Information 2011-12

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

TRANSPORTATION FEES

	Kindergarten	Grades 1-6	Grades 7-9	Grades 10-12	Special Needs	Conditional Riders *
Type of Transportation	Charter Bus -Southland -First Student	Charter Bus -Southland -First Student	Charter Bus -Southland -First Student OR Calgary Transit (CT)	Calgary Transit (CT)	Charter Bus -Southland -First Student OR Calgary Transit OR Taxi / Handibus	Charter Bus -Southland -First Student
Charter Bus Fee per student *No Family Maximum	\$215/year or \$21.50/month	\$295/year or \$29.50/month	\$335/year or \$33.50/month	N/A	\$215/year or \$21.50/month (K) OR \$295/year or \$29.50/month - (gr 1-12)	\$335/year or \$33.50/month
CT Bus Pass Unrestricted Purchased by student/parent at local vendor			Cost of CT Pass \$54.25 – less rebate of \$20.75/month (\$33.50/month)	Cost of CT Pass \$54.25 – less rebate of \$15.00/month (\$39.25/month)	Cost of CT Pass \$54.25 – less rebate of: \$20.75 (Gr 7-9) \$15.00 (Gr 10-12)	\$54.25/month
Bus Stops for students enrolled in their regular designated program	Within approximately 800 metres from student's home		Within approximately 1600 metres from student's home	N/A	N/A	Must access an existing bus stop.

	Kindergarten	Grades 1-6	Grades 7-9	Grades 10-12	Special Needs	Conditional Riders *
	Transportation Change Request form can only be completed if there are no bus stops within approximately 800 metres of the student's home		Transportation Change Request form can only be completed if there are no bus stops within approximately 1600 metres of the student's home			Transportation Change Requests will not be considered
Bus stops for students enrolled in an alternative program	Administrative Regulation 6095 11(5) states: Kindergarten, elementary students and junior high students enrolled in an alternative program may be required to travel farther than 800 metres or 1600 metres from their home to a 'congregated' bus stop.					

*** *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

Board of Trustees Calgary Board of Education Public Meeting

Discussion Respecting Consideration of Closure of the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program for the Purpose of Relocation

**Monday, March 12, 2012
7:00 p.m. – 10:00 p.m.**

AGENDA

1. Welcome, Introductions and Meeting Outline *Karen Barry, 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 *Susan Church, Meeting Co-Chair*
 - Introduction
 - Background
 - Information
 - Section A: How would the program closure affect the school attendance and attendance area(s)?
 - Section B: Information on the CBE's long range capital plan
 - Section C: Are there 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 *Karen Barry, Meeting Chair*
6. Open Discussion Questions and Comments from Parents and Public
(See Discussion Guidelines on reverse) *Karen Barry, Meeting Chair*
7. Closing Remarks *Karen Barry, Meeting Chair*
 - Opportunity for Written Submissions & Further Questions (see over)

PURPOSE OF THE MEETING

At a Regular Meeting on Tuesday, January 24, 2012, the Board of Trustees of the Calgary Board of Education passed a motion to formally consider the closure of the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program, for the purpose of relocation. 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 as outlined in the Alberta Government *Closure of Schools Regulation Section 5(1)(a)*, 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 Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program, for the Purpose of Relocation.

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: Grade 7 to Grade 9

Chinese (Mandarin) Bilingual Program

at Langevin School

Education Centre, 1221 – 8 Street SW, Calgary, Alberta, T2R 0L4

Or email to BoardofTrustees@cbe.ab.ca

Follow-up Questions must be received on or before 12 noon on Monday, April 2, 2012.

Written Submissions must be received by 9:00 a.m. on Tuesday, April 3, 2012.



Calgary Board of Education
OFFICE OF THE BOARD OF TRUSTEES

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

January 31, 2012

His Worship, Mayor Naheed Nenshi
The 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 January 24, 2011, the Board of Trustees passed the following motions:

- 1. THAT the Board of Trustees is satisfied that there is cause to proceed with a consideration of closure of the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program at Langevin School for the purpose of relocation, 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; and*
- 2 THAT the Board of Trustees is satisfied that there is cause to proceed with a consideration of closure of Roland Michener 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.*

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 consideration of closure of these programs, 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
January 31, 2012
Page 2

Public meetings to discuss these closure considerations will be held in the near future. The dates and times of the meetings will be advertised.

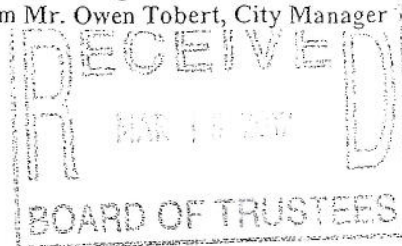
We look forward to receiving Council's written statement about these considerations of closure. Thank you.

Yours truly,



Pat Cochrane, Chair
Board of Trustees

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



March 9, 2012

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 - Langevin School

Further to your letter of 31 January 2012 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 the Bilingual Program with the intent of pursuing other educational uses at Langevin School. As no change of use is proposed for this site 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 Darrell Sargent, Coordinator, Citywide Planning, who may be reached at (403)268-5928, or by email darrell.sargent@calgary.ca.

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

Yours truly,

A handwritten signature in dark ink, appearing to read "Owen Tobert".

Owen Tobert
City Manager
T 403.268.8163 | F 403.268.3027 | Mail code #8003
Administration Building, 333 – 7 Avenue SE.

.....over

cc: Mayor Naheed Nenshi #8069
Members of Council, #8001
Stuart Dalgleish, A/General Manager, Planning Development & Assessment, #8138
Cheryl Joynt, Director, Community and Neighborhood Services, #116
Matthias Tita, A/Director, Land Use Planning & Policy, #8117
Sharon Purvis, Director, Corporate Properties, #8052
Franca Gualtieri, Office Manager, Office of the Mayor, #8069

**Attachment VI: Written Submissions Received After the Public Meeting
Respecting the Consideration of Closure of the Grade 7 to Grade 9
Chinese (Mandarin) Bilingual Program at Langevin School**

**Written Submissions Received after the Public Meeting
for the Consideration of Closure of the Grade 7 to Grade 9
Chinese (Mandarin) Bilingual Program at Langevin 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.)

No submissions were received.

report to Board of Trustees

Correspondence

Date	April 3, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Janice R. Barkway Office of the Corporate Secretary
Purpose	Information
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board

1 | Recommendation

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

- Letter dated March 7, 2012 from Mr. K. Hehr, MLA, Calgary-Buffalo Constituency, to the Board of Trustees, regarding interest in an Arabic Bilingual Program in the CBE.
- Letter dated March 21, 2012 from Board Chair Pat Cochrane, to Connie McLaren, indicating that the CBE has no plans to seek or support a historic designation for Stanley Jones School.

Respectfully submitted,

JANICE R. BARKWAY
OFFICE OF THE CORPORATE SECRETARY

Appendix I: Relevant Correspondence



LEGISLATURE OFFICE:

201 Legislature Annex
9718 107 Street
Edmonton, AB T5K 1E4

Tel: (780) 427-2292

Fax: (780) 427-3697

**Appendix I: Correspondence****CONSTITUENCY OFFICE:**

#130, 1177 - 11 Avenue SW
Calgary, AB T2R 1K9

Tel: (403) 244-7737

Fax: (403) 541-9106

LEGISLATIVE ASSEMBLY
ALBERTA

Kent Hehr, MLA

Calgary-Buffalo Constituency



Calgary Board of Education
Office of the Trustees
Education Centre
1221-8 Street SW
Calgary, Alberta T2R 0L4

March 7, 2012

RE: CBE Arabic Bilingual Program

Dear Board of Trustees,

I wanted to take this opportunity to express my concerns with the growing number of Charter Schools competing with the current public education system. As you are aware, Charter schools tend to take students away from the public system which leads to the further segregation of our society by dividing children based on wealth, religion, etc.

As you are probably aware, there is a growing interest throughout the city for the implementation of an Arabic Bilingual Program. This was made very clear by the attendance at an Open House in May 2011 as per the request of the CBE following a proposal submitted in 2010. In fact, there was sufficient interest with parents to have their children attend an Arabic Bilingual school if opened by the following school year. Now, nearly one year after that meeting took place the Arabic Bilingual Program was put on hold.

Although I do not want to get into the details as to why this program has been put on hold but rather would like to voice my concerns about what may happen if this does not continue forward. This program has been successful within the Edmonton Public School Board for nearly 25 years. I have no doubt it will be successful here in Calgary- public or charter. I fear that if this program does not move forward it will end up evolving into another Charter school taking both government funds and students away from the CBE. I believe in the equality of opportunity and think such a program would thrive within our current public system.

I understand you are very busy but would appreciate the CBE executive, supported in its decision by the CBE trustees, to reconsider its decision to not implement the Arabic bilingual program. I

strongly feel that working with this group will be in the best interest to our public school system as I am certain they will pursue the Charter school otherwise; and this would result in many students, whose parents greatly value education, being redirected to a school system that competes with our public school system.

Thank you in advance for your consideration into this matter.

Kindest Regards,

Kent Hehr, MLA
Calgary Buffalo



Board Chair

Pat Cochrane Wards 8 & 9

Vice-Chair

Lynn Ferguson Wards 3 & 4

Joy Bowen-Eyre Wards 1 & 2

Pamela King Wards 5 & 10

George Lane Wards 6 & 7

Sheila Taylor Wards 11 & 13

Carol Bazinet Wards 12 & 14

March 21, 2012

Connie McLaren

100th Anniversary Committee

Via email: connie.mclaren@shaw.ca

Dear Connie McLaren

I am following up on a presentation that was given to the Calgary Board of Education trustees last spring. At that time, you requested that trustees think about the idea of a provincial historical designation for Stanley Jones School. Since that time, we have sought information and counsel from Administration. I would like to share our findings.

There are four types of recognition that historic properties can receive:

1. **City of Calgary Inventory of Evaluated Historic Resources**
This is not an official designation, but rather an inventory of sites evaluated by the Calgary Heritage Authority and deemed to be of historical interest. Stanley Jones School is on this inventory list.
2. **Municipal Historic Designation** – The City of Calgary can designate a site as a municipal historic resource if it considers the site to be of historical significance to the residents of the city of Calgary.
3. **Provincial Historic Designation** – The province can designate a site as a historic resource. A caveat is placed on the title, and any alternations to the site require Ministerial approval.
4. **Federal Historic Designation** – Applies to sites of national significance, not likely to apply to CBE school sites.

Buildings in Calgary that obtain a historic designation have a significant place in history. However, with the designation come numerous restrictions, many of which could present significant challenges for the Calgary Board of Education, students and community members.

Buildings with historic designations have stringent restrictions regarding building alteration, building modernizations and building upgrades. A simple change such as changing exterior windows may not be possible, and alternatives could be extremely costly. Modernizing a historical facility to handle the current and future technology needs of students would not be feasible if a building contained a historic designation.

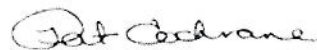
The Calgary Board of Education is proud of our sandstone buildings. We are aware that communities in Calgary that are home to one of these buildings often want to be ensure that they will remain there "forever". The role of the trustees is to govern on behalf of the citizens of Calgary, to ensure that our assets are protected and to make and ensure that decisions are done so with the highest level of financial accountability.

At this time, it would not be a prudent decision for trustees to engage in or support a process that would potentially invoke restrictions to the organization and to the communities where sandstone facilities are located. We have no plans to seek or support a historic designation for any of our sandstone facilities, including Stanley Jones School.

Your interest in preserving Calgary's history is commendable. I hope that you will investigate and pursue other options for Stanley Jones School that will align with your mandate.

Again, thank you for your interest and support for Stanley Jones School.

Yours truly,



Pat Cochrane, Chair
Board of Trustees

Cc N. Johnson, Chief Superintendent of Schools



**report to
Board of Trustees****EducationMatters Financial Statements December 31, 2011**

Date	April 3, 2011
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Janice R. Barkway Office of the Corporate Secretary
Purpose	Information
Originator	Barbara Burggraf, Executive Director, EducationMatters
Governance Policy Reference	Governance Culture GC-3: Board Job Description

1 | Recommendation

It is recommended:

- THAT the Board of Trustees receives the financial report for EducationMatters for information and for the record, in the form as submitted.

2 | Background

The Board of Trustees has requested quarterly reporting from EducationMatters. The attached report is provided in response to this request.

JANICE R. BARKWAY
OFFICE OF THE CORPORATE SECRETARY

Appendix I: Education Matters Financial Statements December 31, 2011





Financial Statements

December 31, 2011

Collins Barrow Calgary LLP
1400 First Alberta Place
777 – 8th Avenue S.W.
Calgary, Alberta, Canada
T2P 3R5

T. 403.298.1500

F. 403.298.5814

e-mail: calgary@collinsbarrow.com

Independent Auditors' Report

To the Board of Governors
EducationMatters, Calgary's Public Education Trust

We have audited the accompanying financial statements of EducationMatters, Calgary's Public Education Trust, which comprise the financial position as at December 31, 2011, and the statements of operations, changes in fund balances and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian generally accepted accounting principles, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our qualified audit opinion.

Basis for Qualified Opinion

In common with many not-for-profit organizations, the Trust derives revenue from donations, the completeness of which is not susceptible to satisfactory audit verification. Accordingly, our verification of these revenues was limited to the amounts recorded in the records of the Trust and we were not able to determine whether any adjustments might be necessary to revenue, excess of revenue over expenditures, assets and fund balances.

Qualified Opinion

In our opinion, except for the effects of the matter described in the Basis for Qualified Opinion paragraph, the financial statements present fairly, in all material respects, the financial position of EducationMatters, Calgary's Public Education Trust as at December 31, 2011, and the results of its operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

Collins Barrow Calgary LLP

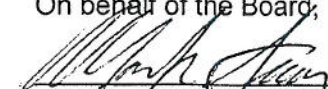

CHARTERED ACCOUNTANTS

Calgary, Canada
March 15, 2012

EducationMatters, Calgary's Public Education Trust
Statement of Financial Position
December 31, 2011

	2011	2010
Assets		
Current assets		
Cash and cash equivalents (notes 3 and 6)	\$ 1,711,156	\$ 1,836,289
Accounts receivable	1,588	88
Goods and Services Tax recoverable	1,660	3,551
Prepaid expenses	<u>-</u>	<u>700</u>
	1,714,404	1,840,628
Investments (notes 4 and 6)	1,704,367	1,497,343
Property and equipment (note 5)	<u>5,959</u>	<u>10,401</u>
	<u>\$ 3,424,730</u>	<u>\$ 3,348,372</u>
Liabilities		
Current liabilities		
Accounts payable and accrued liabilities	\$ 38,480	\$ 14,745
Deferred operating contributions (note 7)	<u>125,000</u>	<u>500,000</u>
	<u>163,480</u>	<u>514,745</u>
Funds		
Operating funds (including investment in capital assets)	448,226	589,717
Flow-through funds	698,310	573,886
Endowment funds (note 6)	<u>2,114,714</u>	<u>1,670,024</u>
	<u>3,261,250</u>	<u>2,833,627</u>
	<u>\$ 3,424,730</u>	<u>\$ 3,348,372</u>
Commitments (note 8)		

On behalf of the Board,

 _____, Governor
 _____, Governor

EducationMatters, Calgary's Public Education Trust
Statement of Operations
Year Ended December 31, 2011

	2011				
	Operating Funds	Flow- Through Funds	Endowment Funds	Total	2010
Revenue					
Contributions (note 7)	\$ 825,156	\$ 845,859	\$ 366,004	\$ 2,037,019	\$ 1,612,013
Gains on investments	60	-	20,280	20,340	87,475
Interest, dividends and fee revenue	<u>36,450</u>	<u>-</u>	<u>71,393</u>	<u>107,843</u>	<u>76,280</u>
	<u>861,666</u>	<u>845,859</u>	<u>457,677</u>	<u>2,165,202</u>	<u>1,775,768</u>
Expenditures					
Grants (note 7)	-	764,968	46,648	811,616	570,031
Salaries and benefits (note 10)	602,047	-	-	602,047	520,348
Communications	78,979	-	-	78,979	136,558
Fund expenses	-	-	24,339	24,339	21,802
Fund development (note 10)	11,359	-	-	11,359	37,284
Office	50,325	-	-	50,325	43,525
Professional fees	66,762	-	-	66,762	38,752
Special events (note 10)	28,546	-	-	28,546	38,465
Computer applications & support	33,011	-	-	33,011	26,901
Rent	26,153	-	-	26,153	7,703
Amortization	<u>4,442</u>	<u>-</u>	<u>-</u>	<u>4,442</u>	<u>6,910</u>
	<u>901,624</u>	<u>764,968</u>	<u>70,987</u>	<u>1,737,579</u>	<u>1,448,279</u>
Excess of revenue over expenditures (expenditures over revenue)	<u>\$ (39,958)</u>	<u>\$ 80,891</u>	<u>\$ 386,690</u>	<u>\$ 427,623</u>	<u>\$ 327,489</u>

EducationMatters, Calgary's Public Education Trust
Statement of Changes in Fund Balances
Year Ended December 31, 2011

	Operating Funds	Flow- Through Funds	Endowment Funds	Total	2010
Fund balances, beginning of year	\$ 589,717	\$ 573,886	\$ 1,670,024	\$ 2,833,627	\$ 2,506,138
Excess of revenue over expenditures (expenditures over revenue)	(39,958)	80,891	386,690	427,623	327,489
Interfund transfers	<u>(101,533)</u>	<u>43,533</u>	<u>58,000</u>	<u>-</u>	<u>-</u>
Fund balances, end of year	<u>\$ 448,226</u>	<u>\$ 698,310</u>	<u>\$ 2,114,714</u>	<u>\$ 3,261,250</u>	<u>\$ 2,833,627</u>

EducationMatters, Calgary's Public Education Trust
Statement of Cash Flows
Year Ended December 31, 2011

	2011	2010
Cash provided by (used in):		
Operating activities		
Excess of revenue over expenditures	\$ 427,623	\$ 327,489
Add (deduct) items not affecting cash		
Amortization	4,442	6,910
Unrealized gain on investments	<u>(20,340)</u>	<u>(81,203)</u>
	<u>411,725</u>	<u>253,196</u>
Changes in non-cash working capital		
Accounts receivable and goods and services tax recoverable	391	878
Prepaid expenses	700	(700)
Accounts payable and accrued liabilities	23,735	(45,192)
Deferred operating contribution	<u>(375,000)</u>	<u>-</u>
	<u>(350,174)</u>	<u>(45,014)</u>
	<u>61,551</u>	<u>208,182</u>
Investing activity		
Purchase of investments, net	<u>(186,684)</u>	<u>(48,033)</u>
Cash inflow (outflow)	(125,133)	160,149
Cash and cash equivalents, beginning of year	<u>1,836,289</u>	<u>1,676,140</u>
Cash and cash equivalents, end of year	<u>\$ 1,711,156</u>	<u>\$ 1,836,289</u>
Cash and cash equivalents is comprised of:		
Cash	\$ 240,700	\$ 49,175
Term deposits	<u>1,470,456</u>	<u>1,787,114</u>
	<u>\$ 1,711,156</u>	<u>\$ 1,836,289</u>

EducationMatters, Calgary's Public Education Trust

Notes to Financial Statements

December 31, 2011

1. Nature of Trust

EducationMatters, Calgary's Public Education Trust, (the "Trust") was formed by way of trust indenture on January 20, 2003. The Trust is a registered charity and a public trust under the *Income Tax Act* (Canada) and, accordingly, is exempt from income taxes and can issue donation receipts for income tax purposes. The Trust's mandate is to promote citizen engagement with and inspire passion for public education and to mobilize resources for programs that enhance public education.

The Board of Trustees of The Calgary Board of Education (the CBE Board) appoints all Trust governors. At least two, but not more than 50%, of the Trust governors must be members of the CBE Board.

2. Significant accounting policies

(a) Revenue

The Trust receives contributions in the form of donations to specified funds, operating grants and event funding.

The Trust recognizes contributions when the amounts can be reasonably estimated and collection is assured.

The Trust follows the deferral method of accounting for restricted contributions related to general operations of the Trust. These contributions are recognized as revenue in the operating fund in the period in which the related expenses are incurred.

The Trust recognizes interest and fee revenue when the amounts are earned.

(b) Trust funds

The Trust holds operating, flow-through and endowment funds. The Trust follows the deferral accounting method for the operating fund and the restricted fund accounting method for the flow-through and endowment funds.

The Trust restricts endowment fund grants in any fiscal period to a maximum of 4.5% of the market value of the endowment at the end of the prior fiscal year.

Operating funds

Operating fund contributions received that relate to a subsequent period are shown as deferred operating contributions on the statement of financial position.

Flow-through funds

Flow-through funds are spent during the year in which they are received or the year following to support a wide range of programs and projects.

EducationMatters, Calgary's Public Education Trust

Notes to Financial Statements

December 31, 2011

Endowment Funds

Endowment funds are created by donors to provide long-term support for discretionary spending, general fields of interest or designated specific programs or projects.

(c) Cash and cash equivalents

Cash and cash equivalents comprise cash on hand and temporary investments with a maturity date of three months or less.

(d) Investments

Investments include pooled investment funds that consist of mutual funds and are measured at fair value.

(e) Property and equipment

The Trust capitalizes administrative assets, consisting of computer equipment and furniture and fixtures, at cost and amortizes them over their estimated useful lives of five years on a straight-line basis.

(f) Measurement uncertainty

The valuation of property and equipment is based on management's best estimates of the future recoverability of these assets and the determination of costs subject to classification as property and equipment. The amounts recorded for amortization of the property and equipment are based on management's best estimates of the remaining useful lives and period of future benefit of the related assets.

The valuation of accrued liabilities is based on management's best estimates of expenses incurred during the year that will be payable in future periods.

By their nature, these estimates are subject to measurement uncertainty and the effect on the financial statements of changes in such estimates in future periods could be significant.

(g) Financial instruments

Financial instruments include cash and cash equivalents, accounts receivable, accounts payable and accrued liabilities. There are no significant differences between the carrying values of these amounts and their estimated market values due to the short-term nature of these instruments. It is management's opinion that the Trust is not exposed to significant interest or credit risk arising from these financial instruments. Financial instruments also include investments, which are carried at their fair value.

EducationMatters, Calgary's Public Education Trust

Notes to Financial Statements

December 31, 2011

Canadian Institute of Chartered Accountants ("CICA") Section 3861 *"Financial Instruments - Disclosure and Presentation"* requires the Trust to make the following classifications:

- Cash and cash equivalents and investments are classified as assets "held-for-trading" and are measured at fair value. Gains and losses resulting from periodic revaluation are recorded in excess of revenue over expenditures.
- Accounts receivable are classified as "loans and receivables" and are recorded at cost, which approximates fair value.
- Accounts payable and accrued liabilities are classified as "other financial liabilities" and are recorded at cost, which approximates fair value.

(h) Expenditures

Administrative expenses are charged to endowment funds in accordance with donor agreements. Interest income earned on flow-through funds is allocated to the operating fund in lieu of an administration fee. Expenses incurred for a specific fund are charged to that fund.

(i) Future accounting pronouncements

The Accounting Standards Board ("AcSB") has issued a new accounting framework for not-for-profit organizations. Not-for-profit organizations must choose to apply this new framework or International Financial Reporting Standards ("IFRS") to fiscal years beginning on or after January 1, 2012. Early adoption is permitted. The standards in this new framework did not substantially change from the existing Canadian Institute of Chartered Accountants ("CICA") Handbook Section 4400 and the Trust believes the implementation of the new framework will not have a significant impact on the financial statements.

3. Cash and cash equivalents

Cash and cash equivalents include short-term investments of \$1,470,456 (2010 - \$1,787,114) consisting entirely of investments in Canadian treasury bills with maturity dates of 90 days or less. Short-term investments yield an average interest rate of 0.92% (2010 - 0.37%).

4. Investments

Investments include pooled investment funds that have a market-based unit value that is used to allocate income to participants and to value contributions and withdrawals. Investments comprise \$1,704,367 (2010 - \$1,497,343) in mutual funds measured at fair value. The Trust's policy is to liquidate gifted shares on the same day as they are received. There were no shares held at December 31, 2011.

EducationMatters, Calgary's Public Education Trust
Notes to Financial Statements
December 31, 2011

5. Property and equipment

			Net Book Value	
	Cost	Accumulated Amortization	2011	2010
Computer equipment	\$ 14,300	\$ 8,341	\$ 5,959	\$ 8,818
Furniture and fixtures	<u>20,250</u>	<u>20,250</u>	<u>-</u>	<u>1,583</u>
	<u>\$ 34,550</u>	<u>\$ 28,591</u>	<u>\$ 5,959</u>	<u>\$ 10,401</u>

6. Endowment Funds

Endowment funds are invested to provide long-term support, and are comprised of the following:

	2011	2010
Cash and cash equivalents	\$ 410,347	\$ 172,681
Investments	<u>1,704,367</u>	<u>1,497,343</u>
	<u>\$ 2,114,714</u>	<u>\$ 1,670,024</u>

7. Transactions with the Calgary Board of Education

The Trust is economically dependent on contributions from The Calgary Board of Education ("CBE") to cover general and administrative expenditures. During the year, the CBE contributed \$375,000 (2010 - \$750,000) to the Trust. The annual contribution was paid in two instalments. The Trust received \$375,000 in September 2011, with the next payment of \$375,000 due in February 2012. \$125,000 of the contributions received was deferred to 2012, in accordance with spending of the funds over a six-month period (2010 - twelve-month period) and this amount is included in deferred operating contributions on the statement of financial position. The Trust rented office space and purchased services costing \$26,152 (2010 - \$7,703) and \$7,241 (2010 - \$8,266), respectively, from the CBE. These transactions were recorded at the amounts established and agreed to by the parties.

Subsequent to year-end, the second instalment of \$375,000 was received by the Trust.

Grants awarded to CBE schools by the Trust are distributed to recipients by way of the CBE. In 2011, this amount was \$659,058 (2010 - \$421,062), of which \$23,750 (2010 - \$NIL) is included in accounts payable and accrued liabilities.

8. Commitments

The Trust's office lease with the CBE was renewed on August 31, 2011 for an additional one-year term to August 31, 2012 and requires monthly rental payments of \$4,225.

EducationMatters, Calgary's Public Education Trust
Notes to Financial Statements
December 31, 2011

9. Capital disclosures

In managing capital, the Trust focuses on liquid resources available for operations. The Trust's objective is to have sufficient liquid resources to continue operating despite adverse financial events and to provide it with the flexibility to take advantage of opportunities that will advance its purposes. The need for sufficient liquid resources is considered in the preparation of an annual budget and in the monitoring of cash flows and actual operating results compared to the budget. As at December 31, 2011, the Trust has met its objective of having sufficient liquid resources to meet its current obligations. The Trust is not subject to any externally imposed capital requirements.

10. Additional information on fund development

(a) Expenses incurred to solicit contributions

	2011	2010
Fundraising event	\$ 30,895	\$ 38,424
Fund development expenses	11,359	37,284
Fund development salaries and benefits	<u>100,883</u>	<u>98,813</u>
	<u>\$ 143,137</u>	<u>\$ 174,521</u>

(b) Gross contributions received in 2011 were \$1,211,863 (2010 - \$795,824).

(c) Summary of dispositions of contributions

	2011	2010
Grants	\$ 672,498	\$ 439,423
Scholarships	<u>139,118</u>	<u>130,608</u>
	<u>\$ 811,616</u>	<u>\$ 570,031</u>

There was one disposition of contributions greater than 10% of the gross contributions received in 2011 to support the CBE Healthy Learning system-wide initiative and to further support each CBE school's personalized action plan and healthy learning goals which include healthy eating, active living and developing positive social environments (\$153,249 granted in 2011, \$138,550 granted in 2010).

EducationMatters, Calgary's Public Education Trust

Notes to Financial Statements

December 31, 2011

(d) Allocation of total expenditures

Total expenditures after allocation of salaries and benefits to the cost centres consist of the following:

	2011	2010
Communications expenses	\$ 202,141	\$ 213,760
Fund development expenses, excluding events	112,242	136,097
Events	30,895	38,465
Grants	811,616	570,031
Program expenses	576,243	483,016
Amortization expense	<u>4,442</u>	<u>6,910</u>
	<u>\$ 1,737,579</u>	<u>\$ 1,448,279</u>

Salary and benefit costs are incurred to operate the Trust and its programs in a cost-effective manner while maximizing all opportunities to further the Trust's mission. The Trust allocates salary and benefits based on the actual time spent in each cost centre by each staff person.

report to Board of Trustees

Chief Superintendent's Update

Date	April 3, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board

1 | Recommendation

It is recommended:

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

2 | Issue

As the Board of Trustees' chief executive officer, the Chief Superintendent is accountable for meeting the expectations set by the Board. These expectations are stated in Results and Operational Expectations policies.

OE-8: Communication With and Support for the Board requires "the Board is supported in its work and is fully and adequately informed about matters relating to Board work and significant organizational concern." With other reports submitted to the Board of Trustees, this update meets the requirement of OE-8 for the provision of information in a timely, simple and concise form.



Human Resources

Substitute Employment Management System Upgrade

On April 10, 2012, SmartFindExpress replaced the Substitute Employment Management System. This new web-based system allows teachers and school administrators to report absences and request substitute teachers both online and by telephone. Online training materials such as videos, user guides and PowerPoint presentations are available. Hands-on workshops began in March for users requiring additional support. Key process changes enabled by the web-based system will support uninterrupted learning for our students.

eRecords Automated Employee Files Program

eRecords is the Calgary Board of Education's new electronic document management solution. It enables Human Resources to digitally process employee records and related human resource files. The software converts paper, faxes, emails and attachments into a searchable database format. The retrieval of information is more efficient, allowing the tracking of documents online and automatically routing files to the appropriate desk. Access to these confidential files is restricted on a 'right to know' basis. eRecords is compliant with Freedom of Information and Protection of Privacy policies and aligned with corporate records management standards.

Learning Innovation

CBe-learn: New Term 5

Students who are interested in working on their academic courses throughout the summer months can register for the newly designed Term 5. These courses run from June through October, with students writing final and Diploma Exams in November. These courses are designed for students who want to catch up, keep up and get ahead. This bold move puts the Calgary Board of Education at the forefront of personalized program planning, allowing students to learn any time, any place, any pace.

Teaming UP 4 the Environment

Bishop Pinkham School and Central Memorial High School – both members of Teaming UP 4 Healthy Learners – are piloting a new water bottle filling station. The stations are intended to promote water as a beverage of choice and decrease the schools' environmental footprints. In both schools student leadership plays an integral role on their Health Action Team. Students and the team assessed their schools and identified nutrition and hydration as important factors that contribute to a positive learning environment. One of the specific solutions identified was a water bottle refilling station that would allow students to refill their water containers quickly. Student leaders have chosen the locations for the new filling stations and



the installations will occur over the next several weeks. Over 2500 students will have access to the new filling stations and many plastic bottles will not end up in the landfill.

Free the Children and CBE Partnership

We Day is a full-day event focusing on social justice issues and actions organized by Free the Children. In October 2012, this exciting event will be held in Calgary for the first time.

Free the Children is a Canadian organization founded on the premise of children helping children. We Day will be attended by students from across the province and potentially around Western Canada. Phase I registration began in mid-March and all CBE schools with students in grade 6 and higher will receive 25 We Day tickets each.

The CBE has also formalized a partnership with Free the Children to participate in the "We365" program. This program asks schools to commit to one local and one global action each year and report their work to Free the Children. Free the Children will compile the data into an annual report and provide ongoing resources and personal support to all schools participating in social justice efforts in Calgary and around the world. A CBE webpage will provide current information for schools about participating in this event.

Online Professional Learning (OPL)

ePD has expanded to become Online Professional Learning (OPL). The focus is to provide teachers with learning opportunities that reflect the principles of flexibility, self-direction, relevance and community support. OPL is personalized to teacher needs, schedule, knowledge and skills to support teachers as they personalize learning for students. The opportunities that are part of the work now include:

- expanding teacher understanding and application of technology in teaching and learning;
- learning best practices and instructional design techniques;
- finding new ways and tools for integrating technology within teacher developed curriculum; and
- developing approaches to support learners with diverse needs.

OPL opportunities for teachers currently include:

- Educational Leadership Webinars: The latest Educational Leadership Webinar featured Kevin Honeycutt who explored the "Tragidital" Approach to learning. Over one hundred teachers and administrators from across the province joined Kevin as he examined the root of student engagement and uncovered how technology can be leveraged in the process.
- Professional Learning Webinars: The latest Professional Learning Webinar in this series focused upon meeting the needs of our students through the use of text-to-speech and speech-to-text software. Learning Specialists lead a group



of teachers through the foundational skills within Dragon Naturally Speaking and Read and Write Gold.

- **Facilitated Courses:** Facilitated Courses include the opportunity for teachers to participate in online instructor-facilitated courses with weekly support webinars that explore and apply strategies for blended and online teaching and learning, Web 2.0 tools and more.
- **Self-Directed Courses:** This new offering provides opportunities to participate in self-directed, self-paced online courses that explore and apply strategies for blended and online teaching and learning, Web 2.0 tools and more.

Text-to-Speech Software Offering

Learning Innovation has successfully negotiated a significant offer for schools to upgrade to the most current version of Read & Write GOLD. Read & Write GOLD is a text-to-speech, literacy support software program currently used in over 150 of our schools. The program provides a set of tools for personalizing learning in reading, writing, research and study skills. Read & Write GOLD is one of many strategies to support inclusive education and learning success for all students. The offer has been taken up by 100 schools in the past month.

School Library to School Learning Commons Initiative

Nine schools across the Calgary Board of Education have been selected to participate in the Library to Learning Commons Initiative funded through Education Matters. This work supports student learning through inquiry and collaboration in a technology-rich environment. Each school will receive funds to support the transformation of their library to a learning commons concept, which is both physical and pedagogical in nature.

Learning Services

Vision Resource Centre - Calgary

The Vision Resource Centre – Calgary, located at Captain John Palliser School, has held six one-day short-term programs for students who are blind or visually impaired and six workshops for those individuals working with students who are blind or visually impaired.

Short-term programs are developed to target areas of the Expanded Core Curriculum. This curriculum is comprised of 10 disability-specific skills which students who are blind or visually impaired need to master in order to have success in the educational environment and in the world beyond. The expanded Core Curriculum is taught in addition to the regular programs of study.

Short-term programs offered to students were:

- Close Up with Calgary Transit;
- See with the iPad;
- The Stream Scene;
- Revisit the Victor;
- Alberta Braille Challenge Preliminary Contest; and



- How Full is Your Bucket?

Workshops offered to adults were:

- Literary Braille Course;
- Oh, Now I See;
- iPad Workshop;
- Making the Most of Mobility;
- Create, Make and Take – PowerPoint Books and Story Boxes; and
- Introduction to Nemeth.

Early Learning Update

Thirty-seven Calgary Board of Education schools are participating in The Learning Partnership's Welcome to Kindergarten program. These schools are currently planning fun and interactive Welcome to Kindergarten learning sessions for parents and their children registered for Kindergarten in the 2012-2013 school year. Teachers new to the Welcome to Kindergarten program will be attending an information session on April 11, 2012.

Piitoayis Family School Initiative

Piitoayis Family School, Learning Services and REACH undertook a multidisciplinary team approach to deliver universal access to support and services for each learner at the school. REACH is a multidisciplinary team that provides assessment, consultation and in-services to address the educational needs of children and students throughout southern Alberta. The focus is on providing specialized resources and services to facilitate participation and programming for students with severe learning needs. REACH stands for Regional Educational Assessment and Consultation Services.

As a result of receiving REACH support during this school year, the Piitoayis Family School learning community has seen an increase of knowledge, skills, attitudes and practice in meeting the needs of complex learners. Specifically, there has been tremendous growth in the areas of best practice for meta-cognitive strategies, brain research and classroom tactics. School staff have increased their awareness, implementation and support of researched-based practice at all levels of the Response to Intervention pyramid, improved the organization and process of school-based Learning Teams, and increased awareness and capacity to manage behaviours and plan instruction for all of their students.

English Language Learning Update

There has been a decline in our students reported as English language learners. New functionality within Student Information Records System allows schools to report and track English language proficiency levels. Schools have also received support regarding the assessment of English language learners, the use of the English as a Second Language (ESL) benchmarks and guidelines about ESL coding. As a result, ESL coding was removed from students whom schools identified with consistently advanced levels of English proficiency and who no longer require ESL support.



4 | Results Focus

The focus of this report is on Results 3: Citizenship. The Board of Trustees has stated, "Each student will be a responsible citizen." Calgary Board of Education schools have provided illustrative examples of how personalized student learning lives in classrooms across the district and supports the Board of Trustees' Results.

Area I

Arbour Lake School had the chance of a lifetime to learn and exercise democratic rights and responsibilities on February 15th when they hosted His Excellency the Right Honourable David Johnston, Governor General of Canada. During this visit, students demonstrated understanding of citizenship as His Excellency experienced typical student learning activities.

His Excellency experienced a grade 9 classroom where students are working in an online government simulation game called "Civic Mirror." This simulation enables students to exercise their democratic rights and responsibilities within the learning community. His Excellency heard the student-designed country's national anthem, drank their national drink from a coconut and heard political party speeches. Students were actively engaged in citizenship activities.

His Excellency also participated in a special school assembly. Students worked for the common good by transforming the gymnasium into the Canadian parliament. Students demonstrated their learning of democratic rights in a number of ways. First, a student governor general read the same speech the Governor General used to open parliament. Students advocated for themselves by asking His Excellency questions about his role as governor general.

In addition, His Excellency heard from representatives from the Spirit Committee. The focus of the Spirit Committee is to engage all students in active citizenship by participating in philanthropic work. These students demonstrated an appreciation for individual and cultural differences through the sharing of the philanthropic work that has been done at Arbour Lake School.

His Excellency stated, "I wish I could send my granddaughters to your school!" This was a great experience for the students of Arbour Lake School and a fantastic opportunity for them to demonstrate their learning about government, citizenship and the Governor General.

Area II

At Simons Valley School we address Results 3: Citizenship through Community Activity Days (CAD). Within the structure of these days, students participate in a wide array of opportunities to develop as responsible citizens.

Students from kindergarten to grade 6 are grouped in multi-aged CAD groups. The focus of these groups is student contribution to the local school community and to the community at large. Examples of CAD groups and their activities are:



- School Spirit Group – collects food for our veterans and spare change for Inn From the Cold;
- School Welcoming Group – welcomes new students and plans welcoming activities for visitors such as the students who are joining us from Kincora in September;
- Technology Group – sets up required equipment for assemblies, special events and for visitors;
- Knitting Group – knits items for the homeless;
- Public Speaking Group – leads school assemblies and introduces special guests; and
- Art Group – creates a variety of art projects to enhance and develop atmosphere in the school.

CAD participation ensures students develop as responsible stewards of the environment. Students in the Environmental Group establish routines and schedules for recycling paper and juice containers, compost materials from the lunchroom program, care for our indoor garden and, as spring approaches, plan work for our garden area that includes weeding and watering. The contribution of this group of students creates further impact by inspiring the general school population to follow suit.

These and our other CAD groups contribute to each student's development in the understanding of how to be a responsible citizen and how to make decisions using a democratic process. The multi-aged configuration of these community groups has built a sense of belonging and community throughout the school and on the playground.

Area III

The Abbeydale School learning community continuously supports the development of Results 3: Citizenship by regularly connecting students in engaging learning activities within multi-aged Learning Communities a few times each week. The three different sets of classroom groupings, at a variety of grade levels, are associated with the other classrooms for the entire school year. The teachers collaboratively develop plans each month for purposeful relationship endeavours that foster a sense of belonging within the school-as-a-whole. The activities range from playing together in common recess times to enjoying reading buddies each week. All students are involved in preparing and presenting Learning Community assembly performances on strategic themes.

The various Learning Community school assemblies every term demonstrate the importance of working together and sharing knowledge with one another. Recent assemblies featuring acting, singing, and art demonstrations have profiled the work of authors such as Robert Munsch, Aboriginal legends, and programs such as "Power to Play" with its emphasis on nutrition and physical activity. Learning Communities have demonstrated that the teachers' influence on the students' school experience goes much farther than academic performance as they foster students' motivation, perseverance, and citizenship. Learning Communities at Abbeydale School make a difference in achieving our goals related to Results 3: Citizenship.



Area IV

Alexander Ferguson School teachers are designing instruction with a citizenship lens anchored in the "Circle of Courage" values, both inside and outside of the classroom. The paradigm shift is evident in both teaching and learning. Teachers have worked together to develop common language and common understandings with students. Student rubrics and anchor charts provide a clear success map for everyone. Students are developing skills to engage in academic discussions and group activities that support and honour individual voices, while developing multiple perspectives.

As a school with a learning-through-the-arts focus, students have opportunities to explore and expand their learning outside the school setting as they work with EPCOR mentors (artists and experts). The mentors provide real-world expertise to grade groups and small groups supporting students as they set goals, build confidence and develop respect for one another. Ultimately, students will showcase their learning experience to a large audience at the EPCOR Center for the Performing Arts.

Area V

This report was prepared by a student attending Louis Riel School.

A Greener Future - Doing our Part

Early in the school year, the students were introduced to the American inventor, scientist and environmentalist, Mr. Stanford Ovshinsky. He is credited with more than 400 patents, including the battery he designed for electric cars - as highlighted in the documentary - "Who Killed the Electric Car?" Some of his other inventions include cell phone batteries, laptop batteries, readable/writable CDs and, most recently, flexible solar panels that can collect light energy through the clouds and rain.

As a means to help bind the classroom into one group early in the year, the idea of bringing Mr. Ovshinsky to our school was a goal that the students rallied around. These students, after extensive research, made first contact with Catalina Quinonez who had booked Mr. Ovshinsky for her venue in Cleveland. She introduced us to Mr. Ovshinsky's secretary Freya Saito and finally first communication was established with Mr. Ovshinsky himself.

His emails were friendly, informative and thought provoking. He quickly agreed to talk to our classroom about his innovations, ideas, and visions for the future. He, along with his wife, will be coming to speak to both our class (7A) and our peer class (7B) on May 24, 2012. When asked what his honorarium would be, he wrote that there would be "no charge" because he believed it was his "civic duty" to share with others.

To coincide with Mr. Ovshinsky's visit, the students are undertaking to have one bank of solar panels installed on the south side of our school. Having these panels installed prior to Mr. Ovshinsky's arrival will allow him to be involved in a ribbon cutting ceremony to mark the project's culmination.



In December, 2011, Mr. Dave Kelly of SkyFire Energy helped our class to research more about the type of panels needed, where to place them, and the approximate value of this project. He has confirmed with us that one bank of panels on the south wall of our school will cost (installation included) \$43, 000.

After this session the research and viability of this project was complete. It was at this time that we enlisted the help of the other science class (7B) to help with the solar panel portion of our project.

The next step was the engineering report. This was required by Earl Badger from the Eco-Environmental Division of the CBE who told us we needed to determine the structural integrity of the wall and its capacity to hold the weight of the panels and their supports.

Due to the potential cost, we wanted to get this done for free. Lucky for us, parents like Mike Coyne from Chandos Construction and others in the community offered to sponsor our cause. The engineering report is complete. At present, it rests with Earl Badger who is putting together the appropriate tenure process so that potential builder/installers can bid.

Also, during this time our fundraising efforts began, including a letter-writing campaign to potential corporate sponsors. We began to apply for many grants from different Canadian companies. Most have replied with unsupportive answers but some did have great news for our cause. We are continuing to work on fundraising and applying for grants as this has been helpful. The total monies raised this way are about \$2700.

Our drama performing arts class put a little extra effort into raising money for this by putting an environmental spin of the classic tale "A Christmas Carol" called "An Environmental Carol" for students and the local community. Although this was a free evening, the charitable donations this one-night performance raised for our solar demonstration project was about \$1250.

At present, for the months of March/April we are working on a "Prize Draw" for our school. We are in the process of applying for an Alberta Government Gaming License which is needed before we can sell tickets to the parents, friends and community at large. To complete this task we will need to solicit prizes from local and city-wide businesses. The draw date will be later in April.

With all of these oars in the water we are still trying to build partnerships with local businesses including Enmax. If all goes well -- as we have just entered talks -- we may be able to get Mr. Ovshinsky to speak at a breakfast fundraiser prior to his visit to our school, with the plate fees going towards our cause.

It is our hope to have all of the needed funds secured by the beginning of May. Dave Kelly from SkyFire Energy has suggested this is an appropriate window to order and install all of the panels. If a smaller amount of money is raised the possibility exists that a portion of the larger project could still be completed.



With “something” on the wall, Mr. Ovshinsky, as part of his day here, would be the guest of honour for both the ribbon cutting ceremony as well as being “white-hatted” for his generosity and achievements.

Naomi Johnson

NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

Governance Culture: The Board defined its own work and how it will be carried out. These policies clearly state the expectations the Board has for individual and collective behaviour.

Board/Chief Superintendent Relationship: The Board defined in policy how authority is delegated to its only point of connection – the Chief Superintendent – and how the Chief Superintendent's performance will be evaluated.

Operational Expectations: These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.

Results: These are our statements of outcomes for each student in our district. The Results policies become the Chief Superintendent's and the organization's performance targets and form the basis for judging organization and Chief Superintendent performance.

