

Please join us on the Link at 4:45 p.m. for a presentation by the Lord Beaverbrook  
High School Senior Vocal Jazz Ensemble



Calgary Board  
of Education

# REGULAR MEETING OF THE BOARD OF TRUSTEES

## PUBLIC AGENDA

**TUESDAY, JANUARY 24, 2012**

5:00 P.M. – 8:00 P.M.  
Multipurpose Room, Education Centre  
1221 – 8<sup>th</sup> Street SW, Calgary, Alberta

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

<u>Attach.</u>	<u>TOPIC</u>	<u>Who</u>	<u>Time</u>
	<b>1.0 CALL TO ORDER, NATIONAL ANTHEM AND WELCOME</b>	Chair	5 min.
Agenda	<b>2.0 CONSIDERATION/APPROVAL OF AGENDA</b>	Chair	2 min.
	<b>3.0 SCHOOL/SYSTEM PRESENTATIONS</b>		
	<b>3.1 Lord Beaverbrook High School – Ends 2</b>	J. Rogerson	15 min.
	<b>4.0 HONOURS AND RECOGNITION</b>		
	<b>4.1 Lighthouse Award</b>	M. Levy	15 min.
Verbal	<b>5.0 PUBLIC CONVERSATION AND INFORMATION</b>		30 min.
	<b>5.1 Report from Chair and Trustees</b>		
	<b>5.2 Report from Chief Superintendent</b>		
	<b>5.3 <u>Public Question Period</u></b> (An opportunity for the public and/or stakeholders to raise questions and seek clarification on educational matters with the trustees. Fill out "Public Question Period" form on the table in the foyer and submit to the Corporate Secretary in writing or electronically to <a href="mailto:corpsec@cbe.ab.ca">corpsec@cbe.ab.ca</a> no later than 5 hours prior to the scheduled start time of the meeting. This form is also available in Appendix C of the Board Meeting Procedures. The person asking the question must be present at the meeting.)	Public	
	<b>5.4 <u>Stakeholder Reports</u></b> (An opportunity for stakeholder groups or the public to verbally address the Board for 3 minutes on any educational issue, to a maximum of 5 reports per meeting. Advise the Corporate Secretary at least 10 minutes prior to the commencement of the meeting if you wish to do a stakeholder presentation.)	Public	
	<b>5.5 Trustee Inquiries</b>		

<u>Attach.</u>	<u>TOPIC</u>	<u>Who</u>	<u>Time</u>
	<b>6.0 ACTION ITEMS</b>		
P.6-1	<b>6.1 Proposed Accommodation Plan for the Chinese (Mandarin) Bilingual Program at Langevin School</b>	F. Coppinger	30 min.
P.6-17	<b>6.2 Proposed Accommodation Plan for Roland Michener School</b>	F. Coppinger	30 min.
	<b>7.0 MONITORING AND RESULTS</b>		
P.7-1	<b>7.1 Annual Monitoring of EL-12: Asset Protection</b>	N. Johnson	20 min.
	<b>8.0 POLICY DEVELOPMENT AND REVIEW</b>		
P.8-1-a	<b>8.1 Governance Policies (Third Reading)</b>	Board	20 min.
	<b>9.0 CONSENT AGENDA</b>		5 min.
	<b>9.1 Board Consent Agenda</b>		
P.9-8 P.9-20	9.1.1 Approval of Minutes <ul style="list-style-type: none"> <li>Regular Meeting held December 6, 2011</li> <li>Special Meeting held January 9 &amp; 10, 2012</li> </ul> <i>(THAT the Board of Trustees approves the Minutes of the Regular Meeting held December 6, 2011 and Special Meeting held January 9 &amp; 10, 2012, as submitted.)</i>		
P.9-22	9.1.2 Correspondence <i>(THAT the Board receives the correspondence as submitted, for information and for the record.)</i>		
P.9-1	9.1.3 Re-appointment of Governor of EducationMatters, Calgary's Public Education Trust <i>(THAT the Board approves the re-appointment of Governor, as submitted).</i>		
P. 9-29	9.1.4 Liaison Report – Calgary Association of Parents & School Councils (CAPSC) <i>(THAT the Board receives the report for information.)</i>		
	<b>9.2 Chief Superintendent Consent Agenda</b>		
P.9-3	9.2.1 Chief Superintendent Update <i>(THAT the Board receives the report for information.)</i>		
P.9-27	9.2.2 General Impact Statement – Proposed Revised Governance Policies <i>(THAT the Board receives the report for information)</i>		
	<b>10.0 TRUSTEE NOTICES OF MOTION</b>		
	<b>11.0 IN-CAMERA ISSUES</b>		
	<b>12.0 ADJOURNMENT</b>		



## CALGARY BOARD OF EDUCATION

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

January 24, 2012

**To:** BOARD OF TRUSTEES

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

**Re:** **Proposed Accommodation Plan for the Chinese (Mandarin) Bilingual Program at Langevin School**

**Purpose:** Information and Approval

**Governance Policy References:**

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

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

**Resource Persons:** Susan Church, Director, Area II  
Karen Barry, System Principal, Planning and Transportation Services  
Conor McGreish, Planning Analyst, Planning and Transportation Services  
Adelle Palmer, Community Engagement Consultant, Planning and Transportation Services

#### **I. RECOMMENDATIONS**

It is recommended:

1. THAT the Board receives, as information and for the record, the accommodation and implementation plan outlined in this report; and
2. THAT the Board of Trustees is satisfied that there is cause to proceed with a consideration of closure of the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program at Langevin School for the purpose of re-location, in accordance with the Closure of Schools Regulation and the Board of Trustees' Governance Process Policy 5E: *Board of Trustees' Procedure – Consideration of School Closure*, sections 4 to 7.

## **II. ISSUE**

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 difficult to program for instruction. Additionally, the integration opportunities between the Chinese (Mandarin) Bilingual Program and the Science Program are limited.

## **III. BACKGROUND**

The Chinese (Mandarin) Bilingual Program opened at Langevin School in 2001 for kindergarten to Grade 9. Since then enrolment has grown from 70 students to 329 students in 2011 with growth primarily being experienced 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. Due to increased enrolment after the kindergarten to Grade 6 program moved to King George School in 2007, the program was 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.

### ***i) Schools and Programs***

#### **Langevin School**

From 2001 to 2007 Langevin School accommodated the kindergarten to Grade 9 Chinese (Mandarin) Bilingual Program. In 2007 the kindergarten to Grade 6 Chinese (Mandarin) Bilingual Program was closed and relocated to King George School. Langevin School continues to offer Grade 7 to Grade 9 Chinese (Mandarin) Bilingual programming for all administrative areas.

Langevin School also offers a Science Program for kindergarten to Grade 9 students residing in the administrative Areas I, II, III, and IV.

Langevin School has instructional space to accommodate 640 students and, as of September 30, 2011, had an enrolment of 609 students enrolled in the kindergarten to Grade 9 Science Program, 21 students enrolled in the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program and 8 students in the Attitude, Community Competence, Elements of Academic Curriculum, Social Skills class (ACCESS).

**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
Mandarin (Chinese) Bilingual								11	8	2	21
ACCESS III								1	2	5	8
<b>TOTAL</b>	<b>39</b>	<b>55</b>	<b>49</b>	<b>54</b>	<b>57</b>	<b>52</b>	<b>81</b>	<b>85</b>	<b>86</b>	<b>80</b>	<b>638</b>

**Colonel Irvine School**

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

Beginning the 2013-2014 school year, Colonel Irvine School will also offer the Traditional Learning Centre Program for Grade 5 to Grade 7, expanding the following year to Grade 8, for students who are designated to Dr. J. K. Mulloy 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. Previously, students from Beddington Heights entered Colonel Irvine School for Grade 6. This change in designation will result in fewer students in the Colonel Irvine School regular program and as a result there will be excess capacity. Students currently from Beddington Heights are able to continue at Colonel Irvine School until the end of Grade 9.

***ii) Accommodation Opportunities and Challenges***

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:

- Sustainable Grade 7 to Grade 9 Chinese (Mandarin) Bilingual programming
- Location of both the elementary and junior high Chinese (Mandarin) Bilingual programs is in close proximity
- Transportation efficiencies

As Langevin School is anticipated to operate at or near capacity with the Science Program, the department of Planning and Transportation Services has identified an opportunity to accommodate the Chinese (Mandarin) Bilingual Program, Grade 7 to Grade 9 students, at Colonel Irvine School.

### *iii) Community Engagement Process*

Parents and stakeholders from the Chinese (Mandarin) Bilingual Program were engaged on several occasions related to the accommodation issues at Langevin School. Using the International Association of Public Participation (IAP2) model of public participation, the department of Planning and Transportation Services and the Area Director determined that the level of engagement would be to “involve” participants (see Attachment I: Community Engagement Plan for a complete summary of the engagement process and corresponding promise to the public).

Following the Calgary Board of Education’s *Administrative Regulation 1090: Student Accommodation Planning Process*, school and community representatives were engaged for the purpose of reviewing and soliciting feedback on a comprehensive student accommodation plan for this program. Administration connected the values identified by the stakeholders and demonstrated the alignment with the Calgary Board of Education values that guide and inform the student accommodation plan and community engagement process.

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

- Long range planning that incorporated the mission, vision and values of the Calgary Board of Education and focuses on the achievement of Ends
- A clear and timely process to inform administrative decisions on student accommodation issues. This student accommodation planning process shall include appropriate dissemination of information, community input and participation of appropriate stakeholders.
- Projected school and program enrolments
- Balance among equity, access, excellence and choice within the school system
- Consideration of utilization factors at both the system and school level

From April 2011 to December 2011 meetings were held as part of the system student accommodation planning process with stakeholders. Attachment II provides a summary of the feedback received from parent meetings. Feedback from YourVoice, an online feedback form, is summarized in Attachment III.

After engaging with stakeholders and implementing feedback where possible, the proposed long term plan, as it relates to the Chinese (Mandarin) Bilingual Program at Langevin School, is as follows:

- Recommend consideration of closure for the purpose of re-location of the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program at Langevin School, effective at the end of the 2011-2012 school year.

- Re-locate Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program to Colonel Irvine School. (see Proposed Attendance Area map)



#### IV. ANALYSIS

##### Langevin School

Langevin School is anticipated to operate at or near capacity with the Science Program. The enrolment in the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program is projected to increase as the number of students that will complete Grade 6 at Highwood School increases over the next five years.

The following enrolment chart identifies the 2012-2013 projected enrolment for Langevin School, if the proposed closure of the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program were not approved.

##### **Langevin School (Status Quo)**

Instructional space available = 640 (26 classrooms)

##### **Projected Enrolment September 2012**

	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	Total
Science	40	50	57	50	56	59	54	81	73	76	596
Mandarin (Chinese) Bilingual								23	11	8	42
ACCESS III								4	2	2	8
TOTAL	40	50	57	50	56	59	54	108	86	86	646

The Science Program is projected to have an enrolment of 596 students with limited intake. The Chinese (Mandarin) Bilingual Program is projected to have an enrolment of 42 students; the ACCESS class is projected to have an enrolment of 8 students. These three programs are projected to have a combined enrolment of 646 students.

##### Colonel Irvine School

The following enrolment chart identifies the September 2012 projected enrolment for Colonel Irvine School should the proposed closure be approved:

##### **Colonel Irvine School (Proposed Accommodation Plan)**

Instructional space available = 780 (32 classrooms)

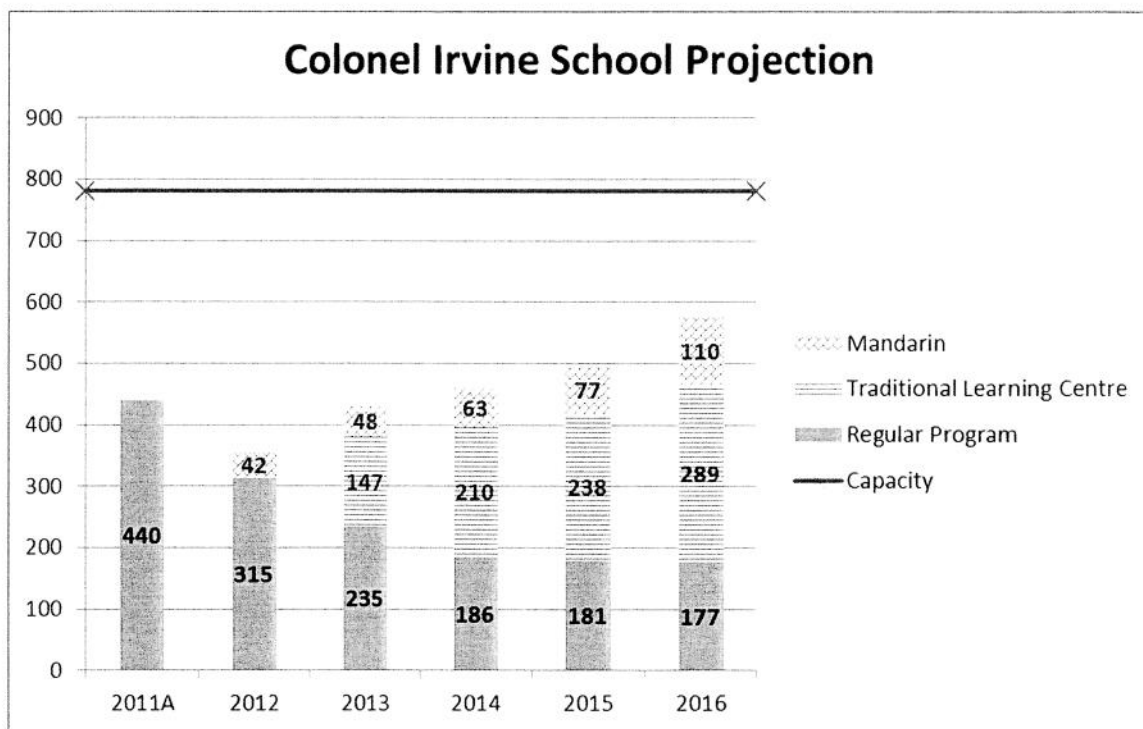
##### **Projected Enrolment September 2012**

	GR7	GR8	GR9	Total
Regular Program	60	115	140	315
Mandarin (Chinese) Bilingual	23	11	8	42
TOTAL	83	126	148	357

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.

The following graph is a 5 year projection for Colonel Irvine School:



The following enrolment chart identifies the September 2012 projected enrolment for Langevin School, conditional upon the approved closure for the purpose of re-location of the Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program:

#### **Langevin School (Accommodation Proposal)**

Instructional space available = 640 (26 classrooms)

#### **Projected Enrolment September 2012**

	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	Total
Science	40	50	57	50	56	59	54	81	82	79	608
ACCESS III								4	1	2	7
<b>TOTAL</b>	<b>40</b>	<b>50</b>	<b>57</b>	<b>50</b>	<b>56</b>	<b>59</b>	<b>54</b>	<b>85</b>	<b>83</b>	<b>81</b>	<b>615</b>

In moving forward with the accommodation proposal, the CBE provides the Chinese (Mandarin) Bilingual Program with the opportunity to more effectively meet the long term learning needs of all students, in facilities that would allow for continued enrolment growth.



## **FINANCIAL IMPACT**

The financial impact of this recommended program closure with respect to facility operations is negligible, since the recommendation is for the closure and re-location of a program and both affected schools would remain operational. Given the re-location of the Chinese (Mandarin) Bilingual Program to Colonel Irvine School, no operational cost savings is anticipated.

The financial impact with respect to transportation is as follows:

If the proposed closure of Grade 7 to Grade 9 Chinese (Mandarin) Bilingual Program were to be approved for the purpose of re-location, students in the program would no longer be able to access existing buses. This may result in an increase in the cost of transportation due to the additional bus routes that will be required to transport these students to Colonel Irvine School.

## **V. IMPLEMENTATION CONSEQUENCES**

The proposed student accommodation plan for the Chinese (Mandarin) Bilingual Program is conditional upon the Board of Trustees' consideration of closure of the Chinese (Mandarin) Bilingual Program, for the purpose of re-location, at Langevin School, and the Board's approval following the regulatory process pursuant to *GP-5E: Closure of Schools* and the provincial *Closure of Schools Regulation*.

If the Board of Trustees passes a motion to close the Chinese (Mandarin) Bilingual Program, Planning and Transportation Services will facilitate implementation by supporting Area II and affected schools in effectively communicating this decision and the proposed accommodation plan to all stakeholders.

## **VI. CONCLUSION**

The proposed accommodation plan provides the Chinese (Mandarin) Bilingual Program with opportunities for enrolment growth. The recommendation that the program be closed, for the purpose of re-location, supports this accommodation plan.



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

Attachment I: Community Engagement Plan

Attachment II: Student Accommodation Plan - Feedback Langevin School, Chinese (Mandarin)  
Bilingual Program Responses to Most Frequently Asked Questions

Attachment III: YourVoice Feedback



**Engagement Process**  
**Chinese (Mandarin) Bilingual Program**  
**Grade 7-9 Langevin School**

<p><b>Level of Public Participation (see IAP2 Spectrum): Involve</b></p> <p>Issues: Chinese (Mandarin) Bilingual Program Grade 7-9 student enrollment is low but anticipated to increase over the next 3 years. The current location does not allow for the Chinese (Mandarin) Bilingual Program to grow.</p> <ul style="list-style-type: none"> <li>• Current location at Langevin School with the Science program is challenging <ul style="list-style-type: none"> <li>• Ability to program for Mandarin is difficult</li> <li>• Science numbers are high</li> </ul> </li> <li>• A new location that will allow for continued growth is required.</li> </ul>
<p><b>Calgary Board of Education Alignment</b></p> <ul style="list-style-type: none"> <li>• The Mega End Statement focuses on ensuring that all students complete high school. In developing our student accommodation plans we are committed to our students and stakeholders by providing continuity for their learning through sustainable programs so that they may achieve this End.</li> <li>• Three Year Education Plan outcome 3.1; "The education system meets the needs of all K-12 students, our society and the economy," guides our work during an engagement process.</li> <li>• Decisions regarding student accommodation require the respectful engagement of stakeholders with due attention paid to the values and criteria stated in Executive Limitation (EL) 14 Student Accommodation.</li> <li>• As per EL-14, we use clear and timely processes to communicate and engage internal and external stakeholders in order to seek input and participation for each student accommodation plan, through the engagement process.</li> </ul>
<p><b>Parameters</b></p> <ul style="list-style-type: none"> <li>• Chinese (Mandarin) Bilingual Program must be accommodated in a location that allows for continued growth.</li> <li>• Sustainable kindergarten to grade 9 Chinese (Mandarin) Bilingual Program</li> </ul>
<p><b>Goal of Public Participation Process:</b></p> <ul style="list-style-type: none"> <li>• To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.</li> </ul>
<p><b>Promise to the Public:</b></p> <ul style="list-style-type: none"> <li>• We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.</li> </ul>
<p><b>Decision Making</b></p> <ul style="list-style-type: none"> <li>• Any decisions regarding attendance area changes will be made by the Area Director and the System Principal of Community Engagement and Operational Planning.</li> <li>• Any decisions regarding consideration of closure of programs and/or schools will be made by the Board of Trustees upon a recommendation from the Area Director and the department of Community Engagement and Operational Planning.</li> <li>• Any decisions regarding the implementation of student accommodation plans resulting from attendance area changes or closures of programs and/or schools will be made by the Area Director and the System Principal of Community Engagement and Operational Planning.</li> </ul>

<b>Community Engagement Process:</b>	<b>Dates:</b>
1. Meeting with Area II Office, Principals of schools potentially involved, CEOP team <ul style="list-style-type: none"> <li>To discuss possible location options for the Chinese (Mandarin) grade 7-9 program</li> </ul>	April 4, 2011
1. Highwood School Council Meeting Director of Community Engagement and Operational Planning met with members of the Chinese (Mandarin) Bilingual Program School Council to: <ul style="list-style-type: none"> <li>Talk about how parents see Chinese (Mandarin) grade 7-9 program</li> </ul> Members to include: School Council Representative, Principal, Director of Community Engagement and Operational Planning	September 22, 2011
2. Langevin Parent Meeting <ul style="list-style-type: none"> <li>Present information to the broader stakeholder group regarding challenges and opportunities to address the accommodation needs of the Chinese (Mandarin) Bilingual Program.</li> <li>To answer questions and hear comments from the attendees.</li> </ul> Members to include: All Chinese (Mandarin) Bilingual Program parent were invited to attend, Principal, Area II Director, members of CEOP	November 17, 2011
4. Open House <ul style="list-style-type: none"> <li>Share information regarding the Chinese (Mandarin) Bilingual Program with the broader community</li> <li>Share feedback from previous meetings and collect additional feedback regarding possible options</li> <li>Identify timelines and supports required</li> </ul> Members to include: All Chinese (Mandarin) Bilingual Program parents, interested stakeholders, Principals, Area II Director, members of CEOP	December 8, 2011
5. Communicate recommendations and/or decisions	December 22, 2011
<b>Community Engagement Process – Internal Stakeholders:</b>	
1. School Principal or System Principal CEOP to meet with school staff <ul style="list-style-type: none"> <li>Presented the proposed accommodation for Chinese (Mandarin) Bilingual Program</li> <li>Gathered staff feedback</li> </ul>	September 22, 2011
Principals communicate recommendations and/or decisions to staff	

**Engagement Process**  
**Chinese (Mandarin) Bilingual Program**  
**Grade 7-9 Langevin School**

<b>Level of Public Participation (see IAP2 Spectrum): Involve</b>
<p>Issues: Chinese (Mandarin) Bilingual Program Grade 7-9 student enrollment is low but anticipated to increase over the next 3 years. The current location does not allow for the Chinese (Mandarin) Bilingual Program to grow.</p> <ul style="list-style-type: none"> <li>Current location at Langevin School with the Science program is challenging <ul style="list-style-type: none"> <li>Ability to program for Mandarin is difficult</li> <li>Science numbers are high</li> </ul> </li> <li>A new location that will allow for continued growth is required.</li> </ul>
<b>Calgary Board of Education Alignment</b>
<ul style="list-style-type: none"> <li>The Mega End Statement focuses on ensuring that all students complete high school. In developing our student accommodation plans we are committed to our students and stakeholders by providing continuity for their learning through sustainable programs so that they may achieve this End.</li> <li>Three Year Education Plan outcome 3.1; "The education system meets the needs of all K-12 students, our society and the economy," guides our work during an engagement process.</li> <li>Decisions regarding student accommodation require the respectful engagement of stakeholders with due attention paid to the values and criteria stated in Executive Limitation (EL) 14 Student Accommodation.</li> <li>As per EL-14, we use clear and timely processes to communicate and engage internal and external stakeholders in order to seek input and participation for each student accommodation plan, through the engagement process.</li> </ul>
<b>Parameters</b>
<ul style="list-style-type: none"> <li>Chinese (Mandarin) Bilingual Program must be accommodated in a location that allows for continued growth.</li> <li>Sustainable kindergarten to grade 9 Chinese (Mandarin) Bilingual Program</li> </ul>
<b>Goal of Public Participation Process:</b>
<ul style="list-style-type: none"> <li>To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.</li> </ul>
<b>Promise to the Public:</b>
<ul style="list-style-type: none"> <li>We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.</li> </ul>
<b>Decision Making</b>
<ul style="list-style-type: none"> <li>Any decisions regarding attendance area changes will be made by the Area Director and the System Principal of Community Engagement and Operational Planning.</li> <li>Any decisions regarding consideration of closure of programs and/or schools will be made by the Board of Trustees upon a recommendation from the Area Director and the department of Community Engagement and Operational Planning.</li> <li>Any decisions regarding the implementation of student accommodation plans resulting from attendance area changes or closures of programs and/or schools will be made by the Area Director and the System Principal of Community Engagement and Operational Planning.</li> </ul>

Community Engagement Process:	Dates:
1. Meeting with Area II Office, Principals of schools potentially involved, CEOP team <ul style="list-style-type: none"> <li>To discuss possible location options for the Chinese (Mandarin) grade 7-9 program</li> </ul>	April 4, 2011
1. Highwood School Council Meeting Director of Community Engagement and Operational Planning met with members of the Chinese (Mandarin) Bilingual Program School Council to: <ul style="list-style-type: none"> <li>Talk about how parents see Chinese (Mandarin) grade 7-9 program</li> </ul> Members to include: School Council Representative, Principal, Director of Community Engagement and Operational Planning	September 22, 2011
2. Langevin Parent Meeting <ul style="list-style-type: none"> <li>Present information to the broader stakeholder group regarding challenges and opportunities to address the accommodation needs of the Chinese (Mandarin) Bilingual Program.</li> <li>To answer questions and hear comments from the attendees.</li> </ul> Members to include: All Chinese (Mandarin) Bilingual Program parent were invited to attend, Principal, Area II Director, members of CEOP	November 17, 2011
4. Open House <ul style="list-style-type: none"> <li>Share information regarding the Chinese (Mandarin) Bilingual Program with the broader community</li> <li>Share feedback from previous meetings and collect additional feedback regarding possible options</li> <li>Identify timelines and supports required</li> </ul> Members to include: All Chinese (Mandarin) Bilingual Program parents, interested stakeholders, Principals, Area II Director, members of CEOP	December 8, 2011
5. Communicate recommendations and/or decisions	December 22, 2011
Community Engagement Process – Internal Stakeholders:	
1. School Principal or System Principal CEOP to meet with school staff <ul style="list-style-type: none"> <li>Presented the proposed accommodation for Chinese (Mandarin) Bilingual Program</li> <li>Gathered staff feedback</li> </ul>	September 22, 2011
Principals communicate recommendations and/or decisions to staff	

## **Mandarin (Chinese) Bilingual Program**

### **Junior High Proposal**

#### **December 8, 2011 Feedback**

**Please give us your feedback regarding closure of the Mandarin Chinese Bilingual Program for the purpose of relocation to Colonel Irvine School.**

#### **What do you see as the advantages of this location?**

- Both School of Mandarin can come together – 1.
- Better timing in courses.
- The school is close to Highwood. Both my children can ride the same bus.
- Siblings being close to each other.
- More convenient for parent pick-up & drop-offs.
- Perhaps sharing of Chinese resources between schools.
- It makes sense.
- That this location is near Highwood – so the students will be in the same area. Moving from King George was an adjustment for many people. Providing a location Highwood provides some stability.
- Having the elementary & junior high close together.
- Possibility of sharing resources with Highwood.
- It will be close to the Highwood School. The Mandarin Program for both school can share resources.
- It's good.
- Share resources w/ Highwood.
- Familiar surroundings for kids.
- Several members of different grades can car pool to same spot.
- Sharing of resources, keeping the program close together.
- I always thought Colonel Irvine is the only option for a junior high – better location.
- Its right beside Highwood School & I am hoping transportation can be coordinated together.
- Colonel Irvine is a regular program currently & I hope it would be easy to incorporate the Mandarin program.
- Proximity to the elementary school.
- There is room to grow.
- Close to current school, not a major re-location.
- Plenty of room to grow enrolment without another re-location.



### **What do you think would be the challenges of this location?**

- Transportation.
- If there are any students who live in the south.
- No challenges at this time – more of an adaption.
- The current grade 8 class.
- Managing 3 programs together.
- Mandarin program is growing very fast and it might be at capacity very soon.
- Managing 3 programs & integrating them will be very challenging.
- Worries of my gr 2 – will there be enough room by the time he goes to Colonel Irvine?
- My kids are in Gr. 2 and kindergarten right now. I worry that by the time they enter junior high, will there be room?
- 3 different programs. Just want a smooth transition for the kids.
- Don't want any overlaps in courses.
- If the south (Midnapore) program grows, this location is a great distance away.
- If the program grows & the TLC & regular program grow they may have to move again.
- \*Getting qualified teachers for the Mandarin program.\*

### **What questions do you have?**

- When are we going to make the big move?? – soon.
- Proper layout of courses.
- Change time of school hours in a.m. to a better time.
- Would start and end times be coordinated for Highwood & C.I. so transportation could be shared?
- What were the other options considered?
- Why wasn't it done last year, when siblings moved to Highwood?
- I want to know if there will be a separate lunch fee, especially for parents who choose to transport their own kids.
- Will it be the same bus for sibling going to Highwood and Colonel Irvine?
- How does it work if TLC does uniforms & the rest of the 2 programs don't.
- How much would the lunch room fee be?
- Will the times for both schools be the same or stagger starts?
- Can hours of Highwood & Colonel Irvine be more coordinated so transportation can be shared between elementary & Junior High. I will have kids in both schools next yr.
- I think it is important to make sure there is a good integration plan. At Langevin they always seem to be 2<sup>nd</sup> to the science program.

## Comments

- Move soon!!
- I think this is an awesome move.
- I hope it happens for 2012-2013 school year.
- I think it is great!
- I think the new schedule for “Colonel Irvine is good enough to have the students “Never missing any core class” and the kids could have option to choose whatever they want.
- Glad that you are moving!
- I think it is great that the CBE is making effort to move the Mandarin program to Col. Irvine – I think it is a smart move for the continuation of the program.
- I know a lot of parents would like the junior high at Colonel Irvine. Thanks!
- The sooner, the better to move.
- I am in favour of the move!
- I look forward to the move.

**YourVoice Feedback**

Comments=Hi in September, CEOPs attended our school council meeting at Highwood School and promised parents that they would be informed of the next step in the process of determining the junior high designation for the Mandarin bilingual program by October. Parents have been asking me about it, and I would like to be able to tell them at our next school council meeting on Thur Nov 17. What is the next step in the process, and when will it take place? Thank you.



**CALGARY BOARD OF EDUCATION**

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

**January 24, 2012**

**To:** Board of Trustees

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

**Re:** **Proposed Accommodation Plan for Roland Michener School**

**Purpose:** Information and Approval

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

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

**Resource Persons:** Dianne Yee, Director, Area III  
Karen Barry, System Principal, Planning and Transportation Services  
Conor McGreish, Planning Analyst, Planning and Transportation Services  
Adelle Palmer, Community Engagement Consultant, Planning and Transportation Services

**I. RECOMMENDATIONS**

It is recommended:

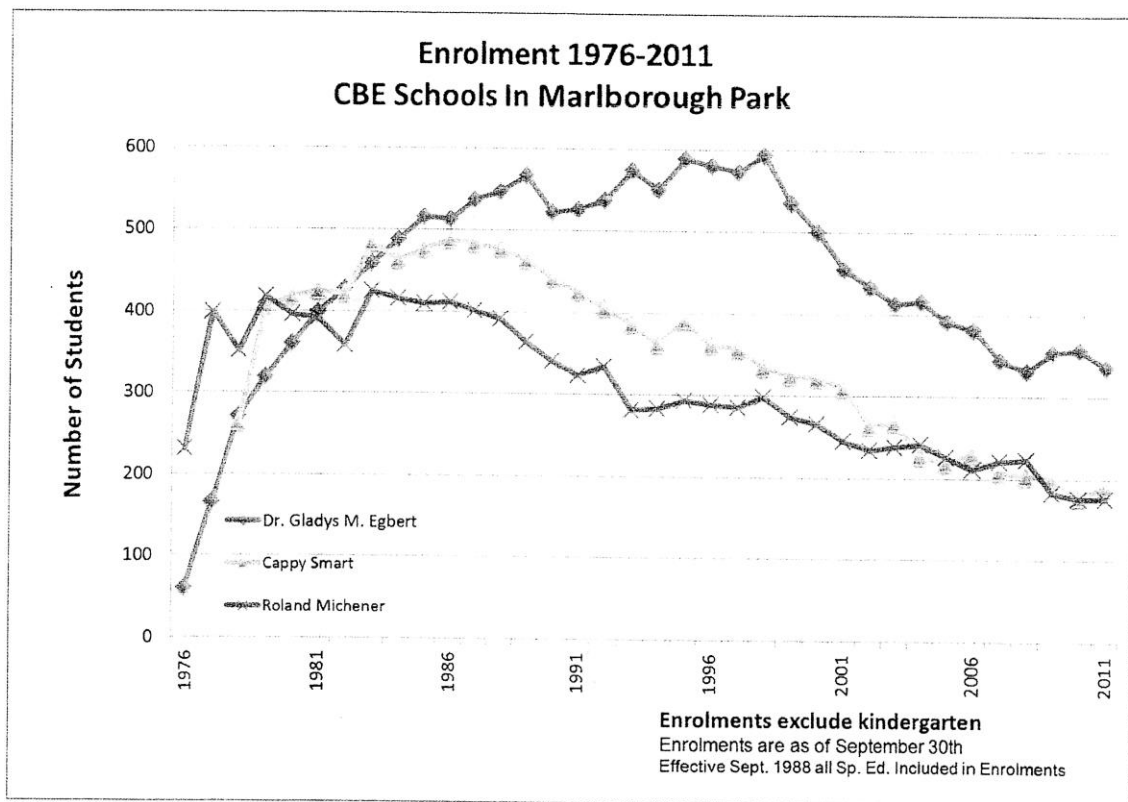
1. THAT the Board of Trustees receives, as information and for the record, the accommodation and implementation plan outlined in this report, and
2. THAT the Board of Trustees is satisfied that there is cause to proceed with a consideration of closure of Roland Michener School, and all programs contained 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.

## II. ISSUE

Declining enrolment from the residential district of Marlborough Park provides an opportunity to review the accommodation needs for kindergarten to Grade 9 students. With the excess capacity at Dr. Gladys M. Egbert School there is an opportunity to create a middle school and to enhance programming opportunities for students.

## III. BACKGROUND

Marlborough Park residential district is located in northeast Calgary, north of Memorial Drive, south of 16<sup>th</sup> Avenue NE, east of 52<sup>nd</sup> Avenue NE, and west of 68<sup>th</sup> Street NE. Being a developed community approximately 40 years old, Marlborough Park has seen declining population in recent years as well as a decline in the number of students in the community. Marlborough Park had a population of 8,278 as reported in the April 2011 City of Calgary civic census. There are currently three Calgary Board of Education schools in the community of Marlborough Park: Cappy Smart School, Roland Michener School and Dr. Gladys M. Egbert School. Roland Michener School and Cappy Smart School share an attendance area.



### *i) Schools and Programs*

Roland Michener School, built in 1976, currently offers a regular program for students from kindergarten to Grade 6 residing in the residential district of Marlborough Park. Roland Michener School also accommodates two classes of Paced Learning programming (PLP).

Cappy Smart School, built in 1978, currently offers a regular program for students from kindergarten to Grade 6 residing in the residential district of Marlborough Park. Cappy Smart School also accommodates two Social Knowledge, Independent Living and Language (SKILL) classes and one Behavioural/Emotional (Children's Village Transition) class.

Dr. Gladys M. Egbert School, built in 1976, currently offers a regular program for students from Grade 7 to Grade 9 residing in the residential district of Marlborough Park. Dr. Gladys M. Egbert School also accommodates students from Grade 7 to Grade 9 residing in the residential district of Abbeydale, one PLP class, one Behavioural/Emotional (Hull Outreach) class and two Bridges classes.

### *ii) Accommodation Opportunities and Challenges*

The following are identified as both opportunities and challenges:

- Student enrolment from the residential district of Marlborough Park is declining.
- The excess capacity at Dr. Gladys M. Egbert School provides an opportunity to create a middle school and to enhance programming opportunities for students.
- Cappy Smart School has the capacity to provide a regular program for all kindergarten to Grade 4 students from the residential district of Marlborough Park.

Roland Michener School

Instructional space available = 300 (12 classrooms, includes 1 relocatable)

**Enrolment as of September 30, 2011**

	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
Marlborough Park	25	34	25	19	19	9	18	149
Out Of Attendance Area	5	5	4	6	4	6	3	33
Paced Learning programming (PLP)					7	8	9	24
<b>TOTAL</b>	<b>30</b>	<b>39</b>	<b>29</b>	<b>25</b>	<b>30</b>	<b>23</b>	<b>30</b>	<b>206</b>

Roland Michener School has instructional space to accommodate 300 students and, as of September 30, 2011 had a total enrolment of 206 students. Of the total number of students, 182 students are enrolled in the kindergarten to Grade 6 regular program and 24 students are enrolled in PLP classes.

### Cappy Smart School

Instructional space available = 375 (15 classrooms, includes 4 relocatables)

#### Enrolment as of September 30, 2011

	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
Marlborough Park	36	35	26	30	34	20	26	207
Out Of Attendance Area	1	1		1	1	1	1	6
SKILL		2	1	2	6	1	3	15
<b>TOTAL</b>	<b>37</b>	<b>38</b>	<b>27</b>	<b>33</b>	<b>41</b>	<b>22</b>	<b>30</b>	<b>228</b>

Note: Cappy Smart School also accommodates a Children's Village Transition class

Cappy Smart School has instructional space to accommodate 375 students and, as of September 30, 2011 had a total enrolment of 228 students. Of the total number of students, 213 students are enrolled in the kindergarten to Grade 6 regular program and 15 students are enrolled in the SKILL classes.

### Dr. Gladys M. Egbert School

Instructional space available = 530 (22 classrooms, includes 4 relocatables)

#### Enrolment as of September 30, 2011

	GR7	GR8	GR9	Total
Marlborough Park & Abbeydale	79	92	98	269
Out Of Attendance Area	11	15	14	40
Bridges	1	5	10	16
Paced Learning programming (PLP)	3	4	5	12
<b>TOTAL</b>	<b>94</b>	<b>116</b>	<b>127</b>	<b>337</b>

Note: Dr. Gladys M. Egbert School also accommodates a Hull Outreach class

Dr. Gladys M. Egbert School has instructional space to accommodate 530 students and as of September 30, 2011 had a total enrolment of 337 students, of which 16 students are enrolled in the Bridges class and 12 are enrolled in the PLP class.

### iii) Community Engagement Process

Following the Calgary Board of Education's *Administrative Regulation 1090: Student Accommodation Planning Process*, stakeholders from the residential district of Marlborough Park were given an opportunity to participate in a community engagement process. Using the International Association of Public Participation (IAP2) spectrum of public participation, the Department of Planning and Transportation Services and the Area Director determined that the level of engagement would be to "consult" participants. (See Attachment I: Community Engagement Plan for a complete summary of the engagement process and corresponding promise to the public).

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

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

For the purpose of reviewing and soliciting feedback on a comprehensive student accommodation plan for students, a series of meetings were held between October 2011 and December 2011, as part of the System Student Accommodation Planning Process. Attachment II provides the feedback received from the stakeholder meetings. Attachment III provides questions and answers generated by stakeholders during the community engagement process and Attachment IV provides online feedback received from YourVoice.

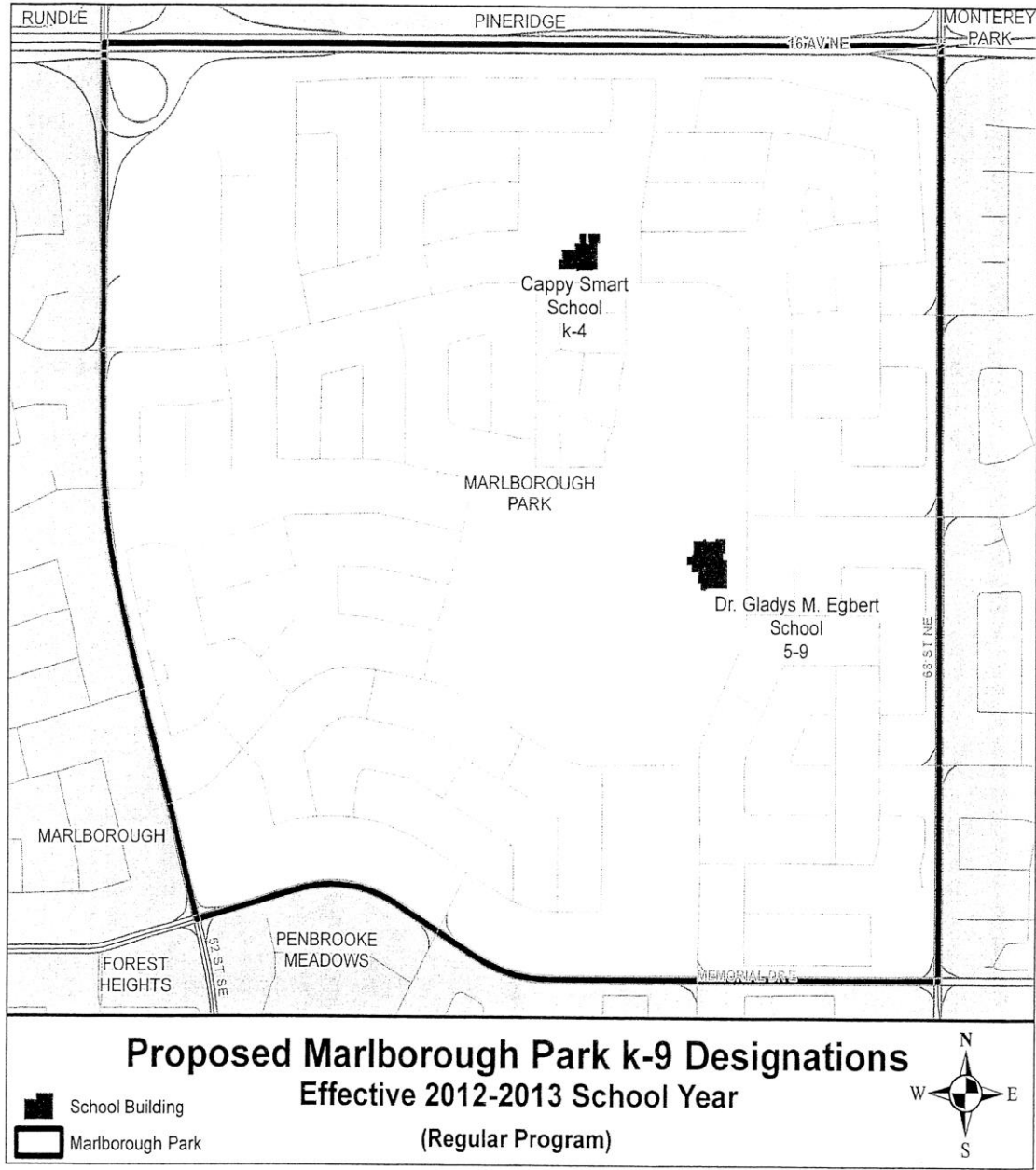
After consulting stakeholders and implementing feedback where possible, the proposed long term accommodation plan, as it relates to the regular program for students residing in the Marlborough Park residential district, is as follows:

- Recommend consideration of closure of Roland Michener School and all programs contained therein, effective June 30, 2012.

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

- Designate kindergarten to Grade 4 regular program students from the residential district of Marlborough Park to Cappy Smart School effective the 2012-2013 school year.
- Designate Grade 5 to Grade 9 regular program students from the residential district of Marlborough Park to Dr. Gladys M. Egbert School effective the 2012-2013 school year.
- Continue to designate Grade 7 to Grade 9 regular program students from the residential district of Abbeydale to Dr. Gladys M. Egbert School.

The map below illustrates the proposed attendance area for the kindergarten to Grade 9 regular program in Marlborough Park residential district:



#### IV. ANALYSIS

The three schools in Marlborough Park have instructional space to accommodate 1,205 students. Total enrolment in these three schools as of September 30, 2011 was 771 students, kindergarten to Grade 9. This includes all designated students, students in specialized programming and students attending from out of attendance area. Two schools in Marlborough Park can accommodate the kindergarten to Grade 9 students in the regular program into the foreseeable future.

The feedback collected from stakeholders indicated that even though parents from both Cappy Smart and Roland Michener Schools supported their respective kindergarten to Grade 6 schools, there was interest in considering middle school programming at Dr. Gladys M. Egbert School.

##### Status Quo

The following table identifies the projected September 2012 enrolment at Roland Michener School, should the proposed accommodation plan not be implemented.

Roland Michener School (Status Quo)

Instructional space available = 300 (12 classrooms, includes 1 relocatable)

##### **Projected Enrolment September 2012**

	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
Marlborough Park	30	18	30	20	15	16	8	137
Out Of Attendance Area	6	5	5	4	6	4	6	36
Paced Learning programming (PLP)					9	7	8	24
<b>TOTAL</b>	<b>36</b>	<b>23</b>	<b>35</b>	<b>24</b>	<b>30</b>	<b>27</b>	<b>22</b>	<b>197</b>

Over the next five years it is anticipated that the enrolment at Roland Michener School will remain stable in the regular program.

The following table identifies the projected September 2012 enrolment at Cappy Smart School, should the proposed accommodation plan not be implemented.

Cappy Smart School (Status Quo)

Instructional space available = 375 (15 classrooms, includes 4 relocatables)

##### **Projected Enrolment September 2012**

	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
Marlborough Park	29	36	30	26	30	36	19	206
Out Of Attendance Area	1	2	1	0	1	1	1	7
SKILL		3	2	1	2	6	1	15
<b>TOTAL</b>	<b>30</b>	<b>41</b>	<b>33</b>	<b>27</b>	<b>33</b>	<b>43</b>	<b>21</b>	<b>228</b>

Note: Cappy Smart School also accommodates a Children's Village Transitions class

Over the next five years it is anticipated that the enrolment at Cappy Smart School will remain stable in the regular program.

The following table identifies the projected September 2012 enrolment at Dr. Gladys M. Egbert School, should the proposed accommodation plan not be implemented.

Dr. Gladys M. Egbert School (Status Quo)

Instructional space available = 530 (22 classrooms, includes 4 relocatables)

**Projected Enrolment September 2012**

	GR7	GR8	GR9	Total
Marlborough Park & Abbeydale	77	76	89	242
Out Of Attendance Area	13	11	15	39
Bridges	3	5	5	13
Paced Learning programming (PLP)	5	3	4	12
<b>TOTAL</b>	<b>98</b>	<b>95</b>	<b>113</b>	<b>306</b>

Note: Dr. Gladys M. Egbert School also accommodates a Hull Outreach class

Over the next five years it is anticipated that the enrolment at Dr. Gladys M. Egbert School will decline in the regular program.

Proposed Accommodation Plan

If the proposed accommodation plan is approved and Roland Michener School is closed, there would be a change in grade configuration at Cappy Smart School and Dr. Gladys M. Egbert School. Cappy Smart School would change from a kindergarten to Grade 6 to a kindergarten to Grade 4 configuration and Dr. Gladys M. Egbert would become a middle school with a grade configuration of Grade 5 to Grade 9.

The following enrolment chart identifies the September 2012 projected enrolment for Cappy Smart School, should the proposed closure be approved:

Cappy Smart School (Proposed)

Instructional space available = 375 (15 classrooms, includes 4 relocatables)

**Projected Enrolment September 2012**

	K	GR1	GR2	GR3	GR4	Total
Students from Cappy Smart	59	36	30	26	30	181
Students from Roland Michener		18	30	20	15	83
Out Of Attendance Area		7	6	4	7	24
SKILL		3	2	1	2	8
<b>TOTAL</b>	<b>59</b>	<b>64</b>	<b>68</b>	<b>51</b>	<b>54</b>	<b>296</b>

Note: Cappy Smart School also houses a Children's Village Transition class



The following enrolment chart identifies the September 2012 projected enrolment for Dr. Gladys M. Egbert School, should the proposed closure be approved:

Dr. Gladys M. Egbert School (Proposed)

Instructional space available = 530 (22 classrooms, includes 4 relocatables)

**Projected Enrolment September 2012**

	GR5	GR6	GR7	GR8	GR9	Total
Marlborough Park & Abbeydale			77	76	89	242
Students from Cappy Smart	36	19				55
Students from Roland Michener	16	8				24
Out Of Attendance Area	5	7	13	11	15	51
Paced Learning programming (PLP)	7	8	5	3	4	27
<b>TOTAL</b>	<b>64</b>	<b>42</b>	<b>95</b>	<b>90</b>	<b>108</b>	<b>399</b>

The specialized programming currently located in the schools would also be impacted by the decision to close Roland Michener School. Paced Learning programming would be relocated from Roland Michener School to Dr. Gladys M. Egbert School. The Bridges classes at Dr. Gladys M. Egbert School would be relocated to Terry Fox School and the Hull Outreach class would be relocated to Bob Edwards School or another appropriate location as programming needs are assessed on an annual basis.

In order to more effectively provide for the long term programming needs of students desiring a regular program, the proposed accommodation plan includes a recommendation that the Board of Trustees consider the closure of Roland Michener School, and all programs contained therein. This plan provides an opportunity to more effectively meet the long term learning needs of students by establishing a sustainable kindergarten to Grade 9 regular program in the Marlborough Park residential district.

## **V. FINANCIAL IMPACT**

There will be a reduction in administrative, staffing and resource costs as a result of the proposed closure of Roland Michener School, and all programs contained therein. Future use of this facility is to be determined by Calgary Board of Education needs and priorities.

## **VI. IMPLEMENTATION CONSEQUENCES**

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

## **VII. CONCLUSION**

The consolidation of the regular programs at Cappy Smart School and Roland Michener School and subsequent grade configuration change will allow Dr. Gladys M. Egbert School to transition to a middle school and enhance programming opportunities for students.

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

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

Attachment I: Community Engagement Process Summary  
Attachment II: Student Accommodation Plan – Feedback  
Attachment III: Responses to Frequently Asked Questions  
Attachment IV: YourVoice Feedback

**Community Engagement Plan  
Marlborough Park**

<b>Level of Public Participation (see IAP2 Spectrum): Consult</b>
Issues: Excess capacity in the residential district of Marlborough Park
<b>Calgary Board of Education Alignment</b>
<ul style="list-style-type: none"> <li>• The Mega End Statement focuses on ensuring that all students complete high school. In developing our student accommodation plans we are committed to our students and stakeholders by providing continuity for their learning through sustainable programs so that they may achieve this End.</li> <li>• Three-Year Education Plan outcome 3.1; "The education system meets the needs of all K-12 students, our society and the economy," guides our work during an engagement process.</li> <li>• Decisions regarding student accommodation require the respectful engagement of stakeholders with due attention paid to the values and criteria stated in Executive Limitation (EL) 14 Student Accommodation.</li> <li>• As per EL-14, we use clear and timely processes to communicate and engage internal and external stakeholders in order to seek input and participation for each student accommodation plan, through the engagement process.</li> </ul>
<b>Parameters</b>
<ul style="list-style-type: none"> <li>• Balance among equity, access, excellence and choice</li> <li>• Minimum disruption for students</li> <li>• Learning continuum</li> <li>• Attending school as close to a student's residence as possible</li> <li>• Efficient use of space and resources</li> <li>• Utilization factors at both the system and school level</li> </ul>
<b>Goal of Public Participation Process</b>
<ul style="list-style-type: none"> <li>• To involve you throughout the process to and obtain you feedback on the accommodation plan and its implementation and ensure that your concerns and aspirations are consistently understood and considered.</li> </ul>
<b>Promise to the Public</b>
<ul style="list-style-type: none"> <li>• We will keep you and other identified stakeholders informed, listen to and acknowledge concerns and aspirations, and provide feedback on how your input was or was not used to influence the final decision.</li> </ul>
<b>Decision Making</b>
<ul style="list-style-type: none"> <li>• Any decisions regarding attendance area changes will be made by the Area Director and the Director of Community Engagement and Operational Planning.</li> <li>• Any decisions regarding consideration of closure of programs and/or schools will be made by the Board of Trustees upon a recommendation from the Area Director and the Director of Community Engagement and Operational Planning.</li> <li>• Any decisions regarding the implementation of student accommodation plans resulting from attendance area changes or closures of programs and/or schools will be made by the Area Director and the Director of Community Engagement and Operational Planning.</li> </ul>

Community Engagement Process	Dates
1. Start-up Meeting <ul style="list-style-type: none"> <li>• Meet with principals and Area III Director to present information regarding the issues and the accommodation proposal</li> <li>• To present the community engagement plan</li> </ul> Members to include: Principals, Area III Director and members of Community Engagement and Operational Planning	September 15, 2011
2. Start-Up Meeting <ul style="list-style-type: none"> <li>• Meet with principals and parents               <ul style="list-style-type: none"> <li>○ To develop an understanding of the issues</li> <li>○ To present the community engagement plan</li> <li>○ Gather feedback</li> <li>○ To provide information to participants to take back to their communities/schools</li> <li>○ To identify members to be part of an engagement process team</li> </ul> </li> </ul> Members to include: Parents, community representatives if appropriate, principals, Area III Director, members of CEOP	October 20, 2011
3. Focus Group Meeting <ul style="list-style-type: none"> <li>• Review scenarios developed at October 20, 2011 meeting</li> <li>• Discuss opportunities and challenges of scenarios developed</li> <li>• Discuss implementation</li> <li>• Plan for Open House/</li> </ul>	November 8, 2011
4. Open House <ul style="list-style-type: none"> <li>• To provide an opportunity for the broader community to understand the issue, the engagement process and to provide feedback on the student accommodation proposal.</li> <li>• To involve a larger stakeholder group</li> <li>• To gain a deeper understanding of the opportunities and challenges associated with the scenarios developed</li> </ul>	November 23, 2011
5. Parent Meeting <ul style="list-style-type: none"> <li>• Review feedback from Open House               <ul style="list-style-type: none"> <li>○ Next steps</li> </ul> </li> </ul>	December 7, 2011
6. Communicate recommendations and/or decisions	December 15, 2011
<b>Community Engagement Process – Internal Stakeholders:</b>	
CEOP support for Area Director and Principals may include: <ul style="list-style-type: none"> <li>• Providing assistance or support in engaging all school staff</li> <li>• Providing assistance or support in gathering staff feedback</li> </ul>	October 20, 2011
Principals communicate recommendations and/or decisions to staff	

### **Parent Feedback – Area III**

**October 20, 2011**

#### **Initiative: Marlborough Park**

##### **Clarifying Questions:**

- Do the kids do better with lower enrolment numbers?
- Does closing one of the schools cram (overfill) the other schools?
- What about the students in special programs?
- Did you consider bringing in other students from other areas?
- Do some schools have over use?
- What is the absolute lowest number of students for programming?
- Is it based on funding?
- Have there been programs cut due to school number?
- Is the programming based on government cuts or student numbers?
- Did we previously get more money for students?
- Why was the letter vague?

##### **1. What do you understand about what you have heard?**

- I understand that enrolments are mostly stable – in that enrolments remain the same for our three schools. I also understand that this meeting is intended for clarification purposes.
- That we as a community and CBE need to find ways of re-thinking the usage or structure of our schools to retain their viability.
- That the quality of our school programming will decline if something isn't done.
- That the spaces available far outnumber the current and foreseen student population.
- That the community's population is declining and the space in the schools isn't being fully utilized.
- I understand that there is not enough enrolment for schools and a school needs to be shut down. Which makes no sense at all since Calgary is growing.
- That there are not enough students in the three schools in Marlborough Park and that we need to figure out what we need to do so a school does not close.
- The population of the school is not effective as it falls short of what the schools can offer.
- My understanding is fairly clear. Projected enrolment trends indicate we have excess space and not enough students currently in the schools or going to come into the schools.

- School enrolment has declined since the 1980s. Focus appears to be on dollar allotments. How programs/schools will be affected by lower enrolment.
- Not enough students – schools will disappear along with our children to larger schools. Not what the community is looking for.
- That if the numbers continue to drop one out of three schools will be closed. And making the classrooms over-populated.
- That low enrolment at the three schools is resulting in a great deal of student space being wasted and the students of each school missing out on programs that are cut due to low budgets. However, if the schools are combined, there will be a larger budget for the “new” schools and therefore more resources/programs for students.
- More spaces available; fewer students to fill spaces; more opportunity for programs if numbers in school increase.
- I understand that there are cutbacks in question and the ratio to students to space is in question.
- Sorry, I missed it.
- I heard that in this school have more spaces.
- I understand that one of the schools has to be shut down.
- Students’ accommodations? What are you saying?
- That Marlborough Park has less student population for total available population.
- We don’t have enough students to fill all the spaces available. Need to do something to make things more efficient.
- That one of our community schools is going to close because there is not enough funding to keep the current programs in our current schools (all three in this community).
- I understand that within the three year system they are going to look at closing one or more schools.
- Complete understanding
- Yes, we need more students to keep enrolment in all schools. How to get more students.
- There’s going to be changes.
- Enrolment is declining and there is a possibility of some closures.
- Looking at utilization rates/spaces
- I understand that you are looking for info about how the school works and want ideas on how to get more students to use all the space.
- I understand that in time you’re going to have to make adjustments because you have too many empty spaces in the schools.

## 2. What possibilities do you see for providing k-9 learning in Marlborough Park?

- Perhaps a “distance/local” learning co-operative to encourage enrolment growth and additional interest city/province/country/world-wide to attend our district(s).

- Reducing portables should improve student/classroom ratio.
- These are well established schools. Are there other areas/communities that are at capacity we're busing into Marlborough Park?
- Having one of the schools turned into an alternative program school.(x2)
- Removing portables from all schools (x3)
- Adding Spanish Immersion (x2)
- Utilize the schools as 'overflow' schools for new communities with excess children.
- Make 'full day' kindergarten available at all elementary schools. Roland Michener School lost several students to Catholic school as they off full day.
- I see a good future for the children that attend the schools. I believe it's better that the schools are under that for students to have a good ratio and they will be able to learn more then a crowded school.
- More programs (x2)
- Allowing students from other areas to come to the school.
- Have specialized programs.
- If Roland or Cappy Smart focus strictly on student assistance the possibility of additional students being bused in for the assisted programs would be a very good likelihood. In addition the other school would receive the population for regular programming.
- As a parent of a Grade 3 student, I'd prefer to see things remain as is. Realistically I would see a future option of having other communities designated to our schools – communities which have no schools or communities which have excess enrolment.
- Designate one of the schools for special needs.
- Concentrate on core subjects. Extras are great if they can be had but core is necessary.
- Each school offers unique opportunities to students at present. I can only say good things about Roland Michener compared to the education my son was offered elsewhere there is no comparison. The smaller school offers more resources to students; higher teacher to student ratios is everything to kids who are learning disabled.
- Hopefully due to declined numbers our students have more opportunity to learn.
- By keeping all three schools open! Look for any schools in surrounding communities that are over-populated.
- From the info given, I believe they (CBE) are going to create one elementary (k-4) and one middle school (5-9). I would like to see this happen as long as class size/quality of learning would not be jeopardized.
- If Roland numbers are going up why not send Cappy students to Roland?
- I hope to see no big changes, and a solution to appease all schools instead of a closure that will uproot hundreds of children and may affect their learning.
- Look at best possibilities for students and their learning within the community of Marlborough Park.



- Combine schools; bring in students from other areas; leave things as is if the numbers aren't going to go much lower.
- As a resident of Marlborough Park I personally see younger people moving into our community as former residents sell and retire to other communities and condos, etc.
- Depends on money; population appears to have stabilized – five year projection showed flat or moderate growth; wait and see how trend develops.
- Would have maybe more classes for gifted children. More attention one on one with teacher and child.
- Middle school 5-9 (4:9) – middle school framework is an interesting possibility.
- To have smaller class sizes so the teachers have more of an opportunity to work with each student.

### 3. What other information do you need as we move forward with this process?

- Looked at website – described framework for discussions – issues were not referenced.
- Noted that feedback is/will be published.
- How about a “follow-up” meeting with trustees/educators?
- System Student Accommodation Plan pending status
- Do they take into account teacher and parent involvement in enriching the school (i.e. lottery casino participated in by parents)?
- How much of an influence do we have as parents?
- Better clarity in feedback to parents.
- Timeline for Roland
- Where will all the children go?
- More info
- Make things more clear of what is going on.
- To be kept informed with the data and the decisions.
- I need to know that the school board is fully reviewing the benefits of smaller schools. Kids who fall between the cracks at 45 student classrooms are future problems to society; not a cost usually tallied.
- Have all options been really looked at? There are students who live in Martindale that go to school in Marlborough. I believe more accurate information needs to be collected and more time spent into this matter. I believe that CBE should allow the parents to VOTE instead of making the choice for them.
- How classroom sizes will be dealt with if the schools combine. Will a higher school budget allow for more teachers to keep class sizes lower?
- Timeline for Roland? What grades will go to Cappy and Egbert?
- I believe you need to take the parents opinions into deep consideration, our questions and concerns need to be answered.



- What the actual students think about this? I mean it's them who are affected at the end.
- The effect that this will have on the community as a whole.
- Need to look at the success of the students in the individual schools and what success they have achieved in the last few years.
- I want to know how my children will receive the best education possible. Is it lower class sizes? Is it access to more programs? What is that data? If schools are closed/combined will there be more teachers available?
- We would hope that you would provide more straight forward information for our multi-cultural population to understand some planning is needed or a school may close.
- What school may be up for closure? What are the plans for the closed building? How will this affect my child?
- Data for entire city – neighbourhood by neighbourhood – too little data to provide conclusions.
- How can we keep all schools going? How can we build up money to keep the schools open?
- More understanding on what's going to happen.
- Keep all stakeholders informed/updated – letters, website.
- If there are going to be any closures or cutbacks that will affect my child's learning.
- I would like to know what we could do to get enrolment up instead of closing one of our schools.

#### **4. What questions do you have for us?**

- 2008/2009 – were meetings before – what has changed since then?
- What are your ideas? Specifically, what proposals and solutions have you considered?
- Would students be transported if beyond walk limit (i.e. charter schools for the eligible 7%)?
- Modified calendar vs. traditional calendar – what are the advantages and programs that support these calendars?
- If you seriously consider closure of a school, what happens with all the equipment etc. that school council has purchased?
- How will you reconfigure the junior high if you add in more grades? Egbert is a small school, to increase population it becomes more crowded than what it is.
- Who are the trustees and what demographic do they come from?
- Stakeholders = Parents – I would rather be referred to as a parent (of a child)
- For people or an organization looking for as much community input as possible why was the letter sent out so vague in its purpose?
- Have you considered how many kindergarten students went to Catholic because of full day availability?

- Have you looked at how each individual school functions at a micro level?
- What criteria are considered for school closure? Is parent involvement considered? PAT results?
- What state (of repair) are each of the buildings actually in?
- All your stats are great but you have not actually looked at the community or the culture of the schools.
- What will the ratio be for over populated schools?
- What will happen between modified and traditional?
- Can you introduce more French Immersion classes? And are you going to be able to introduce children to more options?
- What would be the lowest population attendance level before closing one of the three schools?
- How realistic is the possibility one of our elementary schools will close?
- If in fact closure becomes a reality, how much notification would we as a community receive?
- Are there other options than relocation to enlarge classes or school closure? Neither are acceptable from my stand point.
- What and why do we observe so many students taking transit to go to schools in the city core? I am a regular user of transit from the downtown and recognize and hear many young people returning to Abbeydale/Marlborough Park area.
- Are we the only community under the knife?? If my child's school is closed are you covering transportation to and from for my child? Are the Catholic schools doing the same as CBE?? Will CBE have a meeting for parents?? Government provides X amount \$ for each student and student fees; where does all the money go?? Is it really proper to cut schools and over populate others??
- Will my children still have the quality of education and the benefit of the teacher attention they get with the current low class sizes?
- Number of kids per class room if put together? If you have been considering them for three years why would we not have been told anything sooner? (Could have started child at a school that would not have closed and he would not have been moved.)
- If there is a projected increase in Roland Michener School over the next five years why would a closure even be considered? If there are more students to teacher wouldn't that mean less attention for each child?
- Are you willing to inspect the school's building first to see if there is mold and it's safe? What are your future plans (really long term)? Are you willing to take into consideration the results from the budget survey (specifically the results in how many are in favour of small classrooms)?

- Why were the parents not properly informed of what is happening – in other words school closure instead of student accommodation? Will classes be overcapacity – quality of learning?
- Are the portables at all schools in good condition – free of mold – so that if a school closes, students will be in a safe environment for learning?
- When will the decision be made?
- Has anyone gone to the schools to talk with staff and students to understand the “feeling” of the schools?
- When is this going to happen? How will this effect property value? How will this affect the desire for new families to want to move into Marlborough Park?
- Bottom line – how much less budget dollars will force a change?
- How can we keep all schools? Public funding from the community for special classes that work for the community – ESL, French, Spanish, gifted children or special needs.
- Middle school – is that a possibility? Modified calendar? What about Abbeydale? It is very close to the others. What other areas have utilization issues? Middle schools – four opening next September – this seems to be the trend within CBE. What would happen to a school that did close? The community identifies with its school/establishes a community. Open house at one of the elementary schools.
- What cutbacks are happening at the moment that will affect my child?
- How many cuts will be made in each school before you make a decision?

##### **5. What suggestions do you have as we engage the broader community?**

- City councillors and trustees – include these people for future meetings.
- Live webinars and recording using “Elluminate” or some other way to engage more participants.
- It is too soon for me to think about this.
- Would they be interested in our community having an alternative program school?
- Be honest
- Clarity in information!
- Do not include so much background info – state who you are, what you do and state why you are here.
- When sending out notices clarify what the meeting is about (i.e. discussion over school effectiveness and future growth).
- Our community is somewhat apathetic and the more of us who are engaged can get the word out to those who are not – the better off we’ll be – we have to help!
- If dollars are the only thing driving this discussion, there is nothing to discuss. Look at how children are performing in these schools, look at how children are doing in more crowded schools. Should we be making schools bigger or smaller in this regard?

- Teachers should be more firm or strict to those students who don't follow the teacher's rule!
- Write/speak so that everyone can comprehend or understand. Grade 6 level used by the media is appreciated.
- To look at other communities that do not have schools to bring in more students (e.g. Martindale). To look at what's best for the students not CBE.
- Can we find a way to increase numbers in both schools, Cappy and Roland, without closing? When my child brought letter home I thought school renos.
- Couldn't we bus in students from other areas that are overpopulated for the time being?
- I would advise to bring some special program in the school, for example, wood working or high music education.
- This is not a business transaction and I would think that the CBE would be the first to understand that. Why are we focussing so much attention on money and not on children and their education?
- Please take all parent concerns, questions and input into consideration for the betterment of the student population. Look at rewording the word "Accommodation" in notices home to have a better understanding of what the process is.
- Re-word the "Accommodation" phrase! Tell everyone the real possibility of a possible school closure or change in the structures of the grades in our current schools.
- As a community we all have a responsibility to get the community involved. Contact Marlborough Park Community Association at 403-248-1775 (Doug).
- Less double talk more dialogue regarding pertinent factors - \$\$\$.
- Different programs for gifted children, French, Spanish or Chinese (Mandarin); classes for adults (ESL) at night; more special needs courses.
- Make sure community associations are formally informed of any and all decisions. They should not learn about meetings such as tonight's through board members and not the CBE.
- If you end up shutting down a school I think splitting up from k-4 and 5-9.

### **Parent Feedback – Area III – Marlborough Park Schools**

**November 23, 2011**

#### **Scenario 1 Opportunities**

- Cappy seems to be a logical choice for which school to remain open. Larger capacity will be more accommodating. Special needs students will not need to be relocated and it is in a better location for most walking students.
- Systems classes will still be apart of the school.
- Large capacity.
- Interaction with skills children.

- Teaches kids acceptance & tolerance.
- Room for growth.
- Possible extra funds for additional resources.
- The skills program would be continued.
- I recommend keeping the grade 5 students separate from grade 9 students. I think the negative influence from grade 9 students could outweigh any benefits that come from mixing the students.
- For my family, I see no real downside to closing one school and utilizing space available more effectively. As long as the students have similar opportunities, equipment, staffing levels, parent involvement than the children don't really mind which building they're in.
- That our kids do not get to stay in their school that they have been going to.
- Keep the system classes, good exposure for all students.
- I have an emotional attachment to Cappy because I went there & would love for my daughter to go there too – but I know that times change and these things are not always possible.
- For whichever school is chosen – use the other for an alternative program.

### Scenario 1 Challenges

- Longer distance to Cappy for students on the south end of community zone.
- May be far for the Roland kids to walk to.
- No daycare close by.
- Increase of class sizes.
- Adjustment period for kids.
- Change of calendar – traditional vs modified.
- Classroom sizes would increase dramatically.
- For 5-9 at Dr. Egbert, I think the parents would need to rely heavily on the staff there to ensure a positive overall student experience in spite of age range.
- Portables/Relocatables would “fall apart” if moved? Should they not be rendered useless then?
- No parent society to organize casinos etc.
- Not as central in Marlborough Park.
- My kids wouldn't be able to walk to school anymore.
- Marlborough Park Daycare cannot travel to Cappy Smart – lose more students!
- Losing all the good staff at Roland Michener or Cappy Smart.
- Will the children get less attention because the class sizes will be bigger.
- Not completely wheelchair accessible.
- Losing the dedicated staff.
- As a community we do not know what to expect from the Scenarios.
- Filling the class rooms to capacity does not assist the kids that are not understanding the lessons from the previous year.
- ARE the Teacher's that are making a difference going to be moved to these other schools because in the last four years there has been a incredible change in teaching staff & dedication. (This would also be a step backwards if they don't stay!)
- My child would no longer walk to school ... to far & could not walk with big brother as he'll be at Egbert.

- Traffic at one school.
- RMS has worked hard over the past few years to create a wonderful school community. This school community has also helped draw this area of Marlborough Park together, without RMS this part of the community would become disconnected.
- By closing the school you're destroying a strong school community.
- Daycare??
- Change of calendar for all RMS students.
- No particular involvement (or very little) at Cappy Smart.
- Not as centrally located in the Marlborough Park area.
- Not wheelchair accessible.
- School speed zone not in effect until 8:30, cost of change is quite costly (\$1500) and requires funding from parent council – Cappy doesn't have much parent involvement.
- Doesn't share field with feeder school Egbert and field is much smaller.
- Not fully wheelchair accessible.
- No parent society.
- Parent Council not always constant.
- Not a Modified calendar which the C.B.E. itself touts as a major benefit for children.
- Play ground zone instead of school zone.
- Projections go down over 5 year.
- Walking zone from Maidstone Cr.
- Losing the excellent staff at Roland Michener.
- Too much thinking about possibilities (although very interesting.)
- Adjustment to middle school.

## Scenario 2 Opportunities

- Not sure.
- Great Staff
- Warm & welcoming environment
- Long range plans for fundraising
- Great parent-teacher involvement with students
- Bigger field.
- Day care close by to pick up kids
- Not as many portables.
- Little knowledge of school & resources available to them.
- I would love to see Roland Michener stay open because it is the closest one to me, and there is a very good culture with staff and parents. I would hate to see that culture be diffused, or reduced. Perhaps it would be increased, though by those people being involved at Cappy Smart School.
- Great staff in the last 5 years that our kids have come.
- Wheel chair access.
- Property upgrades have been kept in place.
- The location seems to be very friendly and definitely in the middle of so many walking moms like us.
- Easy bus access for those that need to bus to school in the morning.

- It's very clean.
- The parents involved in this school are amazing.
- The friendly atmosphere and homey feeling will not be compared at any other school compared to Roland Michener.
- Great staff.
- Great parent involvement. Long term people.
- Long range plans for fund raising and awareness for the children for better educational opportunities.
- Community support from school level.
- Mixed cultural backgrounds – always a great opportunity for our children.
- Aesthetically pleasing in all areas. Warm & welcoming environment.
- Open-door policy with principals & staff.
- My kids could continue to walk to school.
- WiFi available at school.
- Marlborough Park has a central green space – RMS, Dr. Egbert & the comm. centre all part of it. It makes sense to keep RMS open.
- RMS has a steady growth on your 5 year projection – Cappy's is declining. Does this mean that more students would have an unreasonable distance to walk if Cappy is the school that stays open?
- That our kids get to stay in their school.
- The children have access to computers & new technology that was purchased from the parents arranging a casino.
- Wheelchair accessible washrooms.
- A parent council involved in year around fundraising.
- We have already purchased & installed school zone signs for student safety.
- A breakfast program for children at 7:30 am.
- We have two options for emergency evacuations > St Martha & D.G.M. Egbert.
- Already a great Principal and wonderful staff in place.
- Already have casino/society in place.
- Projections for students coming from the RMS area is projected to rise over the next several years ... why keep the school open that's furthest away?
- RMS has a very dedicated group of parents who are a part of our parent council.
- Aesthetically RMS was the original elem. School for M. Park, therefore, it is centrally located and shares the green space with Dr. Egbert, St. Martha & the community center.
- Amazing teaching staff, like a small community, every student knows every teacher and all the teachers have a great relationship with all students.
- PAT scores have soared since our principal has come on board – how is that not considered!?
- 100% wheelchair accessible.
- RMS just paid to change the zone in front of the school to a 'school zone' for increased student safety. Cappy Smart is still a 'playground zone' speed limits not in effect until 8:30.
- Dr. Egbert students come to RMS to mentor young students, students who they will see in middle school.
- Technology upgrades thanks to parent society. Casino involvement which continues to be a big part of funding for Roland Michener.



- The constant effort of parents and teachers to upgrade the school.
- Wheel chair accessible ie: washroom.
- Big field/shares with feeder school.
- Not as many portables to upkeep.
- Very community minded environment.
- School zone has JUST been implemented.
- Big Brother & Big Sisters come from Dr. Egbert.
- Leadership students make lunches for kids without lunch.
- First Calgary Readers every Wednesday Morning.
- Daycare is across the street and the kids get dropped off & picked up by the daycare.
- Projections for Roland Michener go up over five years.
- Roland Michener is more central in the community and share the same field with Dr. Egbert.
- Keep students in CBE system and not losing them to Catholic system (Saint Martha).
- RMS close to Daycare.
- Central to the park, location and accessibility.
- For whichever school is chosen – use the other for an alternative program.
- Both schools are in good walking distance for the whole community.

## Scenario 2 Challenges

- Not enough capacity for students & staff to be comfortable. Special needs (system classes) will need to be relocated and will lose out on the opportunity to participate and belong in a mainstream school.
- If Cappy closes, both schools (Roland & Egbert) will be in the same general proximities and the location would be unfair to students from the other side of the community zone.
- May be far for Cappy kids to walk to school
- Will not be able to accommodate skill classes.
- Smaller school.
- Attitude towards special needs kids will be absent.
- A bit smaller than the other elementary under consideration and a couple years older but still in better shape.
- Losing all the good staff at Roland Michener or Cappy Smart.
- Will the children get less attention because the class sizes will be bigger.
- Losing the dedicated staff.
- As a community we do not know what to expect from the Scenarios.
- Filling the class rooms to capacity does not assist the kids that are not understanding the lessons from the previous year.
- ARE the Teacher's that are making a difference going to be moved to these other schools because in the last four years there has been an incredible change in teaching staff & dedication. (This would also be a step backwards if they don't stay!)
- Walking zone from Maitland Cr.
- Too much thinking about possibilities (although very interesting.
- Adjustment to middle school.

## Comments

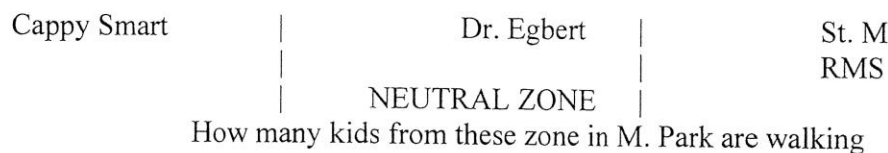
- No time to inform grater community about meetings.
- Really like the modified program.
- Close for walking distance.
- Staff is really great.
- Questions were answered.
- Parents were able to talk among each other.
- I really like the skill set program at Cappy Smart School ... I would like to see that continued if the schools were to merge as I am noticing a huge difference with my 2 boys.
- Both of my children require resource Assistance daily; therefore, if the decision to merge both Elementary schools to a K-4 – Resource Assistance availability would be my # concern.
- The questions that would have me stumped about my kids staying in the public school is that we wanted them to be together in the same school that is such an advantage for siblings.
- We are embracing the idea with an open mind and feeling like there is a lot off information.
- We feel very confident that Roland will be picked as the school to stay open.
- I still not sure in your calculations, the space you say will accommodate the extra students going to Dr. Egbert, doesnt make sense. My daughter goes to Dr. Egbert, she has experienced how crowded it is when you go to classes. Your calculations?
- My son has done very well in the special education class and I would not like to see that opportunity lost for other students.
- My daughter goes to Dr. Egbert. She considers it “crowded” already and can’t imagine another 200 people roaming the hallways.
- ‘School zone’ was just implemented at RMS – cost was \$1500!
- Give us more info on middle school – what are the pros – what are the cons.
- Bring in more specialized programs.
- Personally I know there have been between 3-5 ADHD students in class rooms.
- There are a handful of parents that I’ve spoken with who would form a ‘welcoming committee’ to be outside of RMS to welcome Cappy Smart families to our school.
- Learn from Dr. Oakley with focussed learning in reading, writing and math thus drawing students from other schools. Possibly having one school focussed and the other regular education.
- In the December meeting benefit would come from knowing the challenges/benefits/and a break-down of the programs being able to be offered to the students now attending schools that have followed through with the proposed scenarios.
- Of the students that are not making the grade assess learning style in Dec. If needed the students get focused learning from senior educator based on their learning styles to be re-integrated possibly before the end of the year. If not by the following year.
- Please consider new portables if a merge of schools is inevitable.
- Walking distances (2.4-3 k) include Applewood Community.
- These 2 choices are going backwards.
- Bring special needs to these schools instead of shipping out 9+. For many people a huge cost.
- Make these schools central and close an outlying school.
- To fill two (close one to fill two).

- Bussing has a bigger cost I would like to see the #'s and not just graphs & charts I mean the books.
- In the end I would rather see students bussed in to Roland Michener & Cappy Smart than either school closing.
- Alberta Infrastructure Audit – 2002?? Showed Cappy Smart needed significant upgrading. I am curious to know how much has been completed. Last audit showed RMS was in far better condition. Why would you not send our kids to the school that's in better condition? Rather than spend more to reno the other school that will need major upgrades?
- Need to work on Dr. Egbert environment for one year before making any change, smoking around the school, language, fights dress code.
- I'm in favour of having one school with portables from K-6 following the modified calendar with full programs like Dr. Oakley (that focussed on reading).
- Bussing should be a last resort, only after consolidation of Cappy & Michener.
- The other school can be sold (no senior's residences) or leased to charter (hint for community centres 57% not in reg. program) or school or alternative specialty science, fine arts.
- No significant questions except for when are you putting the historical (\$ costs reasons) for the situation of school currently. I understand we are in Step 3 /of 4 steps.
- I am relatively indifferent about these 2 scenarios. I'm more concerned about the whole possibility.
- I really believe this community would benefit from an alternative program. Whether it is integrated into one or both or all of the current schools or it one school is "closed" and re-opened as an alternative program school I think that would be very good for this community. I would love to see a closer Montessori school – Killarney is a very long ways a way and had more demand than it can fill, we also have a private Montessori pre-school in this community making that alternative program a possible good choice. Or a closer French Immersion? etc.
- I am disappointed that tonight's meeting is the first time I have heard about any of this, and I heard about this meeting from the road sign on Madigan. I don't feel like the 3 years that have gone into this have been well communicated.

## Questions

- What is the process of combining the K-4 schools? ie: How long does it take? How are parents prepared?
- Will the K-4 and the 5-9 school be on the same calendars (traditional vs. modified).
- What criteria is used to determine which school is closed down?
- Would both schools be on the same calendar?
- When would this change occur?
- If the schools would merge for a K-4 would resources be combined, or would resources become stretched?
- Why is Abbeydale Elementary not included in this big decision as that will be harder for them to come to a school already with grade 5, 6 not liking this. Same district!!
- Cappy Smart, Roland Michener and Abbeydale Elem all go to Dr. Egbert for grade seven so why wouldn't you include ALL 3 SCHOOLS for the transition?
- If either school closed, would it be possible to utilize this space as an alternative program offered for this zone? Arts focus, science-focus a Montessori curriculum?
- What happens to Abbeydale students when they move over to Dr. Egbert in grade 7?

- How/& What do you do to bring kids in grade 6 from Abbeydale in the transition to gr 7 because the other 2 schools Roland Michener have already transitioned into Egbert?
- Is it at all feasible at this point to anticipate the possibility of having the schools remain as is but bring in additional programs ie: Science School – to fill up the vacancies long term?
- If Dr. Egbert turns to a middle school, will there be much consideration for parent involvement? Not much seems to exist at a 7-9 level and I think it could be another positive influence.
- If Dr. Egbert turns to a middle school, will there be serious consideration to clean up the NO SMOKING rule. It should be STRINGENTLY enforced ALWAYS!
- CAN Dr. Egbert become a Marlborough Park High School? One elementary, one Jr. High, one High School? Not sure it's at all possible, just a thought because there's three schools.
- What happens to the wifi that was just installed?
- What are you going to do if there is an influx in Children in the area and you have closed a school what are you going to do with the Children?
- Why are we only focusing on one scenario?
- Are the portables going to be inspected at both schools & any costs taken into account as Roland Michener has only 1 & Cappy 4.
- Why is there really only the one scenario? Close one or the other and make a middle school.
- Possible to know resources for assisted learning from surrounding communities.
- Why only these scenarios?
- What if you do this and the now condensed classes become over crowded classes.
- Has anyone gone to all the daycares & dayhomes to ask how many students in these place's over the next two or three years will be coming to these schools.
- If you do this will the special needs become more condensed & in turn become harder on both students & teachers.
- What happens to wi-fi system just installed at RMS; do we get our money back?
- Why couldn't we have known about this change earlier; we just spent \$1500 getting school zone signs installed → CBE wouldn't pay/nor the city.
- What about kids that go to day care ... how will that be dealt with if RMS closes?
- Does the CBE have a specific plan for the school that closes ... I think as a community we should be told exactly what's happening.
- Have you considered putting a French program at Egbert to increase enrolment?
- Can we plot the kids & see how many kids will be walking an unreasonable distance with the closure of one school over the other. ie.



- Can we plot where the kids live to see how many kids will be impacted by walking distance based on one of the school closing.
- Are the portables @ Cappy & Egbert going to be inspected?
- Are you willing to supervise the student out side the school at Dr Egbert?

- What about Abbeydale students – will they join Egbert @ grade 7? How will that impact student relations?
- What steps will be taken to help Grade 5-6 students adjust when this change happens?
- Will there be full day kindergarten and what calendar will the schools be on (modified or traditional)?

## **Marlborough Park Engagement**

### **Parent Feedback**

**December 7, 2011**

*Questions from the main floor.*

- What are the challenges of a middle school?
- What are class sizes?
- Did Arbour Lake open originally a 4-9?
- What about a school that has never been a middle school?
- Will this start after the decision? How do you transition this change?
- How are kids being supervised?
- ADHD numbers per class of special needs?
- What is in place to help these kids adapt?

*What do you think about the possibility of a middle school at Dr. Gladys M. Egbert?*

- Possible with parental involvement and feedback.
- Mentorship program – between younger and older learners.
- Preference of K-6 for sibling continuity.
- How do special classes fit within the framework of a middle school?
- How are diverse communities' needs met within the structure of the school?
  - Diverse age
  - Diverse culture
- When are Board of Trustee meetings? i.e. just how accessible is this process?
- We're concerned about parent involvement (demographics).
- More programs based on enrolment.
- Peer pressure
- Space - new middle schools are built to handle larger capacities and is Dr. Gladys M. Egbert going to be able to handle this.
- Northeast - language barriers, the northeast is more or has a more diverse culture mix.
- The numbers at Cappy Smart, maximum and minimum? What will the capacity be when the schools merge, how much room is left?
- Programs designed to fit with the appropriate ages.
- Adequate resources for higher needs.
- Transition for older kids already here.
- Minimize uncertainty with reasonable expectations and information.

- Simplifying the regulatory process by “disclosure” or demand. Maybe, a provincial website similar to “policies for dummies”.
- Greater awareness of community through personal invitations of parents and businesses.
- Coping skills to mourn “end of an era/school” and (cultural adaption strategies) for everyone.
- What about Abbeydale Grade 5 and 6, that would come in at Grade 7 and relationships are already established?
- Not happy that they are with the big kids.
- Preparing for the change is important.
- Modified calendar versus traditional.

### Questions from Marlborough Park Parent Meeting October 20, 2011

#### What questions do you have for us?

- What has changed since 2008-2009, were there meetings before?
  - The residential district of Marlborough Park was initially identified in 2008-2009 as having a need to review student accommodation within the community. Since that time Community Engagement and Operational Planning has been monitoring enrolment at the three schools in the community. As it is a three year system student accommodation plan, not all issues are addressed the year they are identified. After meetings with the Area Director it was decided that the consultation process with Marlborough Park families would occur this school year.
- What are your ideas? Specifically, what proposals and solutions have you considered?
  - Community Engagement and Operational Planning have considered various proposals/solutions for Marlborough Park. We hope to achieve a proposal/solution through our engagement meetings.
- Would students be transported if beyond walk limit?
  - If there are areas within Marlborough Park that are beyond the walk zone for the designated school then transportation would be provided.
- Modified calendar vs. traditional calendar – what are the advantages and programs that support these calendars?
  - A modified calendar shortens the time students are out of school in the summer and lengthens the break times during the school year. Schools determine with their school communities if they wish to operate on a traditional or a modified calendar and the relative advantages of each. Instructional hours are the same for both calendars.
- If you seriously consider closure of a school, what happens with all the equipment etc. that school council has purchased?
  - Where resources and equipment are purchased through the fundraising efforts of parents, parents will be consulted to determine how best to reallocate these resources. Best efforts are made to fairly divide the resources so they follow the students.



- How will you reconfigure the junior high if you add in more grades? Egbert is a small school, to increase population it becomes more crowded than what it is.
  - Dr. Egbert has space for 530 students in the school. Currently there are 337 students attending Dr. Egbert School, therefore space is available for other grades, approximately 175 additional students.
- Who are the trustees and what demographic do they come from?
  - The Trustee for Marlborough Park is Pamela King, Ward 10.  
Information about Pamela King can be found here  
[http://www.cbe.ab.ca/trustees/maps/king5\\_10.asp](http://www.cbe.ab.ca/trustees/maps/king5_10.asp)  
Information about the Board of Trustees can be found here  
<http://www.cbe.ab.ca/trustees/default.asp>
- Stakeholders = Parents – I would rather be referred to as a parent (of a child)
  - The term “stakeholder” is used at engagement meetings because although the majority of “public” interested in and attending these types of meetings are parents, other community members are also participants.
- For people or an organization looking for as much community input as possible why was the letter sent out so vague in its purpose?
  - We apologise that the wording in the letter sent to parents was not easily understood. That was not our intent. We did not want to infer any decision had already been made, since it clearly has not. We are always looking for the best way to communicate with parents. We would welcome your input as to what would be clearer.
- Have you considered how many kindergarten students went to Catholic because of full day availability?
  - When projections for schools are prepared consideration is given to how many students in an area have historically chosen to go to Calgary Board of Education schools. Using this historical data we project how many students will attend a school in future years.
- What criteria are considered for school closure? Is parent involvement considered? PAT results?
  - Trustees consider a wide variety of criteria when a closure is proposed by administration.
  - PAT results do not normally factor in, parent viewpoints do.

- What state (of repair) are each of the buildings actually in? Are you willing to inspect the school's building first to see if there is mould and it's safe? Are the portables at all schools in good condition – free of mould – so that if a school closes, students will be in a safe environment for learning?
  - Our facilities and environmental services department monitors our schools on a regular basis, and whenever there is an issue of the health and safety of our students and staff, that issue is dealt with immediately.
- All your stats are great but you have not actually looked at the community or the culture of the schools.
  - At this point in the process, this is true. At later points, such as the focus groups and public meetings, parents have an opportunity to bring this forward.
- Can you introduce more French Immersion classes?
  - Program options are always considered when there is space available at a school.
- And are you going to be able to introduce children to more options?
  - Assuming there are a larger number of students attending the school students at a junior/middle school are exposed to more options, as there is an ability to hire more teachers with specific subject expertise.
- What would be the lowest population attendance level before closing one of the three schools?
  - There is no one magic number. Trustees and administration try to ensure that there are enough students to offer a well- balanced program. We try to be fiscally responsible and ensure that education dollars are used in the best possible way to meet the needs of individual students, as well as needs of the communities.
- How realistic is the possibility one of our elementary schools will close?
  - As there has been no decision made and we wish to honour the integrity of the process there is no way to say how realistic a closure may be.
- If in fact closure becomes a reality, how much notification would we as a community receive?
  - The process of closing a school has many legal requirements including a public meeting and approval of the Board of Trustees. The CBE endeavours to have decisions of this nature made and announced well before the end of the school year and before spring break if possible.

- Are there other options than relocation to enlarge classes or school closure?
  - There may be other options to consider. These may include designating a new community to an existing school, or using school space through alternative programs or leases.
  
- What and why do we observe so many students taking transit to go to schools in the city core? I am a regular user of transit from the downtown and recognize and hear many young people returning to Abbeydale/Marlborough Park area.
  - We are not certain who these young people are, students attending CBE high schools are on city transit rather than charter buses. They could also be CBE students attending a limited number of junior high schools who use city transit, or Calgary Catholic junior high students who all use city transit, or any other variety of circumstances. Some students prefer the freedom of a bus pass to the use of charter bussing for example, especially if they live between two households.
  
- Are we the only community under the knife?? If my child's school is closed are you covering transportation to and from for my child? Are the Catholic schools doing the same as CBE?? Will CBE have a meeting for parents?? Government provides X amount \$ for each student and student fees; where does all the money go?? Is it really proper to cut schools and over populate others??
  - The Marlborough Park community is not the only community with declining enrolments. There are many other communities in the city that have similar issues that are identified in the 3-Year System Student Accommodation Plan.
  - <http://www.cbe.ab.ca/Schools/ceop/default.asp>
  - Transportation would be provided at the same subsidized fee as all other students pay for this service.
  - We do not intentionally overpopulate schools, and are in a continuous process of reviewing enrolments, both high and low.
  - If you would like additional information regarding other school systems please check their websites for information.
  - Full information on student fees and budget can be found at <http://www.cbe.ab.ca/trustees/budget.asp>
  
- Will my children still have the quality of education and the benefit of the teacher attention they get with the current low class sizes?
  - The CBE is dedicated to providing quality programming and education for all students in all of our schools.

- Number of kids per class room if put together? If you have been considering them for three years why would we not have been told anything sooner? (Could have started child at a school that would not have closed and he would not have been moved.)
  - The number of student per class is determined by the school principal and their staff. Principals are allocated funds based on their student enrolment and profile. It is the responsibility of the school principal to assign resources in order to best meet the learning needs of the students in the school within the guidelines provided.
  - In any given year up there are up to 50 issues identified on the 3-Year System Student Accommodation Plan. Not all issues identified are addressed in the first year that they appear on the plan. The 3 Year System Student Accommodation Plan is posted on the CBE website.
- If there is a projected increase in Roland Michener School over the next five years why would a closure even be considered?
  - The increase at Roland Michener School over the next five years will not solve the space issue within the Marlborough Park community. The majority of excess space in Marlborough Park is at Dr. Egbert School.
- Are you willing to take into consideration the results from the budget survey (specifically the results in how many are in favour of small classrooms)?
  - Budget survey results are available on the website at [http://www.cbe.ab.ca/New/feature/2011-2012/oct27\\_11.asp](http://www.cbe.ab.ca/New/feature/2011-2012/oct27_11.asp)
- When will the decision be made?
  - The next step of the process is meetings with focus groups followed by an open house with an administration recommendation to the Board of Trustees to follow.
- Has anyone gone to the schools to talk with staff and students to understand the “feeling” of the schools?
  - Staff has been presented with all information regarding this initiative. If a decision is made to change grade configurations and a change of school occurs Principals will work together to ensure a smooth transition for students.
- When is this going to happen? How will this effect property value? How will this affect the desire for new families to want to move into Marlborough Park?
  - There are many factor that contribute to a fluctuation in real estate values. There is no evidence that school or program closures or even the proximity of a school to homes has a direct impact on real estate prices.

- Middle school – is that a possibility? Modified calendar?
  - Middle school is a possibility to be considered, as is modified calendar.
- What about Abbeydale? It is very close to the others.
  - Abbeydale is considered as part of the school population where it now attends a Marlborough Park school.
- What would happen to a school that did close? The community identifies with its school/establishes a community.
  - Examples of uses for schools that have closed in the past are:
    - re-opened with an alternative program,
    - leased to other groups,
    - demolished,
    - sold,
    - remain vacant

#### **From the November 8<sup>th</sup> Focus Group Meeting**

#### **What additional information would you like to see presented at the open house?**

- Q. If the possibility exists for a 5 – 9 scenario at Egbert, would Grade 5 & 6 students from Abbeydale have the option to go to Dr. Egbert and what are the ramifications for Abbeydale School?
  - *Currently there is no plan to have grade 5 & 6 students from Abbeydale attend Dr. Egbert if it was to become a middle school.*
- Q. What's considered a "walk zone" to/from school? Would it be a cost to parents if necessary?
  - *See walk zone and transportation information display.*
- Q. Confused on "portables"? Should they not be easily removed? If they are to 'fall apart' on move – should they not be disposed of or at least checked for health & safety? Is it possible to add portables to school as needed – keep RMS open & add the 3 portables that we lost due to mould.
  - *Portables currently being used are operational and safe for occupancy based on results of ongoing audits. It has been identified that they are not portables that could be relocated due to their age.*
- Q. What would the "new" school look like? With new numbers & grade configuration.
  - *Please see this information displayed.*

- Q. What about staff? We at Roland have such a terrific staff – move with?
  - *Teachers would be transferred as per the teacher transfer process, in accordance with the CBE's current staffing processes. As such teachers may or may not apply for positions that are open in another school in Marlborough Park.*
- Q. Modified calendar – positive impact keep or not?
  - *Calendars are set with school principals and their school communities, the opportunity to change calendars would be determined at the school level.*
- Q. Why aren't student PAT's considered when thinking of closures?  
Also, a growing % of students achieving 'acceptable' marks increasing – this should be considered.
  - *Provincial Achievement Test results are not a factor when planning for student accommodation.*
- Q. Are the 2 elementary schools asked to present how they would integrate the other school? – including parents & PT Council?
  - *The integration of students to a new school would be part of the transition process that school administrators and area office facilitates once a decision has been made.*
- Q. How much is the 'parent involvement' taken into consideration when deciding which school to close?
  - *Parent involvement varies from school to school and is not a determining factor when looking at student accommodation.*
- Q. Aesthetically, do you consider the community – Roland Michener is central to Marlborough Park, shares a field w/ Dr. Egbert & the catholic school?
  - *Geographic location is one of many considerations when looking at a community.*
- Q. Are kids who are 'out-of-area' sent back to their community/designated school in the event of a closure?
  - *It is anticipated that all students currently in the regular programs at either school would be able to continue at classes in a Marlborough Park School.*

### **YourVoice Feedback**

Comments=Hi there, I have two children enrolled at Roland Michener School, my son is in grade 3 and my daughter is in grade 1. I also have a 20 month old who will be attending kindergarten in 2014. I was devastated to hear today that Roland Michener School is under consideration for closer. I, myself, went to Roland Michener School in the 80's. I was so thrilled to be able to send my kids to the school that I attended, and also extremely impressed that the school had been kept up so well and that everything still looked the same. Over the last few years, the school seemed to get better and better. Our Principle, Mr. Mike Hebenton, has made the school feel like such a wonderful small community. Every teacher in the school knows every student, whether they are in their class or not. We have a very dedicated group of parents who attend monthly parent council meetings as well as parent society meetings, those same parents have been responsible for organizing a very successful casino night for our school where we raised approximately \$70,000. We are in the process of organizing a casino for this year as well. From what I've heard Cappy Smart does not have a parent council group, at all. Our P.A.T. test scores have continued to grow and grow in the last three years since Mr. Hebenton has come on board. Comparing Cappy Smart and Roland Michener, we are fairly even, however, RMS does have the edge on percentages of students who have obtained excellence in all subjects. I feel like parents were not given any indication that this meeting on Thursday has anything to do with a potential/imminent school closure. The letter that was sent out was ambiguous at best. The CBE should be ashamed at themselves for not being more forthcoming. I truly believe that the school board does not want parent involvement or input and that they are just hosting this meeting as a formality. It seems that RMS's fate has already been determined. As a parent I am disgusted by the dishonesty and deceitfulness of the Board of Education. I cannot believe that people who can be so cunning and devious are actually responsible for our children's education. Since this has been brought about as quickly as it has, I cannot imagine that there has been any significant thought given to what is in the best interest of the students. I am adamantly against sending 5th graders to a junior high school. My son will be 9 years old entering 5th grade...there is no way I want him to see 14 year olds outside of the school smoking. There is a reason that we have an elementary school separate from a junior high school. To base school closure solely on the school's capacity is ludicrous and short-minded, there are many things to consider and I feel like the board has not thought this through and are being rash. My opinion is that we keep RMS open, and if you have to close a school, close the school that does not have parental involvement. The school who is not wheelchair accessible, RMS has two students who are in wheelchairs, Cappy Smart is not wheelchair accessible. Close the school who Roland Michener donated a portion of money to last year to buy books. I believe we should keep RMS open to children who live in the neighbourhood,



with the extra funding we can add portables to accommodate the influx of students. KEEP ROLAND MICHENER A K-6 SCHOOL!

Comments=I attended the meeting and was satisfied with information given. It is possible to get further information in regards to the the esl ratio and resources available to help them without it effecting the students who do fluently speak english at home.

Comments=I was at the recent Accommodation meeting for Roland Michener school. I appreciate that a process has to be based on unbiased, accurate information. I also recognize that funding has been cut, as such, making the existing dollars work is a must. I also feel, however, that basing school closure decisions on a dollar per student basis is a mistake in many cases. When my son came to Rolland Michener he could not read. He was going into grade 4, had already missed a grade and was being ignored in Abbeydale. Ignored is a strong word, but when your kid leaves the class for a half hour to use the bathroom and no one goes after him. . . Now he is taking on chapter books with some confidence. The key word is confidence. The type of confidence that comes from a working Special Student program. Large schools with large classes do not offer the attention that special students need. Sadly, this includes the gifted children who will some day drive our now lagging economy. Modern society seems to be driven to chase dollars and numbers. This is why we have an economic crisis. This is why we are facing environmental issues. And in my opinion, it is why many kids are not doing as well as they should in an ever demanding world. I keep expanding the idea. It is hard not to when the real issue is not being faced. Not once in the meeting did you mention that cuts were an important consideration in this process. If you do not tell things as they are people come to one conclusion. . . SNOW JOB. There, I said it. Why don't we stop trying to intellectualize everything and state the fact. We can not run small schools efficiently. Sad though, Rolland Michener is perfect as it is. It does not need more students from my point of view. If my son's teachers had to deal with three or four more students maybe they would not have had time to read with him. Maybe he'd be holding court in the washroom like in the other school, Maybe worse,. . . Maybe.

Comments=Hi there, I was at the first Focus Group meeting last night at Cappy Smart school and forgot to ask something that I feel is important...I'd like to perhaps add it to the 'parent feedback' from last night... I am wondering if when a recommendation is made by CEOP to the Board of Trustees, is there any way that parents can be consulted before that recommendation is made. If it is recommended that RMS or Cappy be closed, I think it's fair to give parents/stakeholders a chance to influence WHICH school ends up being shut down - I know that these meetings are geared toward getting input regarding 'restructuring student accommodation' but I want to know if when/if there is a decision made to close a school, do we go through this process again to decide which school? Or, is that up to CEOP?

Comments=I came across this report regarding Cappy Smart School's infrastructure - <http://www.infrastructure.alberta.ca/Content/docType354/production/Smart-Exec-Summary.PDF>. It states that the portables attached to Cappy Smart School are in need of \$176,000 worth of repairs. The school itself is in need of \$438,000 worth of repairs. I'd like to see the proof that the

repairs required on the portables has been completed. I find it ludicrous that removing portables on the schools is not an option when they are clearly in poor condition. Also, has thought been given to the fact that if Roland Michener closes, the day care centre on 4th Avenue would NOT be relocating students to Cappy Smart school?

## **CALGARY BOARD OF EDUCATION**

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

**January 24, 2012**

**To:** Board of Trustees

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

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

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

**Resource Persons:** Wayne T. Braun, Director, Corporate Finance  
Anil Jain, Director, Supply Chain Services  
Dieter Hoerz, Director, Central Facility Services  
Catherine Fradgley, Director, Facility Operations  
Sherri Lambourne, Manager, Leasing and Property Development  
Nora Moughalian, Senior Manager, Corporate Risk Management  
Greg Tetz, Manager, Strategic Sourcing  
Chantelle Wellock-Bolt, Manager, Performance Management & Corporate Initiatives  
Mike Rinkel, Manager, Infrastructure Development and Support

#### **I. PURPOSE OF THE REPORT**

The Board of Trustees requires the Chief Superintendent to report annually on Executive Limitation 12: Asset Protection. This report provides information for the Board of Trustees to evaluate the achievement of the Chief Superintendent's reasonable interpretation for this Executive Limitation (EL).

#### **II. EXECUTIVE LIMITATION 12: ASSET PROTECTION**

Executive Limitation 12: Asset Protection states:

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

Accordingly, the Chief Superintendent must not:

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

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

### III. REASONABLE INTERPRETATION

In interpreting Executive Limitation 12 the Chief Superintendent acknowledges that, by including explicit policy provision, the Board of Trustees has narrowed the potential for interpretation. Where the Board has exhaustively interpreted the EL through detailed policy provision, no additional interpretation is necessary in order to measure

compliance. In addition, the demonstration of compliance with these detailed policy provisions addresses the higher policy completely. Where there is need for interpretation at the detailed level or where the detailed policy provision is not clearly measurable, the Chief Superintendent provides an interpretation. Furthermore, if the detailed policy provision is a clear measurement in itself, then no measure rationale is required.

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

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

Therefore it is necessary to find the following.

#### **Measure 1.1**

**The Calgary Board of Education maintains insurance coverage (e.g. property, general liability and auto) comparable to school district of similar size and complexity within Canada.**

##### **Rationale 1.1**

The measure is explicit from the Executive Limitation.

##### **Result 1.1**

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

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

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

Therefore it is necessary to find the following.

#### **Measure 2.1**

**100% of provincial plant operations and maintenance funding is spent at a minimum on the following: maintaining facilities, including cleaning, utilities, regularly scheduled work orders and emergency work orders.**

##### **Rationale 2.1**

The measure is explicit from the Executive Limitation.

#### Result 2.1

At least 103% of this funding amount was expended on the direct costs of maintaining facilities, and this measure was achieved.

#### Measure 2.2

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

#### Rationale 2.2

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

#### Result 2.2

Average of 103% was expended, which takes into account previously deferred funding, and this measure was achieved.

#### Measure 2.3

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

#### Rationale 2.3

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

#### Result 2.3

Yes, and this measure was achieved.

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

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

Therefore it is necessary to find the following.

#### Measure 3.1

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

**EL-1: General Executive Constraint:**

The Chief Superintendent shall not cause, allow or fail to take reasonable measures to prevent any practice, activity, decision or organizational circumstance which is imprudent, illegal, disrespectful, in violation of commonly accepted business and professional ethics, or is contrary to the Board of Trustees' Executive Limitations Policies, the *School Act*, or any other law, or will endanger the Calgary Board of Education's public image or credibility, or will compromise the Calgary Board of Education's ability to accomplish its Ends.

**EL-12: Asset Protection, Policy Provision 1:**

Accordingly, the Chief Superintendent must not:

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

**EL-13: Facilities, Policy Provision 7:**

Accordingly, the Chief Superintendent shall not fail to ensure:

7. that facilities are safe, properly maintained, aesthetically appropriate and built for enduring use and respect;

**EL-16: Learning Environment & Treatment of Students, Policy Provisions 3 and 6:**

Accordingly, the Chief Superintendent shall not:

3. Fail to establish and consistently enforce discipline policies to maintain safe and effective environments for all students;
6. Fail to provide safe learning conditions for students.

**Rationale 3.1**

The measure is explicit from the Interpretation.

**Result 3.1**

No, the Chief Superintendent was not found to be in compliance with EL-16 and therefore this measure was not achieved.

**Measure 3.2**

**100% of all CBE contracts reflect an independent business relationship with the organization.**

**Rationale 3.2**

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

**Result 3.2**

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



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

Chief Superintendent Interpretation: The Chief Superintendent applies AR 7001 in interpreting this provision, which excludes employee collective agreements, provincial capital funding projects, legal counsel, land acquisition, joint use property arrangements, travel agencies, insurance premiums, special transportation service contracts, municipal utilities and contracts established by the public purchasing groups.

Therefore it is necessary to find the following.

#### **Measure 4.1**

**100% of all commitments, contracts and purchases in excess of \$500,000 receive prior approval of the Board of Trustees, with the exceptions noted in AR 7001 – Purchase of Goods and Services.**

##### **Rationale 4.1**

The measure is explicit from the Executive Limitation.

##### **Result 4.1**

100%, and this measure was achieved.

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

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

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

Therefore it is necessary to find the following.

#### **Measure 5.1**

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

##### **Rationale 5.1**

While the CBE Records Centre complies with current policy for all physical records sent to them, this represents only a portion of all records and files, and there is a need to

develop organization-wide practices and robust policies and procedures to ensure that the CBE is in full compliance in this area.

Result 5.1

No, and this measure was not achieved. Considerable work is underway to bring CBE in full compliance over the next few years.

**Measure 5.2**

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

Rationale 5.2

The measure is explicit from the Interpretation.

Result 5.2

100%, and this measure was achieved.

**Measure 5.3**

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

Rationale 5.3

The measure is explicit from the Interpretation.

Result 5.3

100%, and this measure was achieved.

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

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

Therefore it is necessary to find the following.

**Measure 6.1**

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

Rationale 6.1

The measure is explicit from the Executive Limitation.

Result 6.1

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

**7. (a) Invest in financial instruments, which are not in accordance with the *School Act*, the *Trustee Act*, or as otherwise permitted by the Minister of Education;**

**(b) Invest in an investment position with equities which is not consistent with the “prudent person rule”;**

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

Therefore it is necessary to find the following.

**Measure 7.1**

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

**Rationale 7.1**

The measure is explicit from the Executive Limitation.

**Result 7.1**

100%, and this measure was achieved.

**Measure 7.2**

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

**Rationale 7.2**

The measure is explicit from the Interpretation.

**Result 7.2**

100%, and this measure was achieved.

**8. Acquire, encumber or dispose of real property.**

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

Therefore it is necessary to find the following.

**Measure 8.1**

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

Rationale 8.1

The measure is explicit from the Interpretation.

Result 8.1

100%, and this measure was achieved.

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

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

Therefore it is necessary to find the following.

**Measure 9.1**

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

Rationale 9.1

The measure is explicit from the Interpretation.

Result 9.1

100%, and this measure was achieved.

**Measure 9.2**

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

Rationale 9.2

The measure is explicit from the Interpretation.

Result 9.2

100%, and this measure was achieved.

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

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

Therefore it is necessary to find the following.

**Measure 10.1**

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

**Rationale 10.1**

All service units undertook significant restructuring as a result of the budgetary challenges for the 2011/2012 school year. The restructuring focused on ensuring that services were maintained or improved to support the Three-Year Education Plan.

**Result 10.1**

Yes, and this measure was achieved.

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

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

Therefore it is necessary to find the following.

**Measure 11.1**

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

**Rationale 11.1**

The measure is explicit from the Interpretation.

**Result 11.1**

100%, and this measure was achieved.

**Measure 11.2**

**100% of district funds expended on student travel were reviewed and approved by the various accountability levels of the organization, to ensure travel was in support of achieving the Ends.**

**Rationale 11.2**

The measure is explicit from the Interpretation.

Result 11.2

100%, and this measure was achieved.

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

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

Therefore it is necessary to find the following.

**Measure 12.1**

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

Rationale 12.1

The measure is explicit from the Executive Limitation.

Result 12.1

100%, and this measure was achieved.

**IV. STATEMENT OF COMPLIANCE**

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

This report includes a reasonable interpretation of EL-12 and documented results. Based on the data presented in this report, I am reporting compliance with the interpretation with exception of the following two (of 20 total) measures:

**Measure 3.1**

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

**Measure 5.1**

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



**NAOMI E. JOHNSON**

**CHIEF SUPERINTENDENT OF SCHOOLS**

## CALGARY BOARD OF EDUCATION

### REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES January 24, 2012

**To:** Board of Trustees

**Re:** Approval of Revised Governance Policies

**Purpose:** Approval (Third Reading)

**Originator:** Board of Trustees

**Recommendation:**

**Be it Resolved:**

THAT the Board of Trustees gives third reading and thereby final approval to the amended Governance Policies, as attached to this report, including:

- Governance Culture Policies 1 through 9, including GC-5E and GC-6E;
- Board-Chief Superintendent Relationship Policies 1 through 5, including B/CSR-5E;
- Operational Expectations Policies 1 through 12; and
- Results Policies 1 through 5; and

THAT the Board of Trustees approves that the revised policies become effective immediately, and replace the current governance policies, including noted exhibits associated with these policies, as follows:

- Ends Policies 1 through 5;
- Executive Limitations Policies 1 through 18, including EL-13E, EL-14E and EL-18E;
- Board-Chief Superintendent Linkage Policies 1 through 5; and
- Governance Process Policies 1 through 13, including GP-3E, two GP-4E's, GP-5E, GP-8E, and GP-11E.

#### **Background**

On January 17, 2012 the Board of Trustees adopted the Coherent Governance® model of governance and gave first and second reading to the revised governance policies.

For many years, the Board of Trustees of the Calgary Board of Education has committed to governing through policy. Governing by policy emphasizes values, vision, and empowerment of the Board of Trustees and Chief Superintendent (CEO of the Calgary Board of Education). In the past, the Board's governance was based on John Carver's Policy Governance® model, and the Board of Trustees crafted its values into policies of four types: Ends; Executive Limitations; Board-Chief Superintendent Linkage; and Governance Process.



The Board has held three meetings with the Aspen Group to review its policies, and is now prepared to recommend the adoption of governance policies that would be consistent with the model of Coherent Governance®. The proposed policies are attached to this report.

Appendix I to this report is comprised of two articles by Randy Quinn and Linda Dawson of the Aspen Group International, LLC., that provide further information and description related to governing by policy and Coherent Governance®.

The proposed policies contain everything that the Board of Trustees has to say about values and perspectives that must underlie all organizational decisions, activities, practices, budgets and goals. These values should permeate and dominate all organizational activities and thus represent a powerful expression of board leadership.

Adoption of governance policies is a major step forward in governing well. However, it is only the first step in the Board's move to a Coherent Governance® model. The Board will pursue further knowledge and practices to properly implement the model. This will be an ongoing process, and it is anticipated that the Board will take further steps in the near future. It is important to note that the recommendations in this report, if approved, would replace all of the existing Governance Policies and exhibits, with the exception of B-4E, which replicates the Delegation of Authority Resolution, and GP-12E, which includes the details of Trustee Remuneration. These two items will need to be addressed by the Board in the near future.

While these policies will be the Governance Policies of the Calgary Board of Education effective upon approval, it is important to note that, as the Board of Trustees continues to deal with issues and to link with stakeholders, the governance policies will be a living document, in order that the values of the organization can be continually adapting to the world in which we live, and to meet the ever-changing needs of Calgary's students.

Respectfully Submitted,

Pat Cochrane, Chair  
Board of Trustees

Attachments:

- Documentation of the Aspen Group International, LLC., re: Coherent Governance®
- Governance Policies

## **What is Coherent Governance?®**

Linda J. Dawson and Dr. Randy Quinn, senior partners  
The Aspen Group Intl, Inc. LLC  
P.O. Box 1777 Castle Rock, CO 80104

Ask any board member to identify the primary function of the board. Chances are good that eight of the first 10 answers you receive will be "policy."

Now, ask those same board members to list the decisions they made at their last board meeting. How many of their actions had anything to do with policy? Our experience: virtually none.

The truth is, boards don't operate at the broad policy level. Most boards make decisions at the operational level - the place where the CEO should exercise delegated authority, responsibility, and accountability for day-to-day operations.

This, probably more than any other factor, is what leads to confusion of roles, charges of micro-managing, wasted time, splintered vision and frustration due to boards' inability to make a bigger difference in the lives of the organizations they govern.

The problem is not that boards resist functioning at the policy level. It is more due to the fact that boards simply haven't taken the time to assess their own performance and consciously discover how board decisions can be made at the broad policy level.

It is much easier for boards to dabble in the day-to-day affairs of the organization, because these are the tangible "things" and the "stuff" that can be touched and played with. Creating an organizational vision and identifying long-term benefits for the students being served take more work—and more leadership. But it is the most important work a board can do. Unfortunately, most boards have given away the best part of their jobs!

Coherent Governance is a model of board governance that, if faithfully followed, will compel boards to make policy decisions, not operational decisions.

### **What is Coherent Governance ?**

Coherent Governance is built on all the traditional principles that people long have recognized that good boards strive to practice. While virtually all boards will acknowledge the wisdom of the principles, the difficulty that boards have in actuality practicing those principles in everyday board life

is a different matter. This model, better than anything we have found, allows boards to be put the principles of good governance into practice. The principles and the model enable boards to effectively lead, direct, inspire and control organizations through a set of very carefully crafted policy statements.

Boards using Coherent Governance adopt a policy that defines the board's job description. This job description includes clear recognition that the board serves as a trustee or "owner representative" on behalf of the public. Their job? To lead, represent and serve the people who put them in office.

Coherent Governance provides a framework to enable boards to lead the organization through policy, rather than the usual custom of board approval of administrative recommendations. Unlike traditional boards, which may try to use policy manuals whose dimensions may be measured in feet and pounds, the Coherent Governance board usually manages to effectively guide the organization with a policy manual that includes not more than 35 to a maximum of 40 policies--total. The policies are grouped into four categories, each serving a distinct purpose. The four categories are:

RESULTS: Defined organizational products and outcomes. These policies clearly state the "bottom line" which the organization is expected to achieve over time: What Results? For Whom? At What Cost? The Results policies become the superintendent's and the organization's performance targets. They also form the basis for judging organizational and superintendent performance.

OPERATIONAL EXPECTATIONS: the board can, through policy, control day-to-day operational decisions without making them. It does so through the category of policies called Operational Expectations. These policies define both the nonnegotiable expectations and the clear boundaries within which the superintendent and staff must operate. They clarify the latitude and authority the board vests in the superintendent and staff. These policies articulate the actions and decisions the board would find either absolutely necessary or totally unacceptable.

Once stated, the superintendent is authorized to make all other operational decisions as long as they fall within the board's stated values. This process enables boards to articulate with absolute clarity the superintendent's decision-making authority. The result is absolute role clarity—no more guessing about whether the decision belongs to the board or

to the superintendent. The board's control over organizational performance is increased dramatically.

**GOVERNANCE PROCESS:** The board defines its own work and how it will be carried out. These policies clearly state the expectations the board has for individual and collective behavior, and also clarify the role and function of any board committees.

Taken in their sum, the Governance Process policies constitute the governing culture the board commits to work within. They also serve an important long-term function: the culture is much more likely to be perpetuated if it is deliberately stated in policy, and carefully monitored to assure board compliance.

**BOARD-SUPERINTENDENT RELATIONSHIP:** The board stipulates in policy how authority is delegated by the board to its superintendent, and how the superintendent's performance will be evaluated.

Coherent Governance offers a logical process for boards to govern well, and to remove themselves from the daily operational "stuff" that boards typically allow themselves to become consumed with. The Aspen Group offers the practical help necessary to make the model work in real life.

For boards that successfully implement Coherent Governance, we promise, it will:

1. Eliminate forever the confusion between board and superintendent roles;
2. Provide a means for the board to add value to the organization it governs by focusing on the results that are expected to be achieved by students and at a specified cost;
3. Free the superintendent and staff to do their jobs without the board's micro-managing day-to-day decisions;
4. It will establish governing policy that overlays the typically large, unwieldy, and poorly maintained district policy manual with about 40 very clear, very dynamic and inclusive board policies;
5. It will give the board more control over operational decisions than it ever had before, and it will do so in a manner that retains the board's role at the governance level. In other words, *the board will be more active without also being more intrusive.*

**Bold promises, admittedly.**

But these are promises that are entirely possible for the board that faithfully commits to the principles of Coherent Governance.

The Aspen Group International, Inc., has taken the theory of Policy Governance®, made it useable by school boards and implemented it in their boardroom. The theoretical now is practical. Aspen Group principals' work demonstrates the viability and power of this coherent governance in their work with client boards.

It is the only model of board governance that makes sense.

## **Defining Coherent Governance®**

Linda J. Dawson and Dr. Randy Quinn, senior partners  
Aspen Group Intl, LLC

Coherent Governance is a governance “operating system” that provides the basic architecture for effective board leadership of the organizations for which they are responsible. Its principal value is that it allows the Board of Trustees to exercise greater control over the organization by establishing clear, consistent standards of performance, in policy, and holding the CEO fully accountable for meeting those standards.

The system is comprised of four quadrants of policies, all of which are statements of values that encompass:

- **Board Culture policies:** how the Board of Trustees will conduct itself as a body, defining clear standards for the board’s own behavior. Included is a comprehensive and on-going self-assessment process to assure that the board and its individual members live up to the standards members have defined for themselves and agreed to for responsible, ethical, disciplined leadership;
- **Board/Chief Superintendent Relationship Policies:** how the Board will direct, delegate authority to and hold its Chief Superintendent accountable for complying with its operational standards and achieving its defined student outcomes. Included is a rigorous accountability process and evaluation method measuring the Chief Superintendent’s performance—which by definition is the same as district performance;
- **Operational Expectations policies:** establish standards for every part of district operations, including all fiscal concerns, and a vehicle for assessing on a systematic basis whether the organization is compliant with the stated policy values;
- **Results for Student Achievement:** policies that describe the Board’s expectations for all student performance.

In short, Coherent Governance is a complete operating system for the Board to use to do its job in a coherent, intelligent, transparent, systematic, systemic and sustainable fashion.

While the Board does confer significant authority to its Chief Superintendent to do her job as she was hired to do, the counterbalance to that delegation of authority is unprecedented accountability.

**Accountability for Operations.** The Board of Trustees, through the process of monitoring its Operational Expectations policies, will examine data that assures the Board that its standards are complied with. Areas of operational concern include the learning environment, treatment of personnel, communication with the Board, financial planning and administration, the instructional program, and



others. The written documentation the Chief Superintendent is required to provide includes more information and more certified data than the Board has ever received about operations in a traditional board setting. This monitoring is done systematically, according to the Board's schedule, and includes relevant data validating the district's operational performance from throughout the breadth of the organization.

**Accountability for Student Achievement Results.** The Board of Trustees, in adopting this system for governing, has committed to focus primarily on what all students should achieve and whether those standards are being met. This is the tough work that most traditional education boards rarely are willing to tackle – what data? What level of progress? Is that reasonable? Dealing with operational issues is by comparison much easier! Obsession with students and their performance is supremely difficult, but it is the work that any informed citizen should demand of its elected trustees.

**Linkages:** The final critical component of Coherent Governance is the formal linkage responsibility that the Board of Trustees assumes. The Board will be challenged to design a process to enable the full board--every member, not just a single member--to interface with the entire community of owners. It is a proactive plan for the Board to gain insight and understanding of diverse expectations while sharing the challenges and plans of the organization.

Individual members can and likely will continue to interface with individuals and groups in their own respective areas of interest and experience. But effective linkages are based upon the notion that the full Board has need to interface with the full owner base. The ownership includes the entire community, and individual members are responsible for all of it, not just a part of it.

This Board of Trustees, in adopting a transparent and accountable system of governance focused on Results, recreates itself to confront substantive issues around preparing students for THEIR future. It must have the will to discuss, deliberate and make the value-laden decisions, on behalf of its diverse community, about matters that determine the future for Calgary's 104,000 students.

This is the stuff that effective boards deliberate upon. They make a commitment to their community, and to **all** students, that demands:

- the highest level of discourse on topics that make a difference for students;
- strategic interaction with the broader community to engender understanding of and support for organizational efforts;
- individual discipline to contribute to a Board that is unified to provide ethical leadership, focused on students, and to conduct its deliberations in a constructive, thoughtful and intelligent manner.



## **Glossary of Terms**

### **Governance Policies Governance Culture**

1. Board Purpose
2. Governing Commitments
3. Board Job Description
4. Officers' Roles
5. Board Committees  
5E Board Committees Exhibit
6. Annual Work Plan  
6E Annual Work Plan For the Board Exhibit
7. Board Members' Code of Conduct
8. Board Member Conflict of Interest
9. Process for Addressing Board Member Violations

### **Board/Chief Superintendent Relationship**

1. Single Point of Connection
2. Single Unit Control
3. Staff Accountability
4. Authority of the Chief Superintendent
5. Chief Superintendent Accountability  
5E Annual Summative Evaluation of the Chief Superintendent



**Operational Expectations**

1. Global Operational Expectation
2. Temporary Chief Superintendent Succession
3. Treatment of Owners
4. Treatment of Employees
5. Financial Planning
6. Financial Administration
7. Asset Protection
8. Communication With and for the Board
9. Communicating With the Public
10. Instructional Program
11. Learning Environment/Treatment of Students
12. Facilities

**Results**

1. Mega Result
2. Academic Success
3. Citizenship
4. Personal Development
5. Character



## GLOSSARY OF TERMS

### Board of Trustees' Governance Policies

Our Governance Policies will enable us, the elected Board of Trustees, to effectively lead, direct, inspire and control the outcomes and operations of the district through a set of very carefully crafted policy statements and effective monitoring of them.

Our Governance Policies offer a logical process for the Board of Trustees to govern well. We are committed to using them well in order to:

1. Eliminate confusion between Board and Chief Superintendent roles;
2. Focus on *Results* for student achievement;
3. Free the Chief Superintendent and staff to do their jobs without the Board's intrusion into day-to-day management decisions;
4. Attain more control over operational decisions in a manner that retains the Board's role at the governance level;
5. Focus the Board of Trustees on their advocacy role and external connection with the owners of the district.

#### Governance Policy:

The policies are grouped into four categories, each serving a distinct purpose. The four categories are:

**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 behavior.

**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.

**Accountability:** The Board holds the Chief Superintendent responsible for organizational performance, requiring the Chief Superintendent to justify actions and decisions while working within the *Operational Expectations* and striving to increase performance on the stated *Results*.

**Board:** The Board of Trustees.

**CEO:** The Chief Superintendent.

**Competencies:** Demonstrated levels of ability as a consequence of teaching and learning that transcend specific disciplines.

**Compliance:** Evidence or data that allow the Board to judge whether the Chief Superintendent has met the standard set in the *Operational Expectations* values.

**Consensus:** The standard of agreement for deciding issues before the Board whereby individual members fully disclose their individual opinions, are "heard" and are willing to move forward with a vote on the matter before the Board with agreement that each will support the majority decision.

**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.

**Monitoring:** The evaluative function carried out regularly by the Board to ensure Chief Superintendent, organizational and Board accountability. As part of each meeting, the Board receives and assesses reports developed to assure the Board that its *Results* are being accomplished, its *Operational Expectations* are being complied with, and its own processes are being adhered to.



**Monitoring Report:** The Board wants to know that its values have driven organizational performance. The Chief Superintendent will present to the Board, for its evaluation, a report that summarizes how either compliance has been achieved on *Operational Expectations* or how reasonable progress has been made in *Results*. Each monitoring report requires: a re-statement of the full policy, by section; a reasonable interpretation of each section; data sufficient to prove compliance or progress; and a signed certification from the Chief Superintendent of the status.

**Non-compliance:** In gathering evidence and data to prove to the Board that its *Operational Expectations* values have been adhered to, there may be areas where the standards were not met. The policy or subsection of policy would be found to be "non-compliant." The Chief Superintendent would identify the capacity-building needed to come into compliance and the Board would schedule this section of policy for re-monitoring.

**Prudent:** Careful and sensible; characterized by sound judgment.

**Reasonable:** Fair; just; logical and rational; well-founded.

**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*.

**Reasonable Progress:** Once *Results* are identified, the Chief Superintendent must set targets for achievement. Over time, data must be presented to the Board that demonstrates whether progress is being made towards achieving that standard. The Board decides whether the amount of progress is sufficient and reasonable.



## Board of Trustees' Governance Policy

### GOVERNANCE CULTURE

#### GC-1: Board Purpose

**Monitoring Method:** Board Self-assessment

**Monitoring Frequency:** Annually

The Board of Trustees provides leadership for the Calgary Board of Education by defining the vision, *Results* and *Operational Expectations* for the organization on behalf of its community.

The Board of Trustees represents, leads and serves the organization's owners – the citizens of Calgary – and holds itself accountable to them by committing to act in the best interests of the Calgary Board of Education and by ensuring that all Board and organization action is consistent with law and the Board's policies.

The Board's purpose is to ensure that the organization achieves the results described in the Board's *Results* policies and that it operates according to the values expressed in the Board's *Operational Expectations* policies.

Adopted:



## Board of Trustees' Governance Policy

### GOVERNANCE CULTURE GC-2: Governing Commitments

**Monitoring Method:** Board Self-assessment  
**Monitoring Frequency:** Annually

The Board will govern lawfully with primary emphasis on *Results* for students; encourage full exploration of diverse viewpoints; focus on governance matters rather than administrative issues; observe clear separation of Board and Chief Superintendent roles; make all official decisions by formal vote of the Board; and govern with long-term vision.

- 2.1 The Board will direct the organization through policy. The Board's major focus will be on the results expected to be achieved by students, rather than on the strategic choices made by the Chief Superintendent to achieve those results.
- 2.2 The Board will function as a single unit. The opinions and personal strengths of individual members will be used to the Board's best advantage, but the Board faithfully will make decisions as a group, by formal vote. No officer, individual, or committee of the Board will be permitted to limit the Board's performance or prevent the Board from fulfilling its commitments.
- 2.3 The Board is responsible for its own performance, and commits itself to continuous improvement. The Board regularly and systematically will monitor all policies in this section and will debrief the quality of each meeting following its conclusion.
- 2.4 The Board will assure that the Board and its members have the knowledge, skills and budget support necessary for effective governance.

Accordingly:

- a. Training and coaching will be used to orient candidates and new members, as well as to maintain and increase current member skills and knowledge;





- b. External, third-party monitoring will be used as necessary to enable the Board to exercise confident control over organizational performance;
  - c. Strategic communication dialogues will be planned and implemented to ensure the whole Board's ability to engage stakeholders in understanding the organization's work as well as sharing viewpoints and values.
- 2.5 To ensure that the Board's business meetings are conducted with maximum effectiveness and efficiency, members will:
- a. come to meetings adequately prepared;
  - b. speak only when recognized, not interrupting each other or engaging in side conversations;
  - c. not repeat unnecessarily what has already been said;
  - d. not play to the audience or camera or monopolize the discussion;
  - e. support the Chair's efforts to facilitate an orderly meeting;
  - f. communicate openly to avoid surprises;
  - g. encourage equal participation of all members, and
  - h. practise respectful body language.
- 2.6 The Board will use the Board's consent agenda as a means to expedite the disposition of routine matters and dispose of other items of business it chooses not to discuss. All administrative matters delegated to the Chief Superintendent that are required by law to be approved by the Board will be acted upon by the Board via the Chief Superintendent's consent agenda.
- 2.7 The Board, by majority vote, may revise or amend its policies at any time. However, as a customary practice, a proposed policy revision will be discussed at one session of the Board prior to being acted upon at a subsequent Board meeting.

Adopted:

**GOVERNANCE CULTURE**  
**GC-3 Board Job Description**

**Monitoring Method:** Board Self-assessment  
**Monitoring Frequency:** Annually

The Board's job is to represent, lead and serve the owners and to govern the organization by establishing expectations for organizational results, expectations for quality operational performance, and monitoring actual performance against those expectations.

The Board will:

- 3.1 Ensure that the *Results* are the dominant focus of organization performance.
- 3.2 Advocate for the organization and the students it serves.
- 3.3 Initiate and maintain constructive two-way dialogue with students, employees, parents and the citizens as a means to engage all stakeholders in the work of the Board and the organization.
- 3.4 Develop written governing policies that address:
  - a. **Results:** The intended outcomes for the students served by the district;
  - b. **Operational Expectations:** Statements of the Board's values about operational matters delegated to the Chief Superintendent, including both actions and conditions to be accomplished and those prohibited;
  - c. **Governance Culture:** Definition of the Board's own work, the processes it will employ and conditions within which it will accomplish that work;
  - d. **Board/Chief Superintendent Relationship:** The role relationship of the Chief Superintendent and the Board, including the specified authority of the Chief Superintendent and the process for monitoring organization and Chief Superintendent performance.



- 3.5 Ensure acceptable Chief Superintendent performance through effective monitoring of *Results* and *Operational Expectations* policies.
- 3.6 Ensure acceptable Board performance through effective evaluation of Board *Governance Culture* and *Board/Chief Superintendent Relationship* policies, actions and processes.
- 3.7 Appoint an independent auditor to conduct an annual external review of the organization's financial condition and report directly to the Board.
- 3.8 Name or rename the organization, schools, portions of schools, school grounds, and other Calgary Board of Education facilities.
- 3.9 Approve the bargaining mandate for all collective agreements.
- 3.10 Perform other duties required by law or not otherwise delegated to the Chief Superintendent.

Adopted:

**GOVERNANCE CULTURE**  
**GC-4 Officers' Roles**

**Monitoring Method:** Board Self-assessment  
**Monitoring Frequency:** Annually

The officers of the Board are those listed in this policy. Their duties are those assigned by this policy, and others required by law.

**Chair**

The Chair provides leadership to the Board, ensures the faithful execution of the Board's processes, exercises interpretive responsibilities with integrity, reflecting the spirit and intent of the Board's policies, and normally serves as the Board's official spokesperson.

The Chair has the following specific authority and duties:

- 4.1 Monitor Board actions to assure that they are consistent with the Board's own procedures and policies and with other obligations imposed by agencies whose authority supersedes the Board's own authority:
  - a. Conduct and monitor Board meeting deliberations to assure that Board discussion and attention are focused on Board issues, as defined in Board policy (see GC-3);
  - b. Assure that Board meeting discussions are productive, efficient and orderly;
  - c. Lead timely Board meeting debriefings and periodic self-assessments to ensure continuous process improvement;
  - d. Serve as ex-officio member of all Board committees.
- 4.2 Compile and facilitate the Board's summative evaluation of the Chief Superintendent.
- 4.3 Represent the Board as its official spokesperson about issues decided by the Board and other matters related to official Board business.



- 4.4 Execute all documents authorized by the Board, except as otherwise provided by law.
- 4.5 On behalf of the Board, and in concert with the Chief Superintendent, develop proposed Board meeting agendas consistent with the Board's annual calendar.
- 4.6 Make all interpretive decisions of Board policies in the *Governance Culture* and *Board/Chief Superintendent Relationship* sections, using reasonable judgment. The Chair is not authorized to:
  - a. make any interpretive decisions about policies created by the Board in the *Results* and *Operational Expectations* policy areas. Interpretation of these policies is the responsibility of the Chief Superintendent;
  - b. exercise any authority as an individual to supervise or direct the Chief Superintendent.
- 4.7 The Chair may delegate any of these responsibilities, but the Chair remains accountable for any resulting actions.

#### **Vice-Chair**

The Vice-Chair shall serve as Chair in the event of the Chair's absence or inability to perform assigned duties.

#### **Second Vice-Chair**

The Second Vice-Chair shall serve in the absence or inability of both the Chair and Vice-Chair.

Adopted:



**GOVERNANCE CULTURE**  
**GC-5: Board Committees****Monitoring Method: Board Self-assessment**  
**Monitoring Frequency: Annually**

The Board may create committees if they are deemed helpful to assist the Board in the performance of its responsibilities. If committees are established, they will be used exclusively to support the work of the Board as described in Policy GC-3, and will never be created or used to assist the Chief Superintendent in any operational area.

- 5.1 Board committees and other such entities by whatever name created by the Board will not be used to direct, advise, assist or oversee employees. Committees customarily will prepare recommendations for Board consideration. Board committees will have no authority over employees, and may exercise demands on employee's time and organizational resources only to the extent authorized in this policy. Members are not entitled to any fees or compensation.
- 5.2 Board committees may not speak or act for the Board. The responsibilities and authority of all Board committees are carefully stated in this policy to assure that committees fully understand their duties and extent of authority, and to assure that committee work will not usurp or conflict with the Board's own authority or conflict with authority delegated to the Chief Superintendent.
- 5.3 All Board committees are considered to be ad hoc, or temporary. The date for their termination is listed for each committee. Committees may be renewed or reauthorized upon their expiration, but unless the Board acts to renew the committee's existence, it shall cease to exist upon the date specified.
- 5.4 The Board shall appoint members to committees and these members shall serve at the pleasure of the Board. Committee membership shall be reviewed annually at the Organizational Meeting and more frequently if the Board of Trustees so determines.



- 5.5 Board committees may or may not include members of the Board.
- 5.6 All meetings of committees shall be held in private. The committees may hold its meetings, and members of the committee may attend meetings by electronic means, provided all meeting attendees can hear each other.
- 5.7 Chairpersons shall establish the agendas for meetings, ensure that properly prepared agenda materials are circulated to the members with sufficient time for study prior to the meeting, and be responsible for reporting to the Board of Trustees with minutes following each meeting.
- 5.8 Minutes of all meetings of Board committees shall be provided to the Board of Trustees by the Chair and filed with the Board of Trustees for the corporate record and indicate at least the following information:
- a. date and place of meeting;
  - b. attendees;
  - c. record of decisions and who is assigned any actions arising;  
and
  - d. date, time and place of next meeting.
- 5.9 All Committees shall report annually to the Board of Trustees on the Committee's responsibilities and how it has discharged them.
- 5.10 All Board committees are listed in GC-5-E.

Adopted:





**GOVERNANCE CULTURE**  
**GC-5E: Board Committees**

**Monitoring Method:** Board Self-assessment  
**Monitoring Frequency:** Annually

**1. Audit Committee****a. Purpose/Charge:**

- To recommend external auditors.
- To review annually the external auditors' performance, reporting any issues.
- To serve as liaison to the external auditors, and arrange a meeting with the Board of Trustees prior to public presentation of the annual audited statements.
- To review and recommend approval of the annual audit plan.
- To review and report on the annual financial statements and audit findings report.
- To review with the external auditors the auditing process, any significant difficulties encountered during the audit including any restrictions on scope of work or access to required information.
- To meet at least two times annually as a Committee and at least once annually with the external auditors.

**b. Membership:**

A minimum of five individuals comprised of:

- two trustees; and
- not less than three individuals external to the Calgary Board of Education.

The Committee Chair shall be one of the trustee members, appointed by the Board of Trustees. All meetings must have one trustee present.

**c. Reporting Schedule:**

Following each meeting and annually to the Board of Trustees.



### **Audit Committee – Continued**

d. **Term:**

One year, appointment at the Board of Trustees' Organizational Meeting. External members normally serve three-year terms for a maximum of six years with expirations staggered to achieve continuity of leadership.

e. **Authority Over District Resources:**

None.

### 2. **Board Evaluation Committee**

a. **Purpose/Charge:**

To recommend to the Board of Trustees a plan for conducting the:

- annual board self-evaluation each September;
- monitoring of all GC policies throughout the year and goals that the Board of Trustees has set for such year and for its term of office; and
- annual Chief Superintendent's summative evaluation each January.

b. **Membership:**

A minimum of two trustees:

- Chair; and
- Trustee.

c. **Reporting Schedule:**

Following each committee meeting and annually to the Board of Trustees.

d. **Term:**

One year, appointment at the Board of Trustees' Organizational Meeting.

e. **Authority Over District Resources:**

None.



### 3. **School Naming Committee**

#### a. **Purpose/Charge:**

- To provide recommendations to the Board of Trustees for the naming or renaming of a school.
- To ensure that the reputation of the Corporation is given the highest priority when making recommendations for school naming.
- To consider Corporation values and be guided by the following principles:
  - (1) Schools should be named:
    - for the districts in which they are located; or
    - for locations or events that show great Canadian historical significance; or after a Canadian individual of recognized stature, whose life work aligns with achievement of the organizational *Results*, or who has demonstrated exemplary achievement of the organizational Results; or
    - by any other name that may be deemed appropriate by the Board of Trustees.
  - (2) When naming schools after individuals, the use of the names of individuals who are deceased or who have retired will be considered first.
  - (3) Prior to naming a school after an individual, that individual or immediate family will be requested to grant permission.
  - (4) Except for high schools, it will be the practice to exclude grade configurations as part of the school name.
  - (5) Consultation with the school community to discuss the matter must take place prior to making a recommendation to the Board.



### **School Naming Committee** - *Continued*

**b. Membership:**

- Chair: Ward Trustee for the community in which the school is located. Must be present at all meetings;
- Chair or Vice-Chair of the Board;
- Corporate Secretary or designee;
- Area Director or designee;
- School Community Representatives (2-3 members).

**c. Reporting Schedule:**

As required for Board approval of the school name.

**d. Term:**

As determined by the Board of Trustees and convened by the Corporate Secretary's Office in consultation with the Ward Trustee, terminating upon approval of a name for the particular school.

**e. Authority Over District Resources:**

None.



#### 4. **Trustee Remuneration Committee**

a. **Purpose/Charge:**

- To annually review trustee remuneration, including trustee remuneration levels, taking into consideration budgetary, economic and other relevant factors.
- To recommend continuation of or changes to Board policy on remuneration.
- To meet at least once per year and must include the Committee Chair.

b. **Membership:**

- Two trustees;
- Parent representative from the Calgary Association of Parents and School Councils;
- One Calgary corporate community representative; and
- At least one other stakeholder of the Corporation.

c. **Reporting Schedule:**

Submit its recommendations regarding trustee remuneration levels for a school year at least six weeks prior to the Board of Trustees' approval of the Corporation's operating budget for such school year.

d. **Term:**

One year appointment at the Board of Trustees' organizational meeting.

e. **Authority Over District Resources:**

None.

Adopted:



Board of Trustees'  
Governance Policy

**GOVERNANCE CULTURE  
GC-6 Annual Work Plan**

**Monitoring Method:** Board Self-assessment  
**Monitoring Frequency:** Annually

The Board will follow an annual work plan that includes continuing monitoring and review of all policies; dialog sessions with community, employee and student groups; and activities to improve Board performance.

- 6.1 The annual planning cycle will end each year in January to allow the Chief Superintendent to properly align internal operational systems and processes to achieve the subsequent year's Board-determined priorities.
- 6.2 The Board's annual work plan for each year will include:
  - a. scheduled dialogue sessions with stakeholder groups and persons whose viewpoints are considered helpful to the Board;
  - b. governance process improvement activities, including orientation of candidates and new Board members in the Board's governance process and other discussions by the Board about means to improve its own performance, especially Board member knowledge and skill-building;
  - c. scheduled monitoring of all policies; and
  - d. other events and activities that are parts of the Board's responsibilities and interests.

Adopted:



**GOVERNANCE CULTURE**  
**GC-6E Annual Work Plan**

<b>MONTH</b>	<b>GC</b>	<b>B/CSR</b>	<b>OE</b>	<b>RESULTS</b>	<b>DIALOGUE</b>	<b>BOARD DEVELOPMENT</b>	<b>OTHER BUSINESS</b>
<b>JAN</b>							
<b>FEB</b>							
<b>MAR</b>							
<b>APR</b>							
<b>MAY</b>							
<b>JUNE</b>							
<b>JULY</b>							
<b>AUG</b>							
<b>SEPT</b>							
<b>OCT</b>							
<b>NOV</b>							
<b>DEC</b>							

**RI** Reasonable Interpretation  
**I** Indicators  
**B/T** Baseline and Targets  
**M** Monitoring of compliance or reasonable progress  
**RM** Re-monitoring



**GOVERNANCE CULTURE****GC-7: Board Members' Code of Conduct****Monitoring Method: Board Self-assessment****Monitoring Frequency: Annually**

The Board and its members will conduct themselves lawfully, with integrity and high ethical standards, in order to model the behaviors expected of employees and students and to build public confidence and credibility.

- 7.1 Board members will serve the interests of the citizens of the entire school organization. Members recognize this responsibility to the whole to be greater than but not limited to, the following:
  - a. any loyalty a member may have to any other advocacy, interest or political groups;
  - b. loyalty based upon membership on other boards or staffs;
  - c. the personal interest of any Board member who is also a parent or guardian of a student in the organization; and
  - d. being a relative of an employee of the organization.
- 7.2 Board members will not attempt to exercise individual authority over the organization.
  - a. Members will not assume personal responsibility for resolving operational problems or complaints. Any such complaints will be referred to the Chief Superintendent for investigation and resolution.
  - b. Members will not personally direct any employee or any part of the operational organization.
  - c. When speaking to the press or otherwise publicly sharing personal opinions, members will respect decisions of the Board and will not undermine those decisions.



- d. Members will not publicly express individual negative judgments about Chief Superintendent or employee performance.
- 7.3 To build trust among members and to ensure an environment conducive to effective governance, members will:
- a. focus on issues rather than personalities;
  - b. respect decisions of the Board;
  - c. exercise honesty in all written and interpersonal interaction, never intentionally misleading, surprising or misinforming each other;
  - d. criticize privately, praise publicly;
  - e. make every reasonable effort to protect the integrity and promote the positive image of the organization and one another; and
  - f. never embarrass each other or the organization.
- 7.4 Members will exercise prudent personal discipline in the performance of their duties, including proper use of authority and appropriate decorum when acting as Board members.
- 7.5 Members will maintain confidentiality appropriate to sensitive issues and information that otherwise may tend to compromise the integrity or legal standing of the Board, especially those matters discussed in private session.

Adopted:



**GOVERNANCE CULTURE****GC-8: Board Member Conflict of Interest**

**Monitoring Method:** Board Self-assessment  
**Monitoring Frequency:** Annually

Board members are expected to avoid conflicts of interest involving all matters considered by the Board. A conflict of interest exists when a member is confronted with an issue in which the member has a personal or financial interest or an issue or circumstance that could render the member unable to devote complete loyalty and singleness of purpose to the public interest.

- 8.1 If a Board member has a personal or financial interest in any matter being considered by the Board, the member shall disclose such interest to the Board, shall not vote on the matter and shall not attempt to influence the decisions of other Board members. If a Board member has a pecuniary interest in a matter before the Board or a committee of the Board, he or she shall comply with the specified procedures set forth in the School Act, as the same may be amended from time to time.
- 8.2 A member of the Board shall not also be an employee of the organization, nor shall a member receive any compensation for services rendered to the organization in any non-governance capacity. This provision shall not prohibit members from receiving authorized compensation for serving as a member of the Board or from receiving reimbursement for authorized expenses incurred during the performance of Board duties.
- 8.3 The Board shall not enter into any contract with any of its members or with a firm in which a member has a significant financial interest.
- 8.4 A Board member is expected to avoid conflict of interest in the exercise of the member's fiduciary responsibility. Accordingly, a Board member may not:
  - a. disclose or use confidential information acquired during the performance of official duties;



- b. accept a gift of substantial value or economic benefit which would tend to improperly influence a reasonable person, or which the Board member knows or should know is primarily for the purpose of a reward for official action;
- c. engage in a substantial financial transaction for private business purposes with a person employed by the organization;
- d. perform an official act that directly confers an economic benefit on a business in which the Board member has a substantial financial interest or is engaged as a counsel, consultant, representative or agent; and
- e. otherwise be in a position of conflict as enumerated in Section 82 of the School Act, as the same may be amended from time to time.

Adopted:

## Board of Trustees' Governance Policy

### GOVERNANCE CULTURE

#### GC-9: Process for Addressing Board Member Violations

**Monitoring Method:** Board Self-assessment

**Monitoring Frequency:** Annually

The Board and each of its members is committed to faithful compliance with the values stated in its policies. The Board recognizes that its failure to deal with a violation of its policies risks the loss of confidence in the Board's ability to govern effectively.

Therefore, in the event of a violation of policy, especially a member's willful and/or continuing violation, the Board ordinarily will address the issue by the following process:

- a. Conversation in a private setting between the offending member and the Board Chair or other individual member;
- b. Discussion in a private session between the offending member and the Board;
- c. Possible removal by the Board from any leadership or committee positions to which the offending member has been appointed or elected;
- d. Censure of the offending member of the Board as a means of separating the Board's focus and intent from that of the offending member.

Adopted:



Board of Trustees'  
Governance Policy

**BOARD/CHIEF SUPERINTENDENT RELATIONSHIP  
B/CSR-1: Single Point of Connection**

**Monitoring Method:** Board Self-assessment  
**Monitoring Frequency:** Annually

The Chief Superintendent is the Board's sole point of connection to the operational organization. The Board will direct the operational organization only through the Chief Superintendent, functioning as the Chief Executive Officer.

Adopted:



**Board of Trustees'  
Governance Policy****BOARD/CHIEF SUPERINTENDENT RELATIONSHIP  
B/CSR-2: Single Unit Control**

**Monitoring Method:** Board Self-assessment  
**Monitoring Frequency:** Annually

The Board will direct the Chief Superintendent only through official decisions of the Board.

- 2.1 The Board will make decisions by formal, recorded vote in order to avoid any ambiguity about whether direction has been given.
- 2.2 The Chief Superintendent is neither obligated nor expected to follow the directions or instructions of individual members, officers or committees unless the Board has specifically delegated such exercise of authority.
- 2.3 Should the Chief Superintendent determine that an information request received from an individual member or a committee requires a material amount of employee time or is unreasonable, the Chief Superintendent is expected to ask the committee or the member to refer such requests to the full Board for authorization.

Adopted:





**Board of Trustees'  
Governance Policy****BOARD/CHIEF SUPERINTENDENT RELATIONSHIP  
B/CSR-3: Staff Accountability**

**Monitoring Method:** Board Self-assessment  
**Monitoring Frequency:** Annually

The Chief Superintendent is responsible for all matters related to the day-to-day operation of the organization, within the values expressed by the Board in policy. All employees are considered to report directly or indirectly to the Chief Superintendent.

- 3.1 The Board will never give direction to any employee who reports directly or indirectly to the Chief Superintendent.
- 3.2 The Board will not formally or informally evaluate any employee other than the Chief Superintendent.
- 3.3 Except as required by law, the Board will not participate in decisions or actions involving the hiring, evaluating, disciplining or dismissal of any employee other than the Chief Superintendent.

Adopted:



**BOARD/CHIEF SUPERINTENDENT RELATIONSHIP  
B/CSR-4: Authority of the Chief Superintendent**

**Monitoring Method:** Board Self-assessment  
**Monitoring Frequency:** Annually

The Board will provide direction to the Chief Superintendent through written policies that define the organizational results to be achieved for students and define operational conditions and actions to be accomplished or avoided.

- 4.1 The Board will develop *Results* policies instructing the Chief Superintendent to achieve defined results for the students served by the district.
- 4.2 The Board will develop *Operational Expectations* policies which express the Board's values about operational conditions and actions. Certain of these values will be expressed positively to assure that the stated actions occur and the identified conditions exist, and will be stated as directives. Certain other values represent actions and conditions that are to be avoided, and will be stated prohibitively.
- 4.3 As long as the Chief Superintendent uses any reasonable interpretation of the Board's *Results* and *Operational Expectations* policies, the Chief Superintendent is authorized to establish any additional organization policies or regulations, make any decisions, establish any practices and develop any activities the Chief Superintendent deems appropriate to achieve the Board's *Results* policies. The Chief Superintendent is not expected to seek Board approval or authority for any such decision falling within the Chief Superintendent's area of delegated authority.
- 4.4 The Board may change its *Results* and *Operational Expectations* policies, and in so doing shift the boundary between Board and Chief Superintendent areas of responsibility. The Board will respect and support any reasonable interpretation of its policies by the Chief Superintendent, even though Chief Superintendent decisions may not be the decisions the Board or its members may have made.

Adopted:



## Board of Trustees' Governance Policy

### BOARD/CHIEF SUPERINTENDENT RELATIONSHIP B/CSR-5: Chief Superintendent Accountability

**Monitoring Method:** Board Self-assessment  
**Monitoring Frequency:** Annually

The Board considers Chief Superintendent performance to be identical to organization performance. Organizational accomplishment of the Board's *Results* policies, and operation according to the values expressed in the Board's *Operational Expectations* policies, will be considered successful Chief Superintendent performance. These two components define the Chief Superintendent's job responsibilities, and are the basis for the Chief Superintendent's performance evaluation.

- 5.1 The Board will determine organizational performance based upon a systematic monitoring process.
- 5.2 The Board will acquire monitoring data on *Results* and *Operational Expectations* policies by one or more of three methods:
  - a. By *Internal Report*, in which the Chief Superintendent submits information that certifies and documents to the Board compliance or reasonable progress;
  - b. By *External Review*, in which an external third party selected by the Board assesses compliance or reasonable progress with applicable Board policies;
  - c. By *Board Inspection*, in which the whole Board or a committee duly charged by the Board formally assesses compliance or reasonable progress based upon specific policy criteria.
- 5.3 The consistent performance standard for *Operational Expectations* policies shall be whether the Chief Superintendent has:
  - a. reasonably interpreted the policy and its subparts; and
  - b. complied with the provisions of the Board policy.



- 5.4 The consistent performance standard for *Results* policies shall be whether the Chief Superintendent has:
- a. reasonably interpreted the policy and its subparts; and
  - b. made reasonable progress toward achieving the outcomes defined by the Board's *Results* policies.
- 5.5 The Board will make the final determination as to whether Chief Superintendent's interpretation is reasonable, whether the Chief Superintendent is in compliance and whether reasonable progress has been made. In doing so, the Board will apply the "reasonable person" standard.
- 5.6 All policies that instruct the Chief Superintendent will be monitored according to a schedule and by a method determined by the Board and included in the Board's annual work plan. The Board may monitor any policy out of this defined sequence, if it is determined by a majority of the Board that conditions warrant monitoring at times other than those specified by the annual schedule.
- 5.7 Each January, the Board will conduct a formal summative evaluation of the Chief Superintendent. The summative evaluation will be based upon data collected during the year from the monitoring of *Results* and *Operational Expectations* policies. The Board will prepare a written evaluation document that will consist of:
- a. a summary of the data derived during the year from monitoring the Board's *Results* and *Operational Expectations* policies;
  - b. conclusions based upon the Board's prior action during the year relative to the Chief Superintendent's reasonable interpretation of each *Results* policy and whether reasonable progress has been made toward its achievement; and



- c. conclusions based upon the Board's prior action during the year relative to whether the Chief Superintendent has reasonably interpreted and operated according to the provisions of the *Operational Expectations* policies.

Adopted:



## BOARD/CHIEF SUPERINTENDENT RELATIONSHIP

### B/CSR-5E: Annual Summative Evaluation of the Chief Superintendent

The purpose of the annual evaluation of the Chief Superintendent is to summarize the actions previously taken by the Board as it monitored *Results* and *Operational Expectations* policies during the year, and to draw conclusions on that basis.

<b>Operational Expectations Policy</b>	<b>Date Monitored</b>	<b>Board Disposition</b>
OE-1 Global Operational Expectation		
OE-2 Temporary Chief Superintendent Succession		
OE-3 Treatment of Owners		
OE-4 Treatment of Employees		
OE-5 Financial Planning		
OE-6 Financial Administration		
OE-7 Asset Protection		
OE-8 Communication With and for the Board		
OE-9 Communicating With the Public		
OE-10 Instructional Program		
OE-11 Learning Environment/Treatment of Students		
OE-12 Facilities		

<b>Results</b>	<b>Date Monitored</b>	<b>Board Disposition</b>
R-2 Academic Success		
R-3 Citizenship		
R-4 Personal Development		
R-5 Character		

Based upon the Board's prior monitoring of these policies and the on-going monitoring of the district's and the Chief Superintendent's performance during the preceding year, the Board reaches the following summary conclusions relative to Chief Superintendent performance:

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Based upon the foregoing conclusions, the Board establishes the following priorities for the coming year:

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Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Chair of the Board

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Chief Superintendent



**Board of Trustees'  
Governance Policy****OPERATIONAL EXPECTATIONS  
OE-1: Global Operational Expectation**

**Monitoring Method:** Internal Report  
**Monitoring Frequency:** Annually

The Chief Superintendent shall not cause, allow, or fail to take reasonable measures to prevent any practice, activity, decision or organizational condition that is unlawful, unethical, unsafe, disrespectful, imprudent, in violation of Board policy or endangers the organization's public image or credibility.

Adopted:



## **OPERATIONAL EXPECTATIONS**

### **OE-2: Temporary Chief Superintendent Succession**

**Monitoring Method:** Internal Report  
**Monitoring Frequency:** Annually

The Chief Superintendent shall designate at least one other employee who is familiar with the Board's governance process and issues of current concern and is capable of assuming Chief Superintendent responsibilities on a temporary basis.

Adopted:



**Board of Trustees'  
Governance Policy****OPERATIONAL EXPECTATIONS  
OE-3: Treatment of Owners**

**Monitoring Method:** Internal Report  
**Monitoring Frequency:** Annually

The Chief Superintendent shall maintain an organizational culture that treats all organization owners with respect, dignity and courtesy.

The Chief Superintendent will:

- 3.1 Manage information in such ways that confidential information is protected.
- 3.2 Effectively handle complaints.
- 3.3 Maintain an organizational culture that:
  - a. values individual differences of opinion;
  - b. reasonably includes people in decisions that affect them;
  - c. provides open and honest communication in all written and interpersonal interaction; and
  - d. focuses on common achievement of the Board's *Results* policies.
- 3.4 Conduct reasonable background inquiries and checks prior to utilizing the services of any volunteers who have contact with students.

Adopted:



## Board of Trustees' Governance Policy

### OPERATIONAL EXPECTATIONS OE-4: Treatment of Employees

**Monitoring Method:** Internal Report  
**Monitoring Frequency:** Annually

The Chief Superintendent shall ensure the recruitment, employment, development, evaluation and compensation of the organization's employees in a manner necessary to enable the organization to achieve its *Results* policies.

The Chief Superintendent will:

- 4.1 Conduct extensive background inquiries and checks prior to hiring any paid personnel.
- 4.2 Select the most highly qualified and best-suited candidates for all positions.
- 4.3 Ensure that all employees are qualified to perform the responsibilities assigned to them.
- 4.4 Administer clear personnel rules and procedures for employees, including processes for suspension, transfer and termination actions.
- 4.5 Effectively handle complaints and concerns.
- 4.6 Maintain adequate job descriptions for all employee positions.
- 4.7 Protect confidential information.
- 4.8 Develop total compensation plans to attract and retain the highest quality "exempt" employees within available resources.
- 4.9 Honour the terms of negotiated agreements.



- 4.10 Maintain an organizational culture that positively impacts the ability of employees to responsibly perform their jobs and work in an environment of professional support and courtesy.
- 4.11 Reasonably include people in decisions that affect them.

Adopted:



## Board of Trustees' Governance Policy

### OPERATIONAL EXPECTATIONS OE-5: Financial Planning

**Monitoring Method:** Internal Report  
**Monitoring Frequency:** Annually

The Chief Superintendent shall develop and maintain a multi-year financial plan that is related directly to the Board's *Results* priorities and *Operational Expectations* goals, and that avoids long-term fiscal jeopardy to the organization.

The Chief Superintendent will develop a budget that:

- 5.1 Is in a summary format understandable to the Board and presented in a manner that allows the Board to understand the relationship between the budget and the *Results* priorities and any *Operational Expectations* goals for the year.
- 5.2 Credibly describes revenues and expenditures.
- 5.3 Shows the amount spent in each budget category for the most recently completed fiscal year, the amount budgeted for the current fiscal year, and the amount budgeted for the next fiscal year.
- 5.4 Discloses budget-planning assumptions.
- 5.5 Plans for fiscal soundness in future years.
- 5.6 Reflects anticipated changes in employee compensation, including inflationary adjustments, step increases, performance increases and benefits.
- 5.7 Includes amounts determined by the Board to be necessary for the Board to effectively and efficiently perform its governing responsibilities.



The Chief Superintendent may not develop a budget that:

- 5.8 Plans for the expenditure in any fiscal year of more funds than are conservatively projected to be available during the year.

Adopted:





**OPERATIONAL EXPECTATIONS**  
**OE-6: Financial Administration****Monitoring Method:** Internal Report  
**Monitoring Frequency:** Annually

The Chief Superintendent shall not cause or allow any financial activity or condition that materially deviates from the budget adopted by the Board; cause or allow any fiscal condition that is inconsistent with achieving the Board's *Results* or meeting any *Operational Expectations* goals; or places the long-term financial health of the organization in jeopardy.

The Chief Superintendent will:

- 6.1 Ensure that payroll and debts of the organization are promptly paid when due.
- 6.2 Ensure that all purchases are based upon comparative prices of items of similar value, including consideration of both cost and long-term quality, using appropriate business practices and in compliance with industry standards.
- 6.3 Coordinate and cooperate with the Board's appointed financial auditor for an annual audit.
- 6.4 Make all reasonable efforts to collect any funds due the organization from any source.
- 6.5 Keep complete and accurate financial records by funds and accounts in accordance with Canadian Generally Accepted Accounting Principles.



The Chief Superintendent shall not:

- 6.6 Expend more funds than have been received in the fiscal year unless revenues are made available through other legal means, including the use of fund balances or the authorized transfer of funds from reserve funds.
- 6.7. Indebt the organization.
- 6.8 Expend monies from reserve funds.
- 6.9 Transfer monies between operating reserves, capital reserves or committed operating surplus.
- 6.10 Allow any required reports to be overdue or inaccurately filed.
- 6.11 Receive, process or disburse funds under controls that are insufficient.

Adopted:



**Board of Trustees'  
Governance Policy****OPERATIONAL EXPECTATIONS  
OE-7: Asset Protection**

**Monitoring Method:** Internal Report  
**Monitoring Frequency:** Annually

The Chief Superintendent will ensure that all organizational assets are adequately protected, properly maintained, appropriately used and not placed at undue risk.

The Chief Superintendent will:

- 7.1 Insure against theft and property losses equal to replacement value and against liability losses to the organization itself, the Board of Trustees, individual trustees and staff in an amount at least equal to the average for comparable organizations.
- 7.2 Maintain both Errors and Omissions and Comprehensive General Liability insurance coverage protecting board members, employees and the organization itself in an amount that is reasonable for school districts of comparable size and character.
- 7.3 Protect intellectual property, information, files, records and fixed assets from loss or significant damage.



The Chief Superintendent shall not:

- 7.4 Allow facilities and equipment to be subject to improper use or insufficient maintenance.
- 7.5 Recklessly expose the organization, the Board or employees to legal liability.
- 7.6 Invest in financial instruments that are not in accordance with the School Act, the Trustee Act, or as otherwise permitted by the Minister of Education.
- 7.7 Acquire, encumber or dispose of real property.
- 7.8 Take any action that damages the organization's public image or credibility.

Adopted:



**OPERATIONAL EXPECTATIONS****OE-8: Communication With and Support for the Board****Monitoring Method: Internal Report****Monitoring Frequency: Annually**

The Chief Superintendent shall ensure that the Board is supported in its work and is fully and adequately informed about matters relating to Board work and significant organizational concern.

The Chief Superintendent will:

- 8.1 Submit required monitoring data (see policy *B/CSR-5: Monitoring Chief Superintendent Performance*) 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.
- 8.2 Provide for the Board in a timely manner, information about trends, facts and other information relevant to the Board's work.
- 8.3 Inform the Board of significant transfers of money within funds or other changes substantially affecting the organization's financial condition.
- 8.4 Ensure that the Board has adequate information from a variety of internal and external viewpoints to ensure informed Board decisions.
- 8.5 Inform the Board of anticipated significant media coverage.
- 8.6 Inform the Board, the Board Chair or individual members if, in the Chief Superintendent's opinion, the Board or individual members have encroached into areas of responsibility assigned to the Chief Superintendent or if the Board or its members are non-compliant with any *Governance Culture* or *Board/Chief Superintendent Relationship* policies.



- 8.7 Present information in simple and concise form, indicating clearly whether the information is incidental, intended for decision preparation, or for formal monitoring.
- 8.8 Treat all members equally and assure that all members have equal access to information.
- 8.9 Inform the Board in a timely manner of any actual or anticipated noncompliance with any Board *Operational Expectations* policy or any anticipated failure to achieve reasonable progress toward any *Results* policy.
- 8.10 Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Chief Superintendent, but required by law to be approved by the Board.
- 8.11 Inform the Board in advance of any deletions of, additions to, or significant modifications of any instructional programs.
- 8.12 Ensure that the Board has the support necessary for it to perform its duties in an effective manner.

Adopted:



**Board of Trustees'  
Governance Policy****OPERATIONAL EXPECTATIONS  
OE-9: Communicating With the Public**

**Monitoring Method:** Internal Report  
**Monitoring Frequency:** Annually

The Chief Superintendent shall ensure that the public is adequately informed about the condition and direction of the organization.

The Chief Superintendent will:

- 9.1 Ensure the timely flow of information, appropriate input, and strategic two-way dialogue between the organization and the citizens of Calgary that builds understanding and support for organizational efforts.
- 9.2 Prepare and publish, on behalf of the Board, an annual progress report to the public that includes the following items:
  - a. data indicating student progress toward accomplishing the Board's *Results* policies;
  - b. information about strategies, programs and operations intended to accomplish the Board's *Results* policies; and
  - c. revenues, expenditures and a review of the organization's financial condition.

Adopted:



**OPERATIONAL EXPECTATIONS**  
**OE-10: Instructional Program**

**Monitoring Method:** Internal Report  
**Monitoring Frequency:** Annually

The Chief Superintendent shall maintain a program of instruction that offers challenging and relevant opportunities for all students to achieve at levels defined in the Board's *Results* policies.

The Chief Superintendent will ensure that the instructional program:

- 10.1 Is personalized, enabling students to learn at their own pace, place and time.
- 10.2 Is competency-based.
- 10.3 Supports children as individuals emotionally, intellectually, physically, socially and spiritually.
- 10.4 Is based on provincially-approved programs of study, available in a variety of forms, in-person or virtually, collaboratively or independently.
- 10.5 Includes multiple approaches to assessment, including qualitative measures, that effectively measure each student's progress toward achieving or exceeding standards and competencies.
- 10.6 Is inclusive of new and innovative programs to meet students' interests and passions and accommodates different learning styles and needs.
- 10.7 Is regularly evaluated and modified as necessary to assure its continuing effectiveness.

The Chief Superintendent will:

- 10.8 Ensure that no program emphasizes a particular religion, notwithstanding the School Act definition of alternative programs.





- 10.9 Ensure that reasonable expectations and guidelines are established and clearly communicated to students, parents and/or guardians in regards to fees.

Adopted:



**OPERATIONAL EXPECTATIONS****OE-11: Learning Environment/Treatment of Students****Monitoring Method: Internal Report****Monitoring Frequency: Annually**

The Chief Superintendent shall establish and maintain a learning environment that is safe, respectful and conducive to effective learning for each student.

The Chief Superintendent will:

- 11.1 Protect instructional time provided for students during the academic day by prohibiting interruptions due to unnecessary intrusions.
- 11.2 Provide safe learning conditions for each student.
- 11.3 Maintain a climate that is characterized by support and encouragement for high student achievement.
- 11.4 Ensure that all confidential student information is lawfully collected, used and protected.
- 11.5 Provide instructional programs and transportation services that consider the educational needs of students, the choices of families, and the fiscal and operational capacity of the organization.

The Chief Superintendent shall not:

- 11.6 Tolerate any behaviors, actions or attitudes by adults who have contact with students that hinder the academic performance or the well-being of students.

Adopted:



## Board of Trustees' Governance Policy

### OPERATIONAL EXPECTATIONS OE-12: Facilities

**Monitoring Method:** Internal Report  
**Monitoring Frequency:** Annually

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

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:
  - a. assigns highest priority to the correction of unsafe conditions;
  - b. includes preventive maintenance and system replacement cost estimates as necessary to enable facilities to reach their intended life cycles;
  - 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;
  - d. ensures that facility planning and design decisions appropriately consider environmental impacts, including eco-efficiency and sustainability; and
  - e. ensures the effective and efficient use of capital funding that demonstrates responsible stewardship of resources.
- 12.2 Ensure that facilities are safe, clean and properly maintained.



The Chief Superintendent shall not:

- 12.3 Build or renovate buildings.
- 12.4 Unreasonably deny the public's use of facilities as long as student safety, student functions, and the instructional program are not compromised.

Adopted:



Board of Trustees'  
Governance Policy

**RESULTS**

**R-1: Mega Result**

**Monitoring Method:** Internal  
**Monitoring Frequency:** Annually

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.

Adopted:



**RESULTS****R-2: Academic Success**

**Monitoring Method:** Internal  
**Monitoring Frequency:** Annually

Each student will be literate and numerate, able to integrate and apply the knowledge, skills, attitudes and competencies acquired across all academic disciplines.

Students will:

2.1 Achieve at individually and appropriately challenging levels of complexity, demonstrating the higher order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation and creativity, based on the following disciplines:

- English Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education
- Arts
- Languages

2.2 Be technologically fluent, able to use digital tools critically, ethically and safely.

Adopted:



Board of Trustees'  
Governance Policy

**RESULTS**

**R-3: Citizenship**

**Monitoring Method:** Internal  
**Monitoring Frequency:** Annually

Each student will be a responsible citizen.

Students will:

- 3.1 Participate in developing and maintaining our Canadian civil, democratic society.
- 3.2 Understand the rights and responsibilities of citizenship in local, national and international contexts.
- 3.3 Respect and embrace diversity.
- 3.4 Be responsible stewards of the environment by contributing to its quality and sustainability.

Adopted:



**RESULTS****R-4: Personal Development**

**Monitoring Method:** Internal  
**Monitoring Frequency:** Annually

Each student will identify and actively develop individual gifts, talents and interests.

Students will:

- 4.1 Demonstrate resilience and perseverance to overcome failure and adapt to change.
- 4.2 Take initiative, set goals, self-evaluate and strive to continuously improve.
- 4.3 Have the confidence to embrace ambiguity and complexity.
- 4.4 Take risks appropriately.
- 4.5 Make lifestyle choices based upon healthy attitudes and actions, and be able to assume responsibility for personal well-being.
- 4.6 Be able to lead and follow, as appropriate, and to develop and maintain positive relationships with other individuals and groups in order to manage conflict and to reach consensus in the pursuit of common goals.

Adopted:





Board of Trustees'  
Governance Policy

**RESULTS**

**R-5: Character**

**Monitoring Method:** Internal  
**Monitoring Frequency:** Annually

Each student will demonstrate good character.

Students will:

- 5.1 Possess the strength of character to do what is right.
- 5.2 Act morally with wisdom.
- 5.3 Balance individual concerns with the rights and needs of others.

Adopted:



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

**January 24, 2012**

**CORRESPONDENCE**

**RECOMMENDATION:**

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

- **Email communication from the office of Thomas Lukaszuk, Minister of Alberta Education, dated December 16, 2011, provincial update on allocation of additional \$107 million to be given to the public on December 19, 2012 at about 12:30 p.m.**
- **Email communication from the office of Thomas Lukaszuk, Minister of Alberta Education, dated January 18, 2012, inviting parent representatives on School Councils to participate in a conference call with Minister Lukaszuk to continue the discussion on priorities for Alberta's education system. The conference call will take place on Wednesday, February 8, 2012 at 7:30 p.m. for approximately 1.5 hours.**

Respectfully Submitted,

J. Barkway  
Corporate Secretary's Office

Subject: FW: Advance notice - provincial update on allocation of additional \$107 million

**From:** Education Minister [mailto:Education.Minister@gov.ab.ca]

**Sent:** Friday, December 16, 2011 11:20 AM

**Cc:** \_EDC-All Education Staff

**Subject:** Advance notice - provincial update on allocation of additional \$107 million



**To:** All Board Chairs of Public, Separate, Francophone and Charter School Boards  
Presidents of Stakeholder Associations

ASBA (Alberta School Boards Association)

ASCA (Alberta School Councils' Association)

ATA (Alberta Teachers' Association)

ASBOA (Association of School Business Officials of Alberta)

CASS (College of Alberta School Superintendents)

PSBAA (Public School Boards' Association of Alberta)

ACSTA (Alberta Catholic School Trustees' Association)

AAPCS (Association of Alberta Public Charter Schools)

ACFA (Association canadienne-francaise de l'Alberta)

Federation des conseils scolaires francophones de l'Alberta

On Monday, December 19, 2011, at about 12:30 p.m., I will be in Calgary meeting with parents and students. I am using this opportunity to share provincial-level information on how school jurisdictions allocated the additional \$107 million in funding to address priorities in the classroom. Media will be attending.

The information I will share is a provincial overview of your November 30 Fall Budget Update submissions to the department. As part of my announcement, I will remind Albertans that school jurisdictions were asked to share information on their priorities for the allocation. Some jurisdictions have already shared this information publicly; if you have not done so, please provide this information as soon as possible. I intend to release a summary document outlining investments by each school jurisdiction, as well as link to your district websites from the Alberta Education website so parents, students and teachers can access this information easily. You may wish to consider adjusting your website content accordingly to give this information the necessary profile.

I trust this information provides you with advance notice of my intent and look forward to sharing this important information more broadly. Thank you for your cooperation in ensuring this investment in education was directed in the most appropriate areas to support student learning and success.

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

cc: Superintendents, Public, Separate, Francophone and Charter School Boards (including Lloydminster)  
Secretary Treasurers, Public, Separate, Francophone and Charter School Boards (including  
Lloydminster)  
Executive Directors, Stakeholder Associations  
ASBA (Alberta School Boards Association)  
ASCA (Alberta School Councils' Association)  
ATA (Alberta Teachers' Association)  
ASBOA (Association of School Business Officials of Alberta)  
CASS (College of Alberta School Superintendents)  
PSBAA (Public School Boards' Association of Alberta)  
ACSTA (Alberta Catholic School Trustees' Association)  
AAPCS (Association of Alberta Public Charter Schools)  
ACFA (Association canadienne-française de l'Alberta)  
Federation des conseils scolaires francophones de l'Alberta  
School Board Communications Contacts

423 Legislature Building 10800 – 97 Avenue, Edmonton, Alberta T5K 2B6 Canada  
Telephone 780-427-5010 Fax 780-427-5018 Email [Education.Minister@gov.ab.ca](mailto:Education.Minister@gov.ab.ca)

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-----Original Message-----

From: Education Minister [mailto:Education.Minister@gov.ab.ca]

Sent: Wed 1/18/2012 1:44 PM

Subject: Minister of Education will be hosting a teleconference with parent representatives on School Councils

## EDUCATION

Office of the Minister

TO: Board Chairs of Public, Separate, Francophone and Charter School Boards  
Presidents of the following Provincial Associations  
ASCA (Alberta School Councils' Association)  
Federation des parents francophones de l'Alberta  
Federation des conseils scolaires francophones  
ASCA Board and Provincial Directors

Parent representatives on School Councils are invited to participate in a conference call with the Honourable Thomas Lukaszuk, Minister of Education to continue the discussion on priorities for Alberta's education system. Parents play an important role in their child's learning and the Minister is interested in directly hearing their ideas and perspectives.

The call will begin at 7:30 PM on Wednesday, February 8, 2012 and will take approximately 1.5 hours. When participants dial in they will be greeted by a conference operator asking for the participant pass code, the person's name, and school. The Minister will open the conference call. He will make his remarks which will be followed by a question and answer session with callers.

All questions and responses will be heard by all participants and the Minister will answer as many questions as possible in the time allotted. If you experience any problems during the conference call, please stay on the line to speak to the operator.

Due to the number of telephone lines that are available, school council members are encouraged to assemble together and call in as a group. For parent groups participating on the call, please have one member register on behalf of the group.

To participate on the call, individuals and groups must register in advance online at <http://education.alberta.ca/apps/Registration/TeleConference/>.

A call in number and participant pass code will be provided to the representative by email once registration is complete.

If participants have any questions regarding the teleconference, please contact Maureen Melnyk, Education Manager, Learning Supports & Information Management, at [maureen.melnik@gov.ab.ca](mailto:maureen.melnik@gov.ab.ca) <<mailto:maureen.melnik@gov.ab.ca>> or by telephone at 780-415-8324, or by calling toll free at 310-0000.

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

cc: Superintendents of Public, Separate, Francophone and Charter School Boards

Executive Directors of the following Provincial Associations

ASCA (Alberta School Councils' Association)

Federation des parents francophones de l'Alberta

Federation des conseils scolaires francophones

423 Legislature Building 10800 - 97 Avenue, Edmonton, Alberta T5K 2B6 Canada

Telephone 780-427-5010 Fax 780-427-5018 Email [Education.Minister@gov.ab.ca](mailto:Education.Minister@gov.ab.ca)

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

**JANUARY 24, 2012**

**RE: REAPPOINTMENT OF GOVERNOR OF EDUCATIONMATTERS,  
CALGARY'S PUBLIC EDUCATION TRUST**

**RECOMMENDATIONS:**

**THAT the Board of Trustees approves the reappointment of Mrs. Leslie Newton as Governor of EducationMatters, for an additional 3-year term effective January 6, 2012, ending January 6, 2015.**

**BACKGROUND:**

According to the Trust Indenture, which guides the work of EducationMatters, Calgary's Public Education Trust, appointments of Governors must be approved by the Trust's Protector. The Board of Trustees of the Calgary Board of Education is the Trust's Protector.

Mrs. Newton was previously appointed as a Governor of EducationMatters. Pursuant to the terms of the Trust Indenture, she has requested that she be reappointed for an additional term (see attached correspondence). The Corporate Secretary's Office has verified that the correct date of the expiry of this appointment is January 6, 2012.

Respectfully submitted,

Pat Cochrane  
Trustee, Wards 8 & 9  
Governor, EducationMatters

Attachment

January 6, 2012

Ms. Pat Cochrane,  
Chair, Governance & Leadership Committee  
EducationMatters  
1221 8 St. SW  
Calgary, Alberta T2R 0L4

Dear Pat:

It is my great pleasure to inform you of my desire to renew my 3 year term as Governor of the Board of Governors of EducationMatters effective upon the expiry of my current term on January 15, 2012.

Sincerely,



Leslie Newton

cc.: Board of Governors, EducationMatters  
Trustees, Calgary Board of Education



**CALGARY BOARD OF EDUCATION**  
**REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES**  
**PUBLIC AGENDA**  
**January 24, 2012**

**To:** BOARD OF TRUSTEES

**From:** Trustee Pat Cochrane

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

**Purpose:** Information

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

**I. RECOMMENDATION**

**THAT the minutes of the Calgary Association of Parents and School Councils (CAPSC) meetings dated October 19, 2011 and November 16, 2011 be received for information and be considered as the liaison report for that organization.**

**II. ISSUE**

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

Respectfully submitted,

Trustee Pat Cochrane,  
Liaison Representative

Calgary Association of Parents and School Councils

Minutes of Meeting held Wednesday, October 19, 2011

A.E. Cross School Library

7:00 pm

- 1) Meeting called to order at 7:03 pm by Co-President Eryn Kelly
- 2) Rachael Hinz moved that the Minutes from the September 22, 2011 CAPSC meeting be accepted. Motion was seconded by Leslie Newton. Motion carried.
- 3) Guest Speakers:

CAPSC Trustee Liaison Pat Cochrane

Trustee Cochrane provided an update regarding the CBE Board of Trustees Annual Organizational meeting held October 18th. Chair and Vice Chair were named. Trustee Pat Cochrane was named Chair, and became official Trustee Liaison to Calgary Association of Parents and School Councils. Lynn Ferguson was named Vice Chair.

Bill Belsey

Bill Belsey, President of Bullying.org, provided a presentation on the inception of the website and its subsequent expansion. He offered parents several options for resources on the topic and promoted the upcoming Bullying Awareness Week (November 13th to 19th 2011).

- 4) Meeting adjourned at 8:43 pm.

Calgary Association of Parents and School Councils

Minutes of Meeting held Wednesday, November 16th, 2011

A.E. Cross School Library

7:00 pm

1) Meeting called to order at 7:07 by Co- President Leslie Newton

2) Karen Vink moved that the Minutes from the October 19th, 2011 CAPSC meeting be accepted. Motion was seconded by Cathy Young. Motion carried.

3) Co-Presidents Report (Leslie Newton):

- Discussion of succession planning
- Code of Conduct presentation

4) Presentations:

**Debra Hidson** Junior Achievement of Southern Alberta

Presented briefly on their role in schools and asked for parent and school support

**Jawad Durrani** Canadian Parents for French (Calgary chapter)

Presented briefly on their role in the community and asked for parent volunteers, highlighting the new training structure in city quadrants

5) Guest Speaker:

**Dr. Sharon Friesen**

Dr. Sharon Friesen presented on the history behind the development of schools and how that model is evolving to meet 21st C learning needs.

6) Trustee Liaison Report:

Trustees Pat Cochrane and Joy Bowen-Eyre attended on behalf of the board. CAPSC Trustee Liaison Pat Cochrane spoke to the additional education funding from the Alberta Government and encouraged members to participate in the upcoming Education Act forums and engagement opportunities.

7) Meeting adjourned at 8:57 pm

**CALGARY BOARD OF EDUCATION**

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

**January 24, 2012**

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

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**I. RECOMMENDATION**

It is recommended that the Board of Trustees receives the contents of this report as information.

**II. BACKGROUND**

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

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

**III. TIMELY INFORMATION**

**Kindergarten 2012**

Kindergarten registration for the 2012-13 school year began on Jan. 16. Kindergarten is the foundation for future learning. It provides a unique opportunity for children to develop the skills necessary for continued success in school and life. The Calgary Board of Education's kindergarten program creates unique, personalized learning opportunities that meet the needs of the whole child.

Members of the community can learn more about our kindergarten programs in a variety of ways: a feature banner on the CBE website for the month of January, Calgary's Child advertising, transit advertising, a new online video, brochures, flyers, Facebook advertising, school websites and other communications by individual schools.

Detailed information about our kindergarten programs, and Early Development Centres (for preschool-aged children with exceptional needs), can be found on the CBE website at: [cbe.ab.ca/earlylearning](http://cbe.ab.ca/earlylearning)

## **Alberta Construction Top Projects**

Two Calgary Board of Education projects were recognized at the annual Alberta Construction Magazine's Top Projects awards ceremony held in December 2011:

- Western Canada High School restoration and modernization project, and
- CBE Education Centre.

Clark Builders and the high school project were honoured as finalists. The \$35-million Western Canada High School project focused on the rehabilitation and modernization design of essential building elements with important criteria in mind such as:

- the school remain open during the work, and
- key historic elements of the school, which opened in 1903, be retained.

It is an extraordinary achievement that this difficult construction project on an historic facility was successfully completed while classes continued. This was possible because of the commitment of all stakeholders—students, school staff, construction workers, project managers and CBE capital planning and development staff—to working together to ensure that the result would be a fully restored and modernized Western Canada High School.

EllisDon Corporation was recognized for the Education Centre on 8 Street S.W. The centre is comprised of a ten-storey tower and the adjacent historic sandstone Dr. Carl Safran Centre. It accommodates about 550 employees who moved in over the course of 2011 from six different locations across the city. The centre serves as the administrative headquarters for the CBE and is the Board of Trustees' meeting centre. The Education Centre also provides learning opportunities for students through Campus Calgary and a student outreach program called Encore CBE.

## **Registered Apprenticeship Program**

At the December 20, 2011 public meeting of the Board of Trustees, the Chief Superintendent was directed to prepare by January 24, 2012 a report that detailed an analysis of the trends related to the CBE Registered Apprenticeship Program (RAP). The following information is presented in response.

### Background

Table 1 was presented on December 20, 2011 as part of the annual monitoring report for Ends 2: Academic Success. Students were apprenticed in eighteen different trades, including auto body technician, cabinet maker, glazier, heavy equipment technician, millwright, steamfitter/pipefitter and welder.

Table 1

Registered Apprenticeship Program		
School Year	Number of Students	Credits Earned
2008-2009	102	1755
2009-2010	81	1180
2010-2011	71	1195

### Analysis

The following sources were consulted to support this analysis:

1. Calgary Board of Education Student Data Records (School Logic)
2. Representative from Careers the Next Generation (CNG)<sup>1</sup>
3. Alberta Industry and Apprenticeship Training (AIAT)<sup>2</sup>
4. RAP Specialists and Coordinators from Calgary Catholic School District (CSSD), Edmonton Public School Board (EPSB) and Calgary Board of Education (CBE)

An analysis of the information gathered from the above sources indicated that the principal reason for the decline in numbers is the economic downturn that began in 2008. In times of recession, employers are either laying off staff or experiencing a hiring freeze. In this context, paid opportunities for apprenticeship or Work Experience students also decline (sources: CNG and AIAT). Although specific numbers are not available, representatives from CSSD and EPSB have also noted a significant decline in their RAP and paid Work Experience placements since 2008. The greatest number of RAP placements occurs during the summer. CNG data indicated that for the summer of 2010 a total of 260 applications were received from Calgary city students and only 150 (57.6%) received apprenticeship or paid Work Experience placements. For the summer of 2010, 160 applications were submitted by Calgary Board of Education students, of which 21 were withdrawn. Of the remaining 139 applicants, 95 (68%) students received RAP or Work Experience placements.

This trend is mirrored in the Alberta Apprenticeship and Provincial Labour Force Statistics released in their board report of 2010-2011. Table 2 indicates the number of new apprentices in all trades across the province since 2007. Between 2008 and 2009, the number of new apprentices dropped by 6074 (27%) and in 2010, by a further 1395 (a decline of 33% since 2008).

<sup>1</sup> *Careers: The Next Generation* is a non-profit organization that partners with government, educators, communities, industry, parents and students to raise youth awareness of career options and link workplace opportunities with classroom settings. Retrieved: <http://nextgen.org/about/vision-mission/>

<sup>2</sup> Alberta Industry and Apprenticeship Training - Statistical Profiles retrieved from: [http://www.tradesecrets.gov.ab.ca/forms\\_publications/board\\_annual\\_report/pdf/2010\\_2011\\_Statistical\\_Report.pdf](http://www.tradesecrets.gov.ab.ca/forms_publications/board_annual_report/pdf/2010_2011_Statistical_Report.pdf)

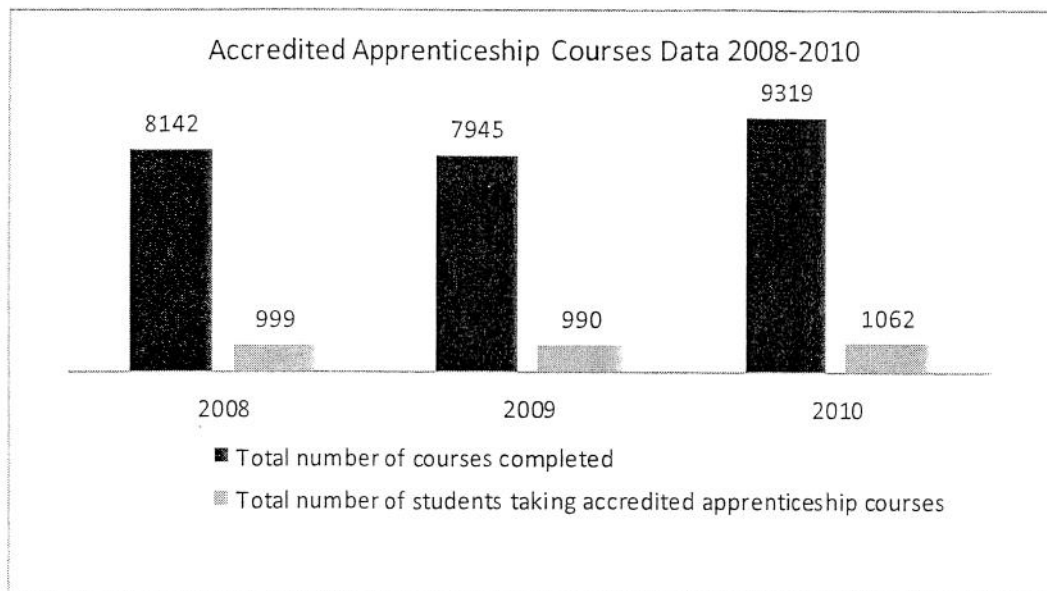
Table 2

Alberta Apprenticeship and Provincial Labour Force Statistics 2006-2010 New Apprentices Registered (all trades)			
2007	2008	2009	2010
22,663	22,668	16,594	15,199

It is reasonable to anticipate that the decline in numbers at the school level would be greater than on the provincial level since the average age of first trade apprentices is 23. Significantly fewer first trade registrations occur for people aged 15 to 17, with the largest number of first trade apprentices occurring at age 20 (source: AIAT Board Report, 2010).

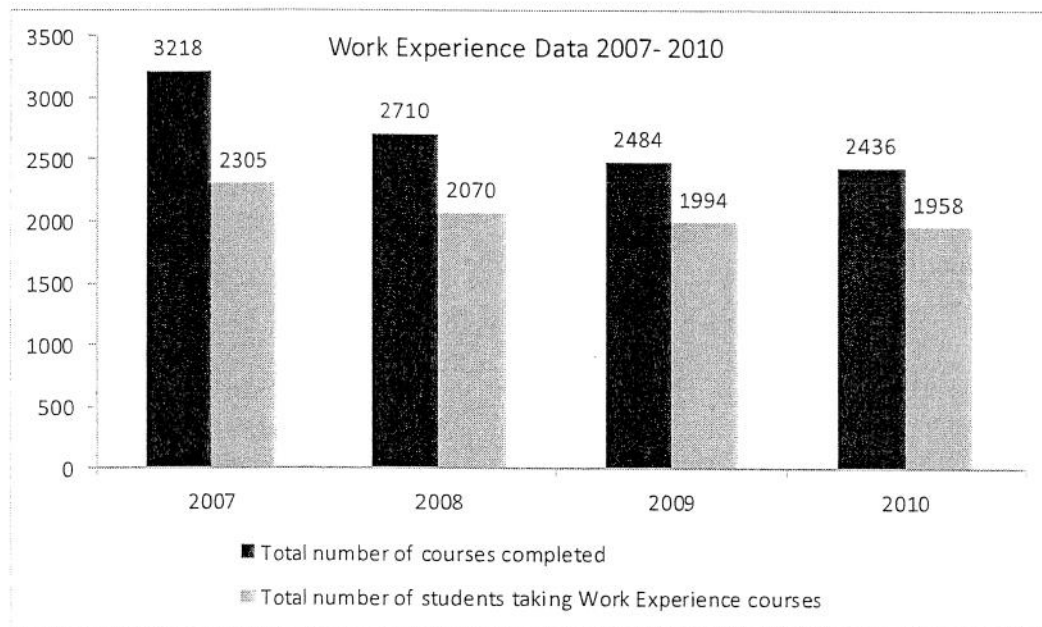
In considering RAP registrations, it is important to note that these numbers capture only a partial picture of student opportunity to develop career interests in trades and skills. Calgary Board of Education students have a number of different avenues open to them to pursue apprenticeship pathways. As part of the Career and Technology Program of Studies, students are able to take courses accredited by the Apprenticeship and Industry Training Board in five trades: welding, cosmetology, culinary arts, automotives and carpentry. These courses are offered through the CBE Career and Technology Strategy in schools across the city as well as at the Career and Technology Centre. Table 3 indicates the numbers of students registered in accredited apprenticeship courses since 2007. Figures indicate that an increasing number of students are taking accredited apprenticeship courses. Course registrations increased by 14.5% from 2008 to 2010 and numbers of students registered in the accreditation programs increased by 6% from 2008 to 2010. The number of course registrations in relation to the numbers of students in the accreditation programs suggests that students are pursuing this option to a greater extent.

Table 3



Work Experience, both paid and unpaid, also offers students opportunities to explore careers in the trades. Many students on the apprenticeship pathway begin their exploration of the trades through Work Experience placements rather than RAP placements. This option is attractive to prospective employers since it provides the benefit of allowing for the development of employer-employee relationships and discovering student commitment to a trade option before the employer engages in the protocol of indenturing. Table 4 indicates the numbers of CBE students registered in Work Experience courses since 2007. Figures show a 10% decrease in numbers of students taking Work Experience courses from 2007 to 2008, 13% from 2007 to 2009 and 15% from 2007 to 2010. This drop in numbers is well within a reasonable range considering the context of the downturn in the economy.

Table 4



### Conclusion

Despite the downturn in the economy, Calgary Board of Education students continue to receive a variety of options in pursuing career pathways in the trades. When paid opportunities decline, students are taking advantage of other avenues offered within the school programs to develop their skills and engage in career planning and training for future opportunities.

*Naomi Johnson*

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



**CALGARY BOARD OF EDUCATION**

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

**JANUARY 24, 2012**

**To:** Board of Trustees

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

**Re:** **General Impact Statement concerning Proposed Revised Governance Policies**

**Purpose:** Information

**Governance Policy Reference:** GP-3

**Originator:** Naomi Johnson, Chief Superintendent of Schools

**I. RECOMMENDATION:**

It is recommended:

THAT the Board of Trustees receives the general impact statement concerning Proposed Revised Governance Policies for information.

**II. ISSUE:**

GP-3: Governance Policy Development, paragraph 5, requires the Chief Superintendent to provide to the Board of Trustees a general impact statement concerning the proposed revisions of Governance Policies.

**III. ANALYSIS:**

Throughout the process of review and redrafting of the proposed revised Policies by the Board of Trustees during meetings with The Aspen Group, as Chief Superintendent, I was in attendance and provided ongoing input to the Board concerning any impact to the Organization resulting from the proposed revisions of which I was aware. However, the impact of the amended Policies can be properly and meaningfully analyzed and assessed by the Chief Superintendent only after the revised Policies are made effective and implemented in practice. General Counsel was also present for many of the discussions to verbally advise the Board regarding potential legal impacts of proposed changes.

Accordingly, the Chief Superintendent intends to provide to the Board of Trustees, over the next year of the initial implementation of the Policies, comprehensive reports concerning the impact of the revised Policies. The reports will contain, without limitation, a reasonable interpretation of each of the

Policies, as well as indicators, list of targets and results, advice as to any substantive legal impact and discussion of how administrative regulations and "Chief Superintendent Directives" and "Administrative Practices" have been amended to accord with and compliment the revised Governance Policies. This work will be completed through the year, and will encompass communication and engagement of the system in order to allow us to fully understand the impact of these changes.

The work of the systems focuses on Results for each of our students. I am excited with the opportunities that the proposed revisions of the Results Policies will provide with respect to the adjustment from a skills-based assessment to identifying and assessing competencies across subject areas.

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

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