

public agenda

Regular Board Meeting

June 18, 2013
3:00 p.m.

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

Mega Result Policy |

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

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

Time	Topic	Who	Policy Ref	Attachment
3:00 p.m.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		GC-2	
	3 Awards and Recognitions			
20 mins	3.1 Lighthouse Award	E. Gouthro	GC-3	
	4 Results Focus			
15 mins	4.1 School Presentation – Crescent Heights Senior High School	S. Church	R-1	
30 mins	4.2 Results 2: Academic Success – Career and Technology Studies – Presentation and Discussion	C. Faber	B/CSR-5, OE-8	
45 mins	4.3 Results 2: Academic Success – Annual Monitoring	N. Johnson	B/CSR-5, OE-8	Page 4-1
	5 Operational Expectations			
Max 15 mins	6 Public Comment [PDF]		GC-3.2	
	Requirements as outlined in Board Meeting Procedures			
	7 Matters Reserved for Board Action			



Time	Topic	Who	Policy Ref	Attachment
	8 Board Consent Agenda	Board	GC-2.6	
	8.1 Approval of Minutes <ul style="list-style-type: none"> Regular Meeting held May 28, 2013 Regular Meeting held June 11, 2013 (<i>THAT the Board approves the minutes of the Regular Meetings held May 28 and June 11, 2013.</i>) 			
	8.2 Correspondence (<i>THAT the Board receives the correspondence for information and for the record.</i>)		OE-8	Page 8-1
	8.3 Report from Policy Committee (<i>THAT the Board receives the report for information and the record; and receives the Minutes of the Policy Committee Meetings, as submitted.</i>)		GC-5.5E	Page 8-6
	8.4 Revised Meeting Time of the Regular Meeting Scheduled for June 25, 2013 (<i>THAT the Board approves the revised time of the June 25, 2013 Board meeting, to be from 9:00 a.m. to 11:30 a.m.</i>)		GC-2	Page 8-39
	9 Chief Superintendent Consent Agenda	Board	GC-2.6	
	9.1 Chief Superintendent's Update (<i>THAT the Board receives the update for information.</i>)		OE-8	Page 9-85
	9.2 Three-Year System Student Accommodation Plan (<i>THAT the Board receives the report for information.</i>)		OE-8,9,12	Page 9-1
	9.3 Locally Developed Courses (<i>THAT the Board approves newly developed, newly acquired and adapted, re-acquired, renewed, and withdrawn locally developed courses and resources, as submitted in the report.</i>)		R-2	Page 9-71
	9.4 Lighting Replacement Project (<i>THAT the Board approves the final phase of the energy retrofit lighting replacement project for all remaining schools; THAT a loan be secured for \$5.2 million for the project and, THAT approval for capital borrowing be sought of the Minister.</i>)		OE-7,12	Page 9-76
6:00 p.m.	10 Adjournment			
	Debrief	Trustees	GC-2.3	

Notice |

This public Board meeting will be recorded & posted online. Media may also attend these meetings. You may appear in media coverage. Archives will be available for a period of two years. Information is collected under the authority of the School Act and the Freedom of Information and Protection of Privacy Act section 33(c) for the purpose of informing the public. For questions or concerns, please contact: Office of the Corporate Secretary at corpsec@cbe.ab.ca

results monitoring report

Results 2: Academic Success

Monitoring report for the
school year 2011-2012

Report date:
June 18, 2013

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Results 2: Academic Success, the Chief Superintendent certifies that the following information is accurate and complete, and that the organization is:

- ☒ Making reasonable progress toward achieving the desired results
- ☐ Making reasonable progress with exception
- ☐ Not making reasonable progress

Signed: Naomi Johnson
Naomi E. Johnson, Chief Superintendent

Date: June 6/13

BOARD OF TRUSTEES ACTION

With respect to Results 2: Academic Success, the Board of Trustees:

- ☐ Finds the organization to be making reasonable progress
- ☐ Finds the organization to be making reasonable progress with exception
- ☐ Finds the organization not to be making reasonable progress

Summary statement/motion of the Board of Trustees:

Signed: _____
Chair, Board of Trustee

Date: _____



Results 2: Academic Success

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

Introduction |

Results 2: Academic Success establishes the Board of Trustees' values and expectations for the Calgary Board of Education's work in ensuring that students experience success with the subject matter of their learning programs.

The Chief Superintendent's reasonable interpretation for Results 2: Academic Success was approved on April 16, 2013. In that report the Chief Superintendent provided an interpretation of the Board of Trustees' policy for Academic Success, indicators for measuring organizational performance in this area, baseline data, and targets for 2011-2012 results. Additional baseline information had been presented to the Board of Trustees between October 2012 and January 2013.

This current report brings data from previous reports together to a common point in time, establishing the basis of monitoring organizational performance related to the whole of Results 2: Academic Success for 2011-2012 and in the future. It provides the Board of Trustees with three types of information.

1. It provides 2011-2012 data for all indicators previously presented to the Board of Trustees.
2. It provides baseline data for indicators first measured in 2011-2012.
3. It identifies organizational performance targets for 2012-2013.

Performance targets for 2013 are based on a number of factors, including the number of years of data available, the emerging trends within that data, the level of results already attained, and for measures with provincial comparisons, the assessment of performance provided by Alberta Education. For CBE-specific indicators with only one or two years of data the level of achievement and level of stability within the individual results has been factored into determining where continued success and/or improvement becomes the priority for that indicator within the overall Results policy.



**results
monitoring
report****Results 2: Academic Success
REASONABLE INTERPRETATION REPORT****Monitoring Information |****Executive Summary |**

Monitoring information within this report informs the Board of Trustees of the success of Calgary Board of Education students with the knowledge, skills, processes and application of learning across the subject areas of their learning programs.

The Calgary Board of Education takes seriously its role as a leading jurisdiction within Alberta. Over a number of years it has established patterns of achievement and an organizational expectation that CBE student learning results will be at or above provincial rates of achievement and consistent or improving across time. This organizational expectation is the basis for targeted levels of achievement in a number of indicators in both 2012 and 2013.

As established in the Reasonable Interpretation, Baseline and Targets report of April 16, 2013, the Calgary Board of Education also understands and assesses student learning through a number of indicators beyond those used provincially.

A number of these measures are quite new and students, teachers and principals are developing their knowledge and skill in assessing the ways that students demonstrate their learning these ways. The information gathered from these measures will become more meaningful over time as they become more established, stabilize and provide longer term views of student accomplishments and organizational performance.

Reasonable progress in the area of Academic Success is led by the significant achievements and patterns of improvement noted in student results on provincial tests, on the high levels of achievement noted in school-based assessments and on the accomplishment of a number of identified 2012 targets.



results monitoring report

Results 2: Academic Success REASONABLE INTERPRETATION REPORT

The following summary of the sub-sections of Results 2: Academic Success provides an overview of the results for each indicator. Where specific targets had been established for 2012, it is noted whether the target was met or not. Where more than one year of information is available but no specific 2012 target had been established, the 2012 result is considered in relation to previous results. And where 2012 is the first year for which information is available, the indicator is noted as baseline. More specific information for each sub-section of the Results policy and each indicator are included within the section of this report labeled “Evidence of Reasonable Progress” (see pages 5-19).

- 2.1 Students will achieve at individually and appropriately challenging levels of complexity, demonstrating the higher order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation and creativity.
 - Indicator 1: Overall target met; areas for improvement on individual tests
 - Indicator 2: First year of baseline information
 - Indicator 3: Target met
 - Indicator 4: Target not met
 - Indicator 5: No target previously established, improvement in results
 - Indicator 6: No target previously established, improvement in results
 - Indicator 7: No target previously established, decline in results
 - Indicator 8: First year of baseline information
 - Indicator 9: First year of baseline information

- 2.2 Students will be technologically fluent, able to use digital tools critically, ethically and safely.
 - Indicator 1: Target met
 - Indicator 2: Target not met
 - Indicator 3: First year of baseline information
 - Indicator 4: First year of baseline information



Results 2: Academic Success

REASONABLE INTERPRETATION REPORT

Evidence of Reasonable Progress |

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

Board-approved Interpretation |

The Chief Superintendent interprets *achieve at individually and appropriately challenging levels of complexity* to mean that student learning is directed toward high standards and to the greatest level of achievement possible for each student.

The Chief Superintendent interprets *knowledge, comprehension, application, analysis, synthesis, evaluation and creativity* to mean the multiple forms of thought required for students to achieve their learning objectives.

The Chief Superintendent interprets *higher order thinking skills* to emphasize the most complex forms of thought within each subject area.



**Results 2: Academic Success
REASONABLE INTERPRETATION REPORT****Board-approved Indicators |**

1. Percentage of students who achieve the acceptable standard and the standard of excellence on Provincial Achievement Tests and Diploma Examinations.
2. Percentage of students meeting learning expectations within each discipline; as measured by student report cards.
3. Percentage of students participating in 4 or more Diploma Exams within three years of starting high school.
4. Percentage of students eligible for the Rutherford Scholarship.
5. Percentage of grade 12 students who report they can use their reading skills in a variety of contexts, both in and out of school; as measured by the Calgary Board of Education student survey.
6. Percentage of grade 12 students who report they can use their writing skills in a variety of contexts, both in and out of school; as measured by the Calgary Board of Education student survey.
7. Percentage of grade 12 students who report they can use their math skills in a variety of contexts, both in and out of school; as measured by the Calgary Board of Education student survey.
8. Percentage of grade 12 students who report they can evaluate critically complex information and ideas; as measured by the Calgary Board of Education student survey.
9. Percentage of grade 12 students who report they can gather information, make connections and use reason to solve problems; as measured by the Calgary Board of Education student survey.



Results 2: Academic Success

REASONABLE INTERPRETATION REPORT

Results |

1. Alberta Education sets two standards against which to measure results on the Provincial Achievement Tests (PAT) and Diploma Examinations. To reach the acceptable standard on a Diploma Examination, a student must achieve 50% or more. To reach the standard of excellence, a student must achieve 80% or more. The specific scores for the acceptable standard and standard of excellence on Provincial Achievement Tests vary slightly from year to year but are approximately equivalent to the percentage standards used in Diploma Exams. The percentage of students achieving the acceptable standard also includes those achieving the standard of excellence.

Alberta Education requires that results reported for Provincial Achievement Tests in grades 3, 6 and 9 be cohort results. This means that reported results include all students enrolled in the grade, whether they wrote the test or not. Students who were excused from writing or who were absent are included and are considered to not have met the acceptable standard. Reporting for diploma examination results includes only the students who wrote the examination.

Percentage of CBE students achieving standards on provincial tests				
	2009	2010	2011	2012 ¹
PAT Acceptable	79.8	80.7	80.7	81.6
PAT Excellence	20.2	20.3	20.3	22.4
Diploma Acceptable	85.3	83.8	84.0	85.6
Diploma Excellence	23.1	23.4	23.1	23.9

The chart above represents Alberta Education's combined measure of results across the grades and subject areas in which students write Provincial Achievement Tests and Diploma Examinations.

¹ The gathering of information for Calgary Board of Education Results monitoring reports is typically done during the last few months of a school year. Throughout this report, information labeled as 2011 represents the 2010-2011 school year, information labeled as 2012 represents the 2011-2012 school year, etc.



Results 2: Academic Success

REASONABLE INTERPRETATION REPORT

Alberta Education's Accountability Pillar Report contextualizes CBE results within those achieved by students across the province.

Percentage of students achieving standards Provincial Achievement Tests			
	Current Year	Previous Year	Previous 3-year Average
CBE PAT Acceptable	81.6	80.7	80.4
Alberta PAT Acceptable	79.1	79.3	78.9
CBE PAT Excellence	22.4	20.3	20.3
Alberta PAT Excellence	20.9	19.6	19.1

Percentage of students achieving standards Diploma Exams			
	Current Year	Previous Year	Previous 3-year Average
CBE Diploma Acceptable	85.6	84.0	84.4
Alberta Diploma Acceptable	83.5	82.6	83.5
CBE Diploma Excellence	23.9	23.1	23.2
Alberta Diploma Excellence	20.9	19.6	19.1

results monitoring report

Results 2: Academic Success REASONABLE INTERPRETATION REPORT

The organization's goals for Calgary Board of Education achievement rates on provincial tests² is to be at or above the province and consistent or improving across time. This goal applies to individual exams and tests and to the combined measure presented in the previous chart.

In 2012 this overall target was met.

Achievement of CBE students on the Provincial Achievement Test and Diploma Exams exceeds provincial results at both the acceptable standard and the standard of excellence and shows improvement in three ways:

- year-to-year improvement over the 2011 results
- as part of a long term improvement trend
- Alberta Education's assessment of "improved" and "improved significantly" as compared to the jurisdiction's previous three-year averages

This level of accomplishment and the breadth of subject area learning and the ongoing improvement it represents are significant.

Accountability Pillar 2012	Achievement	Improvement	Overall
CBE PAT Acceptable	Intermediate	Improved Significantly	Good
CBE PAT Excellence	High	Improved Significantly	Good
CBE Diploma Acceptable	Intermediate	Improved Significantly	Good
CBE Diploma Excellence	Very High	Improved	Excellence

Results specific to individual tests and subject areas have been presented to the Board of Trustees through the Provincial Achievement Tests and Diploma Exam Results report on October 2, 2012 and through subject area reports between November 2012 and April 2013.

² This goal is specific to provincial achievement tests and diploma exams that are considered to be stable and statistically reliable by Alberta Education.

Results 2: Academic Success

REASONABLE INTERPRETATION REPORT

The following targets related to specific subject areas and provincial tests have previously been approved by the Board of Trustees. A number of these targeted areas for improvement are responses to early data sets on provincial tests that are not yet considered stable statistically reliable.

- Grade 6 English Language Arts Standard of Excellence
 - in 2013 – achievement to be maintained at 19.5%
 - by 2015 – improvement noted in relation to previous 3-year average
- Grade 9 English Language Arts Knowledge and Employability
 - in 2013 – increase participation rate to 75%
 - by 2015 – participation rate to equal provincial participation rate; achievement of writers at the acceptable standard to be 75%
- Grade 3, 6 and 9 Math Standard of Excellence
 - by 2014, when Alberta Education fully includes Math 3, 6 and 9 in its Accountability Pillar reporting, CBE results will be both above the province and showing improvement.
- Grade 9 Math Knowledge and Employability Targets
 - in 2013 – increase number of writers achieving the acceptable standard to 70%
 - by 2015 – participation rate to equal provincial participation rate; achievement of writers to be at or above the provincial achievement level
- Grade 9 Science Knowledge and Employability
 - in 2013 – increase number of writers achieving the acceptable standard to 75%
 - by 2015 – participation rate to equal provincial participation rate; achievement of writers to be at or above the provincial achievement level
- Science 30
 - in 2013 – CBE student achievement to be within 2% of the provincial achievement rates at both the acceptable standard and the standard of excellence.
 - by 2015 – CBE student achievement to be at or above provincial achievement rates and to be improving



results monitoring report

Results 2: Academic Success REASONABLE INTERPRETATION REPORT

- Grade 9 Social Studies Knowledge and Employability
 - in 2013 – increase number of writers achieving the acceptable standard to 70%
 - by 2015 – participation rate to equal provincial participation rate; achievement of writers to be at or above the provincial achievement level
- French Language Arts 30-1 standard of excellence
 - in 2013 – achievement to be maintained at 16.4%
 - by 2015 – improvement noted in relation to previous 3-year average

The performance of CBE students in Knowledge and Employability courses is an identified area of concern. Although the tests for these courses are not yet considered to be stable, and the year to year results are more subject to variation than other tests because of the small number of students enrolled in the courses, existing information from Provincial Achievement Test results draw attention for a need for improvement in this area.

Strategies for improving these results have previously been shared with the Board of Trustees in subject area reports. These strategies focus on three key areas of capacity building.

- continued system-wide and school-specific support to ensure students are enrolled in courses best matched to their learning needs and goals
 - new focus on professional learning for principals and teachers to increase understanding of Knowledge and Employability courses, learning outcomes and optimal instructional tasks
 - school-by-school focus on improving results through school development plans and professional learning communities
2. In addition to the standardized measures of learning provided through Provincial Achievement Test and Diploma Examination Results, Calgary Board of Education teachers provide their professional evaluation of student learning through student report cards. School-based evaluations address areas of learning included within provincial tests and areas of learning that standardized tests are not able to measure. They are based on multiple learning events and multiple forms of evidence about student learning.



results monitoring report

Results 2: Academic Success REASONABLE INTERPRETATION REPORT

The following chart represents the amalgamation of school-based evaluations of subject area learning from CBE's elementary report card and school-awarded marks in a number of high school courses. Information from middle/junior high schools will be included in this indicator in 2013-2014.

Subject Area	Students successful ³ with learning outcomes
English Language Arts	87.7%
French Language Arts	92.8%
Math	86.6%
Science	92.8%
Social Studies	92.4%
Physical Education	97.9%
Arts	97.8%
Languages	90.0%
CTS	94.3%
Overall	93.3%

Data from student report cards provides evidence that Calgary Board of Education students are successful with the learning outcomes from a wide range of programs of study.

Target for 2013: Sustainability with 2012 results

3. The Diploma Exam participation rate is the percentage, adjusted for attrition, of students in the Grade 10 cohort who have written four or more diploma exams by the end of their third year in high school. It is a measure used by Alberta Education as an indicator of Student Learning Achievement in the Accountability Pillar.

	Diploma Exam Participation Rate				
	2008	2009	2010	2011	2012
CBE	57.0	57.3	59.8	61.9	62.2
Alberta	53.3	53.5	54.9	56.2	56.6

³ Students are considered successful with the learning outcomes of the programs of study if they receive a 3, 4, or 5 on the elementary report card or a mark of 50% or above for a high school course.



results monitoring report

Results 2: Academic Success REASONABLE INTERPRETATION REPORT

The organization's goal is for Calgary Board of Education's Diploma Exam Participation Rate to be at or above the provincial rate and consistent or improving across time.

This target was met.

The Diploma Exam participation rate for CBE students exceeds that of the province results and shows improvement in three ways:

- year-to-year improvement over the 2011 results
- as part of a long term improvement trend
- Alberta Education's assessment of "improved significantly" as compared to the jurisdiction's previous three-year average

Accountability Pillar 2012	Achievement	Improvement	Overall
Diploma Exam Participation Rate	High	Improved Significantly	Good

4. The Rutherford Scholarships recognize and reward achievement of in grades 10, 11 and 12. They are currently awarded to students who achieve at least 75% in specific groupings of courses at the 10, 20 and 30 level. The Rutherford Scholarship Eligibility Rate is the percentage of Alberta grade 12 students who have met the eligibility criteria for a Rutherford Scholarship based on course marks in grades 10, 11 and/or 12. It is a measure used by Alberta Education as an indicator of excellence in Student Learning Achievement in the Accountability Pillar.

	Rutherford Scholarship Eligibility Rate				
	2008	2009	2010	2011	2012
CBE	58.4	57.7	58.6	60.4	59.0
Alberta	57.3	56.9	59.6	61.3	61.5

The organization's goal is for Calgary Board of Education's Rutherford Scholarship Eligibility Rate to be at or above the province and consistent or improving across time.

This target was not met.



Results 2: Academic Success

REASONABLE INTERPRETATION REPORT

5. The Calgary Board of Education Student Survey asks students in grade 12 to self-report on aspects of their learning. In 2010 and 2011 students were asked to indicate the extent to which they agreed with the following statement: "I have confidence in my reading skills both in and outside of school." In 2012 this statement was modified to be "I am able to use my reading skills in a variety of contexts, both in and out of school".

Able to use reading skills in a variety of contexts, both in and out of school			
Student Survey	2010	2011	2012
Strongly Agree	56.9%	56.1%	57.3%
Agree	37.3%	37.5%	38.4%
Disagree	3.7%	4.8%	2.4%
Strongly Disagree	1.6%	1.5%	1.9%
Overall Agreement	94.2%	93.6%	95.7%

Information for this measure was presented to the Board of Trustees as baseline data on November 27, 2012.

Results for 2013, established in relation to the average of the first three years' results, are targeted to be 94% or above. This target has previously been approved.

6. The Calgary Board of Education Student Survey asks students in grade 12 to self-report on aspects of their learning. In 2010 and 2011 students were asked to indicate the extent to which they agreed with the following statement: "I have confidence in my writing skills both in and outside of school." In 2012 this statement was modified to be "I am able to use my writing skills in a variety of contexts, both in and out of school".

Able to use writing skills in a variety of contexts, both in and out of school			
Student Survey	2010	2011	2012
Strongly Agree	34.4%	33.6%	44.4%
Agree	53.1%	53.9%	47.9%
Disagree	9.7%	10.5%	5.7%
Strongly Disagree	2.1%	1.9%	2.0%
Overall Agreement	87.5%	87.5%	92.3%



Results 2: Academic Success

REASONABLE INTERPRETATION REPORT

Information for this measure was presented to the Board of Trustees as baseline data on November 27, 2012.

Results for 2013, established in relation to the average of the first three years' results, are targeted to be 89% or above. This target has previously been approved.

7. The Calgary Board of Education asks students in grade 12 to self-report on aspects of their learning. In 2010 and 2011 students were asked to indicate the extent to which they agreed with the following statement: "I am capable of applying my knowledge of mathematics in daily life." In 2012 this statement was modified to "I can use my math skills in a variety of contexts, both in and out of school".

While these statements are grouped as a three-year data set, the difference in the statement between 2010, 2011 and 2012 may account for the decline in the percentage of agreement between 2011 and 2012. Further data from the 2013 school year will assist in understanding this result.

Able to use math skills in a variety of contexts, both in and out of school			
Student Survey	2010	2011	2012
Strongly Agree	33.4%	33.1%	29.0%
Agree	49.4%	50.6%	49.1%
Disagree	12.7%	12.2%	16.6%
Strongly Disagree	3.9%	4.1%	5.4%
Overall Agreement	82.8%	83.7%	78.1%

Information for this measure was presented to the Board of Trustees as baseline data on December 18, 2012.

A target for this measure was established on December 18, 2012

- in 2013 – increase overall agreement on student survey to 80%



Results 2: Academic Success

REASONABLE INTERPRETATION REPORT

8. The Calgary Board of Education Student Survey asks students in grade 12 to self-report on aspects of their learning. In 2012 this included the extent to which they agreed with the following statement “I can evaluate critically complex information and ideas”.

I can evaluate critically complex information and ideas	
Student Survey	2012
Strongly Agree	26.5%
Agree	61.6%
Disagree	9.6%
Strongly Disagree	2.3%
Overall Agreement	88.1%

A first year of data provides an early indication that Calgary Board of Education students can evaluate critically complex information and ideas.

Target for 2013: 89%

9. The Calgary Board of Education Student Survey asks students in grade 12 to self-report on aspects of their learning. In 2012 this included the extent to which they agreed with the following statement “I can gather information, make connections and use reason to solve problems”.

I can gather information, make connections and use reason to solve problems	
Student Survey	2012
Strongly Agree	35.8%
Agree	57.5%
Disagree	4.7%
Strongly Disagree	1.9%
Overall Agreement	93.3%

A first year of data provides an early indication that Calgary Board of Education students can gather information, make connections and use reason to solve problems.

Target for 2013: Sustainability with 2012 results



Results 2: Academic Success

REASONABLE INTERPRETATION REPORT

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

Board-approved Interpretation |

The Chief Superintendent interprets *technologically fluent* to mean that students can competently use information and communication technologies as tools in a variety of digital environments and media.

The Chief Superintendent interprets *critically, ethically and safely* to mean that students make reasoned, reflective judgments about what to do or believe as they work to meet their learning goals.

Board-approved Indicators |

1. Percentage of students who report they can use technology to help them learn; as measured by student survey.
2. Percentage of students who report they can use technology to communicate effectively with others; as measured by student survey.
3. Percentage of students who report they can use technology to investigate and solve problems; as measured student survey.
4. Percentage of students who report they can assess critically information presented in online environments; as measured by student survey.

Results |

1. The Calgary Board of Education asks students in grade 12 to self-report on aspects of their learning. This includes the extent to which they agree with the following statement: "I am confident in my abilities to use digital technologies in support of my learning."



**Results 2: Academic Success
REASONABLE INTERPRETATION REPORT**

I am confident in my abilities to use digital technologies in support of my learning			
Student Survey	2010	2011	2012
Strongly Agree	49.9%	51.8%	47.1%
Agree	41.3%	40.8%	43.7%
Disagree	6.0%	5.5%	6.6%
Strongly Disagree	1.8%	1.9%	2.6%
Overall Agreement	91.2%	92.6%	90.8%

Target for 2012: 91%

This target was effectively met; the current result is with two tenths of a percentage point of the target.

Target for 2013: 92%

- The Calgary Board of Education asks students in grade 12 to self-report on aspects of their learning. This includes the extent to which they agree with the following statement: "I am capable of using digital technologies to communicate effectively with others."

I can use technology to communicate effectively with others			
Student Survey	2010	2011	2012
Strongly Agree	55.1%	57.5%	51.6%
Agree	38.5%	36.7%	41.7%
Disagree	4.1%	4.1%	4.5%
Strongly Disagree	1.4%	1.8%	2.2%
Overall Agreement	93.6%	94.2%	92.3%

Target for 2012: 93%

This target was not met. Target for 2013: 93%



3. The Calgary Board of Education asks students in grade 12 to self-report on aspects of their learning. In 2012 this included the extent to which they agree with the following statement: “I can use technology to investigate and solve problems.”

I can use technology to investigate and solve problems	
Student Survey	2012
Strongly Agree	41.5%
Agree	46.3%
Disagree	7.8%
Strongly Disagree	2.4%
Overall Agreement	87.8%

A first year of data provides an early indication that Calgary Board of Education students can use technology to investigate and solve problems.

Target for 2013: 89%

4. The Calgary Board of Education asks students in grade 12 to self-report on aspects of their learning. In 2012 this included the extent to which they agree with the following statement: “I can assess critically information presented in a variety of online environments.”

I can assess critically information presented in a variety of online environments	
Student Survey	2012
Strongly Agree	36.7%
Agree	52.4%
Disagree	8.3%
Strongly Disagree	2.6%
Overall Agreement	89.1%

A first year of data provides an early indication that Calgary Board of Education students can assess critically information presented in a variety of online environments.

Target for 2013: 90%



GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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.

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 summarized 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 reasonable progress; and a signed certification from the Chief Superintendent of the status.

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.

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

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 the 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.



report to Board of Trustees

Correspondence

Date	June 18, 2013
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Janice R. Barkway Office of the Corporate Secretary
Purpose	Information
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board

1 | Recommendation

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

- Letter dated May 24, 2013 to Board Chair, from the Honourable Heather Klimchuk, Minister of Culture, and the Honourable Jeff Johnson, Minister of Education, inviting schools and students to engage in celebrating Alberta Culture Days on September 27, 2013.
- Letter dated May 31, 2013 to Board Chair Pat Cochrane, from the Honourable Jeff Johnson, Minister of Education, and the Honourable Wayne Drysdale, Minister of Infrastructure, regarding approval for construction of six CBE schools.
- Letter dated June 4, 2013 to the Honourable Jeff Johnson, Minister of Education, from Chief Superintendent Johnson, regarding the appointment of Mr. B. Grundy as Treasurer of the CBE.

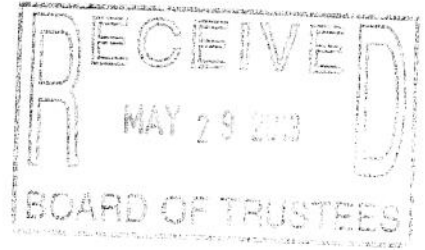
Attachment: I: Relevant Correspondence





ALBERTA
CULTURE

*Office of the Minister
MLA, Edmonton-Glenora*



May 24, 2013

✓ Dear Chair:

Culture in Alberta is everywhere! It's pottery-making in Camrose, reliving the fur trade in Dunvegan, choir practice in High River, and multicultural cooking in Grande Prairie. Alberta's largest celebration of our heritage, arts and cultural diversity, Alberta Culture Days, will take place September 27-29. Every year, a growing number of Albertans are taking this opportunity to put culture center stage. In 2012, over 80 communities across the province hosted over 1,200 events!

We are inviting all schools to find creative ways for their students to engage in celebrating Alberta Culture Days on Friday, September 27. We encourage you to ask school administrators to host or participate in events. Participating in Alberta Culture Days can be as simple as displaying works of art created by your students or taking a field trip to a cultural facility.

Hosting an Alberta Culture Days event and partnering with others in the community is a wonderful opportunity to foster relationships, strengthen community spirit, and showcase local talent. AlbertaCultureDays.ca provides a number of resources to help you plan and promote your events. Add your event to the Alberta Culture Calendar (www.culture.alberta.ca/events) to let community members know about your activities.

Our sincere thanks if you count yourself amongst past Alberta Culture Days event organizers. Together, we are ensuring Albertans have the opportunity to experience the variety of talent and cultural activities we have all across our great province.

Best Regards,

Heather Klimchuk
Minister of Culture

Jeff Johnson
Minister of Education



*Office of the Minister
MLA, Athabasca-Sturgeon-Redwater*



AR80448

MAY 31 2013

Ms. Pat Cochrane
Chair
Calgary School District
1221 8 Street SW
Calgary, AB T2R 0L4

Dear Ms. Cochrane:

We are pleased to advise you that as part of the May 1, 2013 announcement of school capital projects, approval has been granted for the construction of the following Calgary School District schools:

- Kindergarten to Grade 4 school in Copperfield
- Kindergarten to Grade 4 school in Evanston
- Kindergarten to Grade 4 school in New Brighton
- Grades 5 to 9 school in Saddle Ridge
- Grades 5 to 9 school in Royal Oak-Rocky Ridge
- Grades 10 to 12 school in North East Calgary.

Community MLAs Dr. Neil Brown, Rick Fraser and Sandra Jansen have been strong supporters of these projects and have worked actively on behalf of your school district.

Further information will be provided to your superintendent in the near future. A meeting will also be held with representatives of your jurisdiction and the ministries of Education and Infrastructure to discuss project scope, procurement method, any partnerships that have been identified and your involvement in the process. We therefore request that you do not proceed with any significant planning efforts, such as the engagement of consultants, prior to this meeting.

We are pleased to advise that for all of the newly announced projects, Alberta Infrastructure will coordinate the ordering and installation of site signage as well as oversee sign unveiling, sod turning and school handover events during the development of the project.

.../2

Receiving school boards will name their schools in accordance with the board procedures. After your school has been handed over and occupied by students, your school board will be responsible to coordinate and undertake official opening ceremonies in its normal manner.

As you are aware, Education is working with charter school authorities to address their need for guaranteed access to school space. The Government of Alberta's vision in this regard is to provide a form of facility stability to these authorities, which would align with the provision of 15-year charter approvals granted to successful charter schools. In light of this, please note that the approval of the capital projects as listed above is conditional upon your board supporting and cooperating with Education officials in achieving this outcome, whether by means of transfer of school facilities to charter schools, long-term lease, or otherwise. We look forward to working together with you in this regard and develop an appropriate Memorandum of Understanding by mid-October 2013.

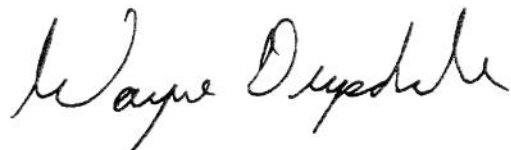
Should your jurisdiction staff have any questions prior to this meeting, please have them contact Dr. Avi Habinski, Director, Capital Planning South, at 780-427-2272 (toll-free by first dialing 310-0000) or avi.habinski@gov.ab.ca.

Investment in school infrastructure remains a high priority for the Government of Alberta, and we are pleased to approve these projects for the benefit of students in Calgary.

Sincerely,



Jeff Johnson
Minister of Education
MLA, Athabasca-Sturgeon-Redwater



Wayne Drysdale
Minister of Infrastructure
MLA, Grande Prairie-Wapiti

cc: Neil Brown, QC, MLA, Calgary-Mackay-Nose Hill
Rick Fraser, MLA, Calgary-South East
Sandra Jansen, MLA, Calgary-North West
Naomi Johnson, Superintendent, Calgary School District



June 4, 2013

Honourable Jeff Johnson
424 Legislature Building
10800 97 Avenue
Edmonton, AB
Canada T5K 2B6

Dear Minister Johnson,

I am pleased to advise you of the following appointment, made pursuant to s. 116 of the *School Act*.

Effective July 1, 2013, Bradley Grundy, director of corporate finance, will be the treasurer of the Calgary Board of Education. This appointment replaces Deborah Meyers, who is leaving the CBE effective June 28, 2013.

Mr. Grundy's contact information is:

Bradley Grundy
Calgary Board of Education
1221 – 8 Street S.W.
Calgary, AB T2R 0L4
t | 403-817-7410 f | 403-294-8360
brgrundy@cbe.ab.ca

Yours truly,

Naomi Johnson
Chief Superintendent of Schools

cc: Board of Trustees

report to Board of Trustees

Board of Trustees' Policy Committee

Date	June 18, 2013
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Board of Trustees' Policy Committee, including: Trustee Bowen-Eyre Trustee Cochrane Trustee Taylor
Purpose	Information
Governance Policy Reference	Governance Culture GC-5: Board Committees GC-5E: Board Committees

1 | Recommendation

It is recommended:

- THAT the Board of Trustees receives this report for information and the record; and
- THAT the Board of Trustees receives for information the minutes of the Policy Committee meetings held on Dec. 10, 2012, and Feb. 13, April 2, May 21, and June 10, 2013.

2 | Issue

On November 27 2012 the Board of Trustees approved the establishment of an ad hoc Policy Committee, which had an anticipated expiry date of June 30, 2013. The Committee has now reached that time and is submitting this report as its final report to the Board of Trustees.



3 | Background

The purpose of the Policy Committee was confirmed by the Board as follows:

1. To seek advice from experts on Open Government in regard to recommended best practices for school boards in Alberta, and to recommend appropriate learning opportunities for the Board of Trustees in this area.
2. To review Board of Trustees' Governance Culture and Operational Expectations policies in light of best practices for Open Government.
3. To provide recommendations to the Board of Trustees related to how we can increase and improve opportunities for public participation in governance of the Calgary Board of Education.
4. To recommend policy amendments that would promote transparency, participation and collaboration in the governance of the Calgary Board of Education.

One of the first tasks of the Policy Committee was to respond to the Board's November 27th direction to report to the Board with a policy recommendation to facilitate operationalization of public disclosure of trustees' expenses. The Committee's report was considered by the Board on January 8, 2013, and the Board approved the amendment of GC-2E: Trustee Remuneration to require the public reporting of trustees' expenses. The Board also approved that the disclosure of trustees' expenses information would comply with the Purpose, Principles and Expense Report Requirements sections of the Alberta Government's Public Disclosure of Travel and Expenses Policy effective September 1, 2012, and that expense information for the 2011/12 school year would be disclosed in the manner in which it was collected.

To continue to fulfill its purpose, the Committee corresponded with the following organizations: The Honourable Jeff Johnson, Minister of Education; the Honourable Don Scott, Associate Minister of Accountability, Transparency & Transformation Service Alberta; Alberta School Boards Association Legal Services and the Information and Privacy (FOIP) Commissioner's Office. All were requested to share their expertise with the Committee in one, or all, of the following ways: (see Attachment I)

- Provide documents and research on the topic of Open Government,
- Meet with our Board of Trustees to discuss the topic of Open Government,
- Participate in a public panel discussion addressing the topic of open Government.

In response to the Committee's request, the Honourable Don Scott, Associate Minister of Accountability, Transparency & Transformation Service Alberta met with the Committee. He provided information regarding the government's move to the public disclosure of travel and expenses of senior officials, as well as the



planned implementation of the Public Interest Disclosure (Whistleblower Protection) Act. He expressed his satisfaction that the CBE was already publicly disclosing expenses information, and reviewed the upcoming Public Interest Disclosure (Whistleblower Protection) Act highlights (see Attachment IV). He requested that the organization not take any further steps to implement the requirements of the legislation until the Department had provided further information with respect to the requirements. He also emphasized the critical requirement to achieve a strong balance between increasing information disclosure and the protection of personal information.

The Minister commended the Board for addressing the concept and principles of open government, but did not provide further information or agree to meet with the Board (see Attachment II). No further information was received from the Information and Privacy Commissioner.

Ms. Tumbach, Solicitor from the Alberta School Boards Association provided a response including an overview of open government and what it means, as well as a collection of documents from governments and agencies, which are also available on-line. A copy of the ASBA response is also attached to this report (see Attachment III).

In an attempt to understand best practices regarding open government and transparency in Alberta school districts, the committee reviewed information to compare the availability of CBE on-line information with that of other metro school districts, and some of the larger urban and rural school districts. Of the school districts that were looked at, the CBE is the only one that has public disclosure of expenses on its website. Only two of the school districts live stream board meetings. In general, as well as specific to board-meeting related information (agendas and reports) the CBE website includes public disclosure of significantly more information than most of the other school districts. By May 31, several school districts did not yet have any information on the 2013-2014 budget on their website.

4 | Conclusion

In terms of best practices related to transparency of information for Alberta school districts, it seems that the Calgary Board of Education is currently implementing the best practices. No other Alberta school districts that have greater transparency of information than the Calgary Board of Education were found.

Once the policy change was made to require the public disclosure of trustees' expenses, neither any of the outside expertise that the Committee consulted with nor the Committee could identify further governance policy changes that would be required to facilitate more transparency. However, while more transparency may be desirable, balancing transparency with appropriate privacy is an important consideration for school districts.

As open government is a strategy that is evolving rather quickly, the Committee agreed that it is an area that requires ongoing investigation and review. We



need to continue to examine our policies and practices as we work towards this mandate and commitment. Therefore, the Committee recommends that the Board considers and reviews the mandate of the Policy Committee at the next organizational meeting.

- Attachment I: Template Letter – Request to share expertise
- Attachment II: Response from Minister, Alberta Education
- Attachment III: Response from D. Tumbach, Legal Services, ASBA
- Attachment IV: Information Provided by Associate Minister of Accountability, Transparency & Transformation re: Public Interest Disclosure Act Highlights
- Attachment V: Minutes of Committee Meetings held Dec. 10, 2012, Feb. 13, 2013, April 2, 2013, May 21, 2013 and June 10, 2013





Board Chair

Pat Cochrane Wards 8 & 9

Vice-Chair

Lynn Ferguson Wards 3 & 4

Joy Bowen-Eyre Wards 1 & 2

Pamela King Wards 5 & 10

George Lane Wards 6 & 7

Sheila Taylor Wards 11 & 13

Carol Bazinet Wards 12 & 14

February 28, 2013

This request was sent to:

- The Honourable Jeff Johnson, Minister of Education
- The Honourable Don Scott, Associate Minister of Accountability, Transparency & Transformation, Service Alberta
- Ms. Debra Tumbach, Senior Lawyer, ASBA Legal Services, and
- Ms. Jill Clayton, Information and Privacy Commissioner

Dear :

My name is Joy Bowen-Eyre, I am a trustee with the Calgary Board of Education and Chair of the Board of Trustees' Policy Committee. Our Board of Trustees has created a Policy Committee with the mandate to address the concept and principles of Open Government in our public organization. We wish to look at our policies and practices in the light of the Open Government principles of transparency, participation, and collaboration. We are looking at other municipal, provincial and federal organizations which have expertise in this area. We are approaching you to inquire as to whether you would be willing to share your expertise with us in one, or all, of the following ways:

- Provide documents and research on the topic of Open Government,
- Meet with our Board of Trustees to discuss the topic of Open Government,
- Participate in a public panel discussion addressing the topic of open Government.

Once we have gathered information on this issue, we will review our policies to see whether we need to make changes in the way we approach the sharing of information. It is a timely and important topic that we believe all public bodies are grappling with.

I thank you for your consideration of our request and I look forward to your response.

Respectfully yours,

Joy Bowen-Eyre,
Chair of the Board of Trustees' Policy Committee
Calgary Board of Education



*Office of the Minister
MLA, Athabasca-Sturgeon-Redwater*



AR80211

MAY 06 2013

Ms. Joy Bowen-Eyre
Trustee
Calgary Board of Education
1221 - 8 Street SW
Calgary, AB T2R 0L4

Dear Ms. Bowen-Eyre:

Thank you for your April 2, 2013 letter inviting me to meet with you to discuss the topic of Open Government. I regret that my schedule will not accommodate such a meeting in the near future.

I commend you for establishing a Board of Trustee's Policy Committee with the mandate of addressing the concept and principles of Open Government in your organization. I understand that my colleague, Honourable Don Scott, Associate Minister of Accountability, Transparency and Transformation, accepted your invitation to discuss Open Government on April 17, 2013. I trust the meeting was beneficial to your board as you gather information with the intent of reviewing policies in the light of the Open Government principles of transparency, participation and collaboration.

I recently announced a Minister's Education Act Regulatory Review Committee to review Education Act regulations. The committee, consisting of four MLAs and a former member of the Inspiring Education steering committee, has been chosen to lead the review of more than 30 regulations associated with Alberta's new Education Act. The committee will be chaired by Maureen Kubinec, MLA, Barrhead-Morinville-Westlock, and a former president of the Alberta School Boards Association. I suggest that you invite Ms. Kubinec to meet with your board to discuss the topic of Open Government, as she is an excellent resource in this area and is also in a position to forward your input on related regulations. Ms. Kubinec may be reached at 780-427-7932 (toll-free by first dialing 310-0000) or by email at barrhead.morinville.westlock@assembly.ab.ca.

.../2



Ms. Joy Bowen-Eyre
Page Two

I wish your committee and your board success in your ongoing discussions of Open Government.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Jeff Johnson', with a large, sweeping flourish extending to the right.

Jeff Johnson
Minister
MLA, Athabasca-Sturgeon-Redwater

cc: Maureen Kubinec
MLA, Barrhead-Morinville-Westlock

April 25, 2013

File: cal02 013



PRIVILEGED & CONFIDENTIAL

Calgary Board of Education
 1221 - 8 Street SW
 Calgary, AB T2R 0L4

Attention: Joy Bowen-Eyre
 Trustee Wards 1 & 2

Dear Madam:

Re: Open Government Policy Review

You have asked for my assistance in identifying any documents or research on the topic of open government which may assist the Board as it reviews its own policies and practices, to ensure adherence with open government principles of transparency, participation and collaboration. The open government agenda has certainly gained momentum over the past few years, with a variety of new organizations being formed to encourage various levels of government to take such steps as are necessary to ensure that its own practices are indeed open.

The federal government itself has recently launched an open government strategy entitled, "Canada's Action Plan on Open Government". A copy of the document is enclosed for your review. It includes a helpful outline of those principles which form the basis of open government strategies, and the types of initiatives that can be undertaken by any level of a government to ensure that its practices are open and transparent.

According to Canada's Action Plan on Open Government, its underlying principles focus on

- availability of information,
- citizen participation,
- professional integrity
 - proactive disclosure
 - codes of conduct for public officials
 - values and ethics codes for public service as a condition of employment
 - conflict of interest
 - post employment measures
- new technologies for openness and accountability
 - use of Web 2.0 based technologies to enhance access and transparency through provision of greater information sharing.

According to further information available from the Government of Canada websites, the expansion of open government is being pursued through three main streams: open data; open information; and open dialogue.

According to website information, “open data” (in the federal government context) makes government data available in machine readable formats for citizens, private sector organizations and not-for-profit organizations to reuse in innovative ways. It is about letting Canadians explore raw data sets to find information that is of value to them.

“Open information” strategies proactively release information, including information on government activities on an ongoing basis. By proactively making government information available, it will be easier to find and more accessible for Canadians.

“Open dialogue”, again according to the same website, gives Canadians a stronger say in government policies and priorities, and expands engagement through use of Web 2.0 technologies.

These same principles could be applied to a school board’s practices where it seeks, for example, input into its policy making functions, and an open dialogue on issues relevant to local communities. Similarly, Web 2.0 technologies could be used to both gather and disseminate relevant information, while the active dissemination practices long promoted under the *Freedom of Information and Protection of Privacy Act* could be considered for implementation.

The Board will have to first determine what “open government” means to the Board and its operations. Though boards are not law makers, they certainly are policy makers and lead by example. Its views and expectations on the matter could be expressed through policy. I note that the Board’s current governance policies include an operational expectation placed upon the Superintendent about communicating with the public. The Board could similarly set out its views in a policy statement respecting the same.

For example, it could outline its views on accountability, transparency and cooperation under a policy dealing with the role of the Board. It could specifically identify areas of responsibility belonging to the Board in that regard, and identify those processes it is prepared to follow to make data-driven decisions that reflect community values and represent the interests of the entire board of education. It could also require the establishment of processes to gather such information and indicate whether it will provide opportunities for focused community input, and if so, how.

The United States Open Government Initiative

Since President Obama took office, the Administration has strived to make information about how government works more accessible to the public and to solicit citizens’ participation in government decision making.

The initiative is entitled, “Open Government Initiative Transparency – Participation – Collaboration”. Information about this initiative is available at <http://www.whitehouse.gov/open>.

Your description that the policy committee wishes to review policies and practices, in light of open government principles, is stated to be on the basis of “transparency, participation and collaboration. Accordingly, you may find helpful information available through the Whitehouse open government website, as it works from the same principles as are stated in your initial letter of request.

Active Dissemination and Routine Disclosure

I am also enclosing an excerpt from the FOIP Guidelines and Practices Manual which discusses routine disclosure and active dissemination of information. These practices are ones long encouraged by the Alberta government as means to satisfy the information needs of members of the public.

The following concepts are, in my view, relevant to your discussions:

- Routine disclosure, which is a response to an inquiry or request which occurs when access to a record can be granted without a request for a FOIP act. According to the Manual, a public body could have a routine disclosure policy regarding information related to an appeal process; such an appellant does not need to make a FOIP request to obtain that information.

By way of another example, a public body may have a practice of providing routine disclosure of individual information in his or her own file.

The public needs to know what your position is on routine disclosure, and when and where it is provided. This level of information need not appear in policies but can be incorporated into the Board’s administrative procedures or regulations.

According to the FOIP Manual, public bodies may consider the appropriateness of routine disclosure in the following situations:

- disclosure is required or permitted by another federal or provincial statute or regulation or by a municipal bylaw;
- section 40 of the *FOIP Act* permits disclosure and any conditions specified in section 40 apply in the circumstances;
- no exceptions to access would apply if the records were requested under the *FOIP Act*;
- any exceptions that apply to a class of records are not mandatory exceptions, and the public body, if it received a request for the particular class of records, would not invoke any discretionary exceptions to refuse access; or
- an exception does apply to a class of records, but the information subject to the exception can easily be severed from the other information and that other information may be routinely disclosed.

Similarly, a public body could identify other areas for routine disclosure, following a review of records in their custody or control that would be made available to the public without request.

- Active dissemination – This practice occurs when information or records are periodically released without any request under a program or communications plan. The FOIP Manual likewise contains relevant information in this regard, commencing at page 33 of the enclosed excerpt.

The FOIP Manual goes on to set out the way in which a public body can enable itself to implement active dissemination programs. It would be important to know whether your jurisdiction already undertakes such practices, or whether this is a consideration which may guide you in your review of policies.

An International Perspective

An organization by the name of “Involve” has prepared a helpful paper on open government, a copy of which is enclosed. Involve is an organization out of the United Kingdom who describes themselves as experts in public participation who believe passionately in democracy where citizens are able to take and influence the decisions that affect their lives. The paper was prepared by one of Involve’s directors, Simon Burall, in conjunction with Karin Gavelin and Richard Wilson, for the OECD in 2009. The authors state that the purpose of the paper was to introduce new indicators for measuring government openness, working from the premise that existing government indicators tend to focus either on the presence of key laws in institutions, or on citizens’ perceptions of government performance, noting that neither option provides a full picture of comparative openness. Rather, they propose a set of indicators which are intended to fill the gap. In that regard, I refer you to pages 22 and onwards of the paper. The primary indicators identified by the group include:

- Indicators on laws on access to information and documents:
 - the law presumes proactive publication of information,
 - the implementation of the law meets citizens’ demands for information,
 - the law ensures equal access to information and documents for all citizens,
 - complaints/appeals mechanisms available meet the needs of citizens.
- Indicators on Ombudsman/Information Commissioner Institutions:
 - the Ombudsman/Information Commissioner is independent of the Executive,
 - the Ombudsman’s/Information Commissioner’s findings are acted upon,
 - the Ombudsman/Information Commissioner provides equal access for all citizens.
- Indicators on Supreme Audit Institutions:
 - the Supreme Audit Institution is independent of the Executive,
 - the Supreme Audit Institution’s findings are acted upon.
- Indicators on consultation policy:

- public bodies are required to consult with citizens or other stakeholders in decision making.

With respect to the first group of the indicators, a school board could address these criteria by implementing routine and active dissemination practices, as above discussed, and as recommended provincially under the *FOIP* legislation.

With respect to the second indicator, Alberta already has in place an Information and Privacy Commissioner who is responsible to oversee privacy and access issues, and public bodies obligation in that regard, with a separate area of the law dealing with privacy and access for private documents under the *PIPEDA* legislation. The elements above listed would appear to meet the indicators set out above.

Indicators on consultation policy are, in my view, both relevant and important for school boards. A board could, through policy, make its views clear on consultation and how it intends to collaborate with its communities, and share information gathered through that process.

With respect to the fourth indicator, school boards could ensure that they incorporate appropriate consultation practices where it is gathering information about decisions which impact stakeholders served by the organization. Using the Involve sub-indicators, a board could, for example, ask itself the following questions:

- Does the board have any policies which require consultation with citizens or other stakeholders in decision making? If so, does the scope of the policy cover all organizations and institutions delivering services to the public?
- Are public bodies required to publish an official response at the end of the consultation exercise?

The paper further breaks down the suggested indicators and sub-indicators, providing follow up questions. This may help you as you review your practices to ensure they are transparent and allow for participation and collaboration.

You will also note that the fifth indicator, on page 26 of the “Involve” paper, suggests that citizens have the right to observe meetings held by public agencies.

In Alberta, this right is codified under the *School Act*, section 70, which provides that the meetings of a board shall be held in public and no person shall be excluded from them except for improper conduct. Section 70 in full provides as follows:

70(1) The meetings of a board shall be held in public and no person shall be excluded from them except for improper conduct.

(2) The chair of the board may cause to be excluded from a meeting any person who, in the opinion of the chair, is guilty of improper conduct at that meeting.

(3) Notwithstanding subsection (1), when a majority of the trustees present at a meeting of the board are of the opinion that it is in the public interest to hold the meeting or a part of the meeting in private for the purpose of considering any matter, the board may by resolution exclude any person from the meeting.

(4) When a meeting is held in private, the board does not have the power to pass a bylaw or **resolution** at that meeting apart from the resolution necessary to revert to an open meeting.

Section 68 of the *School Act*, as you are also fully aware, allows the board to make rules governing its internal procedures and its meanings. I confirm your advice that you have reviewed your procedures and practices last year and are confident that they address these issues.

In reviewing your policies, it is important to keep in mind the “fences” created by the legislative pieces. In Alberta, the *School Act* provides basic rules about the way in which boards can conduct their meetings themselves. Further fences or limitations must be considered through an application of the *Freedom of Information and Protection of Privacy* rules, which apply to that information which is protected from a privacy perspective, and that information to which a member of the public may have access. These fences or statutory provisions create the rules within which any policies or practices are to be developed or measured.

You full well know my views on the need for boards to adhere to these rules, and the flexibility provided by section 70, and particularly section 70(3), of the *School Act*.

Laws which require the conduct of business by public bodies or local public bodies, such as school boards, to be open and transparent, serve important purposes:

- the enhancement of public participation, a goal which seems to be receiving increasing focus as governments move to collaborative decision making models;
- facilitation of community participation in the policy and decision making process; and
- enhancement in the openness and transparency of the board’s operations, allowing the electorate to evaluate the board’s performance by those who elected them.

I confirm my understanding that the Board has seen my video presentation on the subject, and will not belabour those points but would be willing to provide for such further information as deemed relevant. I am however including a copy of the two key decisions which address the problems which can occur when a board does not adhere to open meetings legislative requirements. The first of these is the *City of Yellowknife Property Owners Assn v Yellowknife (City)*, a 1998 decision of the Northwest Territory Supreme Court, and secondly, *London (City) v RSJ Holdings Inc.*, a 2007 decision of the Supreme Court of Canada, in which members of the electorate in each case brought successful challenges to board practices which were either secretive, or decisions which were made in closed sessions which otherwise should have been made in public venues.

Again, however, as I understand that you have revised your practices in that regard, and seek only information that may help you look through the proper lens to determine if your policies are open and transparent, I will not get into the various issues which place the constraints on the Board’s ability to transact its business in open at this time, unless you request otherwise.

Expense and Disclosure Policies and Procedures

As I am sure you are well aware, Honourable Alison M. Redford, Premier, introduced a new comprehensive expense and disclosure policy last fall as part of her commitment to provide Albertans with greater transparency and accountability. The two public policies include, firstly, travel, meal and hospitality expense policy, and secondly, a public disclosure of travel and expenses policy.

Subsequent to the introduction of these new policies, the Honourable Minister Jeff Johnson wrote each board chair in the province, encouraging boards to follow the lead of government and adopt an expense disclosure policy that mirrors provincial policy. Minister Johnson noted that while the new policy does not directly apply to school jurisdictions, it is incumbent on school jurisdictions in charge of schools to diligently review their policies in this area. This is another matter where a board can demonstrate to its community that it is open and transparent with respect to financial matters. A copy of an ASBA advisory prepared respecting the same is also enclosed for your information.

Lastly, in the time I have had to devote to this most important undertaking of the Board, I wish to refer you to an organization entitled, "Democracy Watch". This is a national non-profit, non-partisan organization which advocates for democratic reform, government accountability and corporate responsibility. It has a wide variety of information on its website regarding open government related issues, which can be accessed at <http://democracywatch.ca/>.

End Notes

As the matter can become overly complex and appear foreboding, I suggest that, as a possible strategy in its review process, the Board pick perhaps three key issues or indicators that it wishes to review the policies for, to ensure that you are meeting your stated criteria of ensuring for the transparency, participation and collaboration in Board matters. The Involve paper provides a number of indicators which could be used, and the federal government's own plan nicely and simply identifies the four principles it seeks to enforce: availability of information, citizen participation, professional integrity, and the use of new technologies to ensure openness and accountability, through the three mainstreams, above described, that being open data, open information and open dialogue.

If the policies are viewed through these lenses, it should assist the Board in identifying any areas where more proactive stances could be undertaken, or perhaps new separate policies or procedures implemented which will help the Board achieve its goals of ensuring that it attains the transparency, participation and collaboration it seeks.

I did note with interest, the lack of information on open government practices *vis-à-vis* school boards in Canada. Our open meeting laws have been simple in form, and the area largely uncontested, which differs significantly from the situation in the United States where extensive open meeting regulations have been imposed, with a large body of case law having been developed with respect to what a school board's obligations are in that regard. Rather, I suggest the fences or limits which are placed upon a board's ability to act in an open manner are those

April 25, 2013

Page 8 of 8

created by the *School Act* meetings requirements provisions, and the privacy legislation above discussed. Apart from that, a board can seek to implement practices which will help ensure that it is open, transparent and collaborative in its practices through implementing those types of activities above described in the article on indicators, and under the federal government's own current initiative for open government.

Yours truly,



Debra Tumbach
Solicitor, Legal Services

/vdd

Encl. Canada's Action Plan on Open Government
Excerpt from FOIP Guidelines and Practices Manual
Involve - Open Government: beyond static measures
City of Yellowknife Property Owners Assn v Yellowknife (City) and *London (City) v RSJ Holdings Inc.* cases
Guidelines for the Development and Implementation of Expense and Disclosure Policies and
Procedures

Guidelines for the Development and Implementation of Expense and Disclosure Policies and Procedures

Background

Board policies and procedures are important tools to help an organization manage its day to day operations, while demonstrating accountability to the public, particularly in the areas of expense and disclosure reporting.

On September 5, 2012, the Honourable Alison M. Redford, Premier, introduced a new comprehensive expense and disclosure policy as part of her commitment to provide Albertans with greater transparency and accountability. The two policies include firstly, a travel, meal and hospitality expense policy, and secondly, a public disclosure of travel and expenses policy.

Subsequent to the introduction of these new policies, the Honourable Minister Jeff Johnson wrote each board chair in the province encouraging boards to follow the lead of government and adopt an expense disclosure policy that mirrors provincial policy. Minister Johnson noted that while the new policy does not directly apply to school jurisdictions, it is incumbent on school jurisdictions and charter schools to diligently review their policies in this area.

In response to requests for assistance by school boards in the development of local policies and procedures, ASBA has prepared the following information package for school boards' review and consideration in the development of local expense and disclosure policies.

What is the New Alberta Expense and Disclosure Policy and Where Can I Find It?

According to Minister Johnson's recent letter to school boards, the Alberta policy on expenses and disclosure came into effect on October 1, 2012. Information about the policy can be found at:

<http://finance.alberta.ca/business/planning-accountability/accountability/expenses-policies.html>

There are two components to the new policy rules. The first policy applies to travel, meal and hospitality expenses, and the second separate policy governs public disclosure of travel and expenses.

To Whom Do the New Alberta Government Policies Apply?

The Alberta government policies apply to:

- Ministers' and Associate Ministers' Offices, including Ministers, Chiefs of Staff, Press Secretaries and all other support staff;
- Members of Government Caucus;
- Senior Officials appointed by an Order in Council and paid directly by the Government of Alberta; and
- Deputy Ministers and all public service employees.

The policy is said to apply to all expenses incurred in the course of government business by the above noted individuals for travel, meals, hospitality and other incidental expenses regardless of how the expense has been or is being reimbursed.

EXPENSE POLICIES

School Act Authority

Specific authority for a school board to determine how expenses will be paid to trustees arises under section 60(2)(e) of the *School Act*, which provides,

(2) A board may

...

- (e) provide for the payment of travelling and other expenses and honoraria to
 - (i) trustees, and
 - (ii) persons appointed to committees of the board;

The board may however delegate the actual responsibility for the development of such policies or procedures to its superintendent, though it is clearly a matter within the board's powers.

The board may, in conjunction with administration, also determine whether or not the expense policy will apply to all employees of the board, or whether a separate policy will be implemented.

Who Will be Covered by the Policy?

A school board that wishes to adopt an expense policy must similarly determine the scope and application of the policy:

- trustees,
- senior officials, such as the superintendent, secretary-treasurer, or any other senior administrative officials,
- all employees.

In considering the scope and application of an expense policy, the board may also wish to take into consideration those matters which must be reported in its financial statements, which include the remuneration, benefits, allowances and expenses paid to or on behalf of members of the board, the superintendent of schools, and the secretary-treasurer, or the secretary and the treasurer as the case may be, as separate figures for each of these individuals.

Policy Development Options

As indicated by Minister Johnson, a school board could simply adopt an expense disclosure policy that mirrors the provincial policy. The board has, in our view, discretion to adopt those portions of the policy which it deems appropriate, or to otherwise modify the particular rules for the matters covered under the policy. What is important is that the board's policies' provisions are clear in application and scope.

If you choose to follow the Travel, Meal and Hospitality Expense Directive, you will however have to consider the following issues:

Application and Scope of the Policy

Who will the policy apply to – elected board members, the superintendent, the secretary-treasurer, any other central office staff, or all employees?

Approval Process

The Travel, Meal and Hospitality Expense Directive importantly does **not** include a process as to how the various forms of expense claims are approved. Based upon information available as of the date of publication of this advisory, Alberta Treasury Board and Finance has replaced the prior existing Regulation with a new directive dated September 20, 2012 entitled, "Travel, Meal and Hospitality Expense Directive". The Directive is not yet available online; rather a copy of the Directive is attached for your information.

This Directive works hand-in-hand with Alberta Government policy, setting out who has what authority to approve claims, how claims will be reimbursed, and under what circumstances.

It is important that the expense policy clearly addresses who will be responsible for the various levels of approval for the various types of expense claims. By way of an example, if the board chair is responsible for approving expense claims for the other trustees, who will be responsible for approving the board chair's claim? If the superintendent is responsible for approving claims of senior administrators, who will approve the superintendent's expense claims, and so forth.

The policy should also specify those circumstances in which prior approval for incurring the various forms of expenses is required. For example, will prior approval for travel be required; if so, who will provide that approval? Similarly, all other forms of expenses which are covered under the policy should be reviewed to determine when prior approval will be

required, and who will provide that approval. The policy should clearly set out who gets to do what, and the process to follow for the same.

The Travel, Meal and Hospitality Expense Directive sets out detailed rules regarding who gets to authorize the various forms of expenses, to whom such approval is to be sought from, and how expense claims can be made and the circumstances within which they can be made and how they can be reimbursed. Many of the types of expenses which could be incurred by government officials and/or employees would not be the same types of expenses likely to be incurred by trustees. We therefore encourage you to review the September 20, 2012 Directive to determine which types of expenses would most commonly be claimed by those to whom your policy will apply, keeping in mind that the board's authority makes rules for trustees themselves is limited to the payment of travelling and other expense and honoraria for the trustees and persons appointed to committees of the board. Employees may incur different kinds of expenses and clear rules must be articulated for the same.

Types of Expenses

1. Travel on Board business

- will prior approval be required and if so, by whom;
- any areas to which travel can occur;
- any restrictions on the mode of travel;
- who will approve expense claims;
- will maximums be set, who will set them and on what basis;
- will discretion to approve any claims not covered by the Directive exist, if yes, by whom, and what process will be followed;
- reimbursement of travel expenses
 - what's covered – will employer reimburse all personal and other travel expenses incurred by an employee in performing work duties;
 - will there be a limit on travel expenses for trustees;
 - will receipts be required before travel expenses will be reimbursed;
 - what kind of travel expenses will be covered;
 - will you provide a mileage allowance or an actual travel expense;
 - will mileage to meetings for trustees be covered;
 - what claims must be supported by a receipt – specify i.e. airfare, automobile rental, rail fare, etc;

- will any expense items be claimable without a receipt, if yes, specify the circumstances in which such claims will be allowed;
- goods and services tax - see section 7 of the Directive - if any maximums are set it should be clear to the employee that any GST which may exceed the allowance will not be reimbursed;
- GST and other taxes cannot be claimed on allowances.

2. Expenses and allowances while travelling on school board business

- meal expenses
 - will you provide for actual cost or a meal allowance (sample meal allowances are included in the government policy);
 - when can a trustee/employee claim a meal allowance.
- accommodation allowances
 - when and how much.
- personal expenses
 - will there be a general allowance as provided for in the government policy or will claims be assessed where receipts are provided and evidence given that the expense was incurred in the course and scope of the performance of the individual's duties and responsibilities.
- long distance telephone expenses
- laundry expenses

3. Business use of private vehicle

- will you pay on a per kilometre basis where an employee uses a private vehicle for school board business;
- will you require prior approval;
- will you require the maintenance of mileage logs, etc;
- will there be any other circumstances where the use of a private vehicle entitles an employee to a predetermined rate, i.e. per kilometre;
- will any employees be entitled to vehicle allowances; if so, on what basis and in what circumstances.

4. Business insurance

- if an employee is required to use their vehicle for work related purposes, will the employer cover the costs of the employee needing to purchase business use insurance, and if so, on what basis.

5. Special circumstances - travel outside Alberta or Canada

- when it will be authorized and by whom;
- will any maximum limits be set;
- will reimbursement be provided in Canadian currency;
- what kinds of additional costs may be claimed, i.e. travel insurance, etc.

Once you determine the types of expenses which will be recovered, the policy should clearly outline who approves

- the various types of expenses by the different groups of employees;
- the circumstances under which a claim can be made, either by a trustee and/or employees;
- the requirements which must be met in order for a reimbursement to be payable (i.e. detailed receipts, any written statements, proof of prior approval, etc);
- those circumstances in which a claimant may submit an expense without a receipt – whether there will be any exceptions to the general rules, and if so, who will make a determination as to whether the exception is applied.

I am not going to repeat the list of detailed information contained in the Directive. Each board will need to determine the level of detail required in their circumstances.

There may be other additional items you may need to consider, depending upon circumstances, i.e. certain northern communities provide a northern travelling allowance. Some have addressed these issues in collective agreements. The board's policy must be consistent with the collective agreement provisions.

Similarly, in adopting any policies or procedures regarding the payment of expenses, a careful review must be undertaken of any collective agreements in place to ensure that any new measures are consistent with the terms and conditions regarding any expense procedures or claims processes as may be contained in any collective agreements.

Forms

Preparation of standardized expense claims forms may assist the school board in ensuring that appropriate information will be collected in order to assist the approving officer in determining whether the claim is appropriate and documenting expenses in accordance with the board's own policies.

Taxable Honoraria, Benefits and Allowances

A board may provide for the payment of travelling and other expenses and honoraria to board trustees. Many boards do so through the establishment of policy which sets out not only their chosen formula for the payment of honoraria, benefits and allowances, but often times addresses other reimbursable expenses. In preparing any new expense policy, you must ensure that the provisions are consistent and/or appropriate amendments are made to existing policies or administrative procedures addressing the taxable honoraria, benefits and allowances for trustees. If you choose to have two policies they must be consistent.

In considering those expenses to be provided for trustees, school boards may also wish to keep in mind Interpretation Bulletin 292, under the *Income Tax Act* – Taxation of Elected Officers of Incorporated Municipalities, School Boards, Municipal Commissions and Similar Bodies. This bulletin outlines Revenue Canada's long existing policy in respect of the interpretation and application of subsection 81(3) of the *Income Tax Act*, which in turn provides for a portion of an elected officer's expense allowance to be excluded in computing his income. In calculating the amount which is potentially eligible for exclusion from income, the bulletin indicates that Revenue Canada will consider in calculating the total amount from which the one third deduction can be made be:

- “(a) salary, fees, indemnities and honoraria,
- (b) a general expense allowance, and
- (c) a mileage or other travelling allowance.”

This may impact your choice as to whether you wish to be reimbursed for actual expenses, i.e. on a mileage basis, or whether a general allowance will be provided.

Interpretation Bulletin 292 – Taxation of Elected Officers of Incorporated Municipalities, School Boards, Municipal Commissions and Similar Bodies, can be found at:

<http://www.cra-arc.gc.ca/E/pub/tp/it292/README.html>

Other General Provisions re: expenses

The Government's new expense policy addresses the following additional items:

- general principles supporting the implementation of the Travel, Meal and Hospitality Expense Policy;
- general mandatory requirements;
- use of alcohol – whether it can be claimed or not;
- general rules regarding hospitality;
- managerial discretion – who will exercise what discretion and in what circumstances using specified principles;

- exemptions – will there be any exceptions to the general rules and if so, who will grant them;
- special rules regarding travel, meals, airfare, ground transportation, tips and miscellaneous reimbursable expenses.

We suggest that you review each of these items to see whether or not you wish to include the same types of provisions within your expense policies.

Summary - General Guidelines re: Expenses

- The school board's expense policy should be absolutely clear about the nature and type of expenses which can be claimed for specified activities, and when expenses are the employee's responsibility.
- Individuals covered by the policy need to know when prior approval will be required, and who has authority to grant that approval.
- If any maximum amounts or limitations on the types of expenses which can be claimed are set, these need to be clearly articulated within the policy rules.
- Employees should be provided with simple expense reporting forms and clear instructions for completion. The time limits within which expenses need to be claimed should be specified.
- The rules for trustee expenses must be consistent with any existing policies regarding the payment of honoraria, benefits and/or allowances to trustees.

DISCLOSURE OF EXPENSES

With respect to disclosure of the expenses, care should be taken to ensure that the personal information or business information of either the elected officials or the employees is appropriately protected as required by section 17 of the *Freedom of Information and Protection of Privacy Act*. For example, if a receipt is submitted in support of an expense claim request and the receipt contains credit card numbers or other sensitive personal information, the information should be redacted. FOIP Bulletin Number 19 provides guidance in reviewing the disclosure of expenses and may assist in developing policy and procedures to ensure that the protection of personal information of trustees and employees is appropriately considered when disclosing of expenses. Bulletin 19 can be accessed at the following website address:

- <http://www.servicealberta.ca/foip/documents/bulletin19.pdf>

The Alberta Information and Privacy Commissioner considered the nature and type of severing of personal information that a public body must undertake relative to an information request and the subsequent disclosure of expenses incurred by an employee of a public body in Order F2009-037, providing the following comments:

[para 52] I find that release of the Third Party's personal information relating to expenses he charged in his capacity as a public servant that the government satisfied would not be an unreasonable invasion of the Third Party's personal privacy under section 17 of the Act, and I order the Public Body to release such personal information to the Applicant. Notwithstanding the foregoing, I order the Public Body to sever all credit card numbers, credit card expiry dates, bank card numbers, dates of birth, drivers' licence numbers, provinces that issued such drivers' licences, drivers' licence expiry dates, and telephone numbers (with the exception of pre-printed business vendor phone numbers), in accordance with my explicit directions above, prior to releasing the Records to the Applicant, because I find that the release of same would be an unreasonable invasion of personal privacy even though the personal information relates to government expenses satisfied with public funds. I find that all addresses set out in the Records may be released to the Applicant except insofar as any such address is linked to an identifiable individual on the face of a Record itself and it is not evident both that same is a work or business address and that such individual was acting in a work capacity in his/her association with that address on that Record. I order the Public Body to review all of the Records to ensure that the Third Party's personal information related to government expenses satisfied by the government, which the Public Body proposed to release to the Applicant, does not include any personal information that I have expressly directed it to sever;...

In developing a disclosure of expenses policy, another source to consider is how other entities publicly disclose expenses online. Two such examples include the Alberta Information and Privacy Commissioner and the University of Alberta: both organizations disclose expenses online, with differing levels of information at the following websites:

- <http://www.oipc.ab.ca/pages/About/ProactiveDisclosure.aspx>
- http://www.vpfinance.ualberta.ca/en/~media/vpfinance/Expense%20Disclosure/Nov_Dec_2012/VPUR_Executive_Expense_Disclosure_Report_Nov_Dec_2012.pdf

The Government of Alberta has explicit policies governing both expense claims and disclosure initiatives. The policies entitled *Travel, Meal and Hospitality Expenses Policy* and *Public Disclosure of Travel and Expenses Policy*, apply to all elected officials and certain specified staff members listed in the policy. In essence, there are two elements to this policy approach: the first in creating expense rules and the second identifying who, how and when expense information is to be disclosed. These policies can be accessed at the following website address:

- <http://finance.alberta.ca/business/planning-accountability/accountability/expenses-policies.html>

Below are links to a sampling of various policies and procedures that illustrate different approaches to expense approval and expense disclosure from different public bodies. In some cases, the expense rules are separate from the disclosure policy and in others they are combined. I trust that these suggestions may be of assistance in reviewing or developing your school board expense and disclosure policies and procedures.

Health Quality Council of Alberta

- <http://www.hqca.ca/assets/files/Policy%201208%20-%20Allowable%20Expenses%20November%202012.pdf>

Alberta Health Services

- <http://www.albertahealthservices.ca/Policies/ahs-pol-expenses.pdf>

ASBA Legal Services

Following are links to the attachments available online:

- Chapter 2: Administration of the FOIP Act (**Pages 23-46**)

http://www.servicealberta.ca/foip/documents/chapter2.pdf?bcsi_scan_f7f39e8e2554adac=1

- Open Government:
Beyond Static measures (**Pages 1-35**)

http://www.google.ca/search?hl=en-CA&source=hp&q=open+government+beyond&gbv=2&oq=open+government+beyond&gs_l=heirloom-hp.3..0i22i30.765.7765.0.8374.27.17.2.8.8.0.141.1576.12j4.16.0...0.0...1ac.1.12.heirloom-hp.ue2thrO-lW4

- City of Yellowknife Property Owners Assn. v. Yellowknife (City)

<http://www.canlii.org/eliisa/highlight.do?text=City+of+Yellowknife+Property+Owners+Association%2C+&language=en&searchTitle=Search+all+CanLII+Databases&path=/en/nt/ntsc/doc/1998/1998canlii6961/1998canlii6961.html&searchUrlHash=AAAAAQAxQ2l0eSBvZiBZZWxsb3drbmlmZSBQcm9wZXJ0eSBPd25lcnMgQXNzb2NpYXRpb24sIAAAAAAAAAAE>

- London (City) v. RSJ Holdings Inc.

<http://www.canlii.org/eliisa/highlight.do?text=London+%28City%29+v.+RSJ+Holdings+Inc.+&language=en&searchTitle=Search+all+CanLII+Databases&path=/en/ca/scc/doc/2007/2007scc29/2007scc29.html&searchUrlHash=AAAAAQAJTG9uZG9uIChDaXR5KSB2LiBSU0ogSG9sZGluZ3MgSW5jLiAAAAAAAB>

Public Interest Disclosure (Whistleblower Protection) Act Highlights

The new *Public Interest Disclosure (Whistleblower Protection) Act* (PIDA) is a cornerstone of the government's accountability, transparency and transformation mandate. The Act will come into force on June 1, 2013 and is available at: <http://www.qp.alberta.ca/documents/Acts/p39p5.pdf>

The purposes of the Act include:

- Facilitating the disclosure of **wrongdoing**
- Protecting those who make disclosures from **reprisal**
- Resolving recommendations arising from investigations
- Promoting confidence in the public sector

Wrongdoing includes:

- *Illegal acts*
- *Threats to health, safety or the environment*
- *Gross mismanagement of public funds*

Reprisal includes:

- *A dismissal, layoff, suspension, demotion or transfer, discontinuation or elimination of a job, change of job location, reduction in wages, change in hours of work or reprimand*
- *Threats to take adverse action*

The Act will cover:

- Alberta Public Service and agencies, boards and commissions
- Post-secondary academic institutions, school boards and the health sector

The Act establishes a new Officer of the Legislature:

- The Public Interest Disclosure Commissioner is responsible for investigating and making recommendations related to disclosures of wrongdoing and reprisals
- The Ombudsman will be appointed to fulfill this role

All public entities covered under the Act must establish responsive disclosure procedures:

- Chief Officers will be responsible for implementing procedures for managing disclosures and communicating these to their employees
- A senior official in each public entity must be designated to manage disclosures
- The Act sets out detailed requirements that must be present in all internal procedures, including protecting the identity of individuals involved in the disclosure and investigation process

How does an employee report a wrongdoing or a reprisal?

- Employees are expected to exhaust the internal disclosure procedures before engaging the Commissioner
- In certain circumstances, such as an imminent threat to health, safety or the environment, the employee may disclose directly to the Commissioner
- In cases where an employee is unsatisfied with the outcome of the internal disclosure process, the employee may make a further disclosure to the Commissioner
- The Commissioner has the discretion to investigate and make recommendations where wrongdoing has been confirmed
- Where a reprisal is taken as a result of a disclosure, it is reported directly to the Commissioner
- Reports following investigation by the Commissioner are directed to the level of authority necessary

The Act establishes strong enforcement mechanisms:

- PIDA creates offences for making a reprisal in response to a disclosure, obstructing an investigation, destroying records or making false or misleading statements to an investigator
- Penalties as a result of prosecution for an offence include:
 - \$25,000 fine for first conviction
 - \$100,000 fine for subsequent convictions
- The Act does not replace other remedies and, where appropriate, wrongdoings must be referred to the appropriate authority
 - For example, investigations that confirm fraudulent use of public funds would be referred to law enforcement for prosecution

Transparency through public reporting:

- Public entities and the Commissioner must report annually on:
 - Number of inquiries
 - Number of disclosures of wrongdoing and reprisals
 - Number of investigations
 - Recommendations made and actions taken to resolve wrongdoings
- The Commissioner's report may also identify systemic problems and recommendations not adopted

Mandatory review of Act:

- A special committee established by the Legislative Assembly will undertake a comprehensive review of the Act
 - Within 2 years of coming into force
 - Every following 5 years
- This will ensure the objective of facilitating the disclosure of wrongdoings and protecting those who make disclosures continues to be met



**Minutes of the Private Meeting of the Policy Committee held on
Monday, December 10, 2012 at 12:00 noon
in Room S308, Education Centre, 1221 – 8 Street SW, Calgary, Alberta**

In Attendance:

Trustee Joy Bowen-Eyre, Chair, Policy Committee
Trustee Pat Cochrane, Policy Committee Member
Trustee Sheila Taylor, Policy Committee Member

The meeting began at 12:15 p.m.

The committee met to discuss various options regarding Trustee expenses and how it is reflected in policy.

The committee will recommend amending GC-2E and board resolutions to address last year's expenses and current processes.

The meeting adjourned at 12:55 p.m.



**Minutes of the Private Meeting of the Policy Committee held on
Wednesday, February 13, 2013 at 11:00 a.m. in Room S308,
Education Centre, 1221 – 8 Street SW, Calgary, Alberta**

In Attendance:

Trustee Joy Bowen-Eyre, Chair, Policy Committee
Trustee Pat Cochrane, Policy Committee Member
Trustee Sheila Taylor, Policy Committee Member

The meeting began at 11:03 a.m.

1. Review of Committee Meeting Minutes of December 10, 2012

The Committee reviewed the Minutes of the meeting held December 10, 2012, and accepted them as presented.

2. Next Steps

The Committee discussed next steps with respect to Open Government. They reviewed the report that went to the Board of Trustees on November 27, 2012, containing background information of the issue. The Committee members agreed that the next step would be for them to obtain a better understanding of what open government looks like for a school board, to interpret the meaning of transparency, participatory, collaboration, and best practices, and to begin that work with input from individuals from other government departments, including Alberta Education.

Committee Chair J. Bowen-Eyre agreed to contact the relevant individuals from a handful of government offices to inquire about their interest for participating in this work, and to attempt to hold a meeting with them by the end of March 2013.

3. Next Committee Meeting

The Committee agreed to meet again by mid-March.

4. Adjournment

The meeting adjourned at 11:30 a.m.



**Minutes of the Private Meeting of the Policy Committee held on
Tuesday, April 2, 2013 at 10:00 a.m. in Room S308,
Education Centre, 1221 – 8 Street SW, Calgary, Alberta**

In Attendance:

Trustee Joy Bowen-Eyre, Chair, Policy Committee
Trustee Pat Cochrane, Policy Committee Member
Trustee Sheila Taylor, Policy Committee Member

The meeting began at 10:00 a.m.

5. Transparency and Open Government

At the Policy Committee meeting on February 13, 2013, it was agreed that Chair Bowen-Eyre would send out a communication to individuals in the province asking for their input towards an understanding of what transparency and open government looks like for a school board.

Chair Bowen-Eyre reported on her communications with the Honourable Don Scott, Associate Minister of Accountability, Transparency and Transformation; Ms. Jill Clayton, Information Privacy Commissioner; and Ms. Deb Tumbach, General Counsel, Alberta School Boards Association. She noted that she had no response from the Privacy Commissioner's office. She had a lengthy conversation with Ms. Tumbach and was informed that she would be on leave for the months of May and June and that she would submit her response and documents prior to the end of April. In her conversation with the Hon. D. Scott, she agreed to a meeting on April 17, 2013, and would prepare for the Deputy Minister information from the November 27, 2012 Board report and from the Board's policies.

6. To Do

- 2011/2012 Trustees' expenses (September 2012) to be posted online.
- Next Steps:
 - o Letter to Minister
 - o ASBA response
 - o FOIP Commissioner's Office – Chair Bowen-Eyre to follow up with Ms. Clayton

7. Adjournment

The meeting adjourned at 10:17 a.m.



**Minutes of the Private Meeting of the Policy Committee held on
Tuesday May 21, 2013 at 10:00 a.m. in Room S308,
Education Centre, 1221 – 8 Street SW, Calgary, Alberta**

In Attendance:

Trustee Joy Bowen-Eyre, Chair, Policy Committee
Trustee Pat Cochrane, Policy Committee Member
Trustee Sheila Taylor, Policy Committee Member
Janice Barkway, Corporate Secretary

Chair Bowen-Eyre called the meeting to order at 10:10 a.m.

Meeting with Minister Scott

The Committee members discussed the meeting held with Don Scott, Associate Minister of Accountability, Transparency & Transformation, Service Alberta, on April 17th. The Minister indicated that he had reviewed the CBE Governance Policies with an eye to transparency, and was very impressed with the CBE public reporting of expenses. No further changes were identified for CBE policies. The Whistleblower Legislation is expected to be approved shortly, and the government will be providing further training and instruction regarding the implementation of the Act once it is approved. Until such time, there are no further actions required.

Review of Correspondence

In response to Trustee Bowen-Eyre's requests to provide information or to meet with the Committee regarding Open Government, correspondence was received from Jeff Johnson, Minister of Education and Deb Tumbach, Solicitor, Legal Services, ASBA.

Committee members discussed the contents of the correspondence to determine if there were any follow-up actions identified - best practices for school boards in Alberta, learning opportunities for the Board, or policy amendments to promote transparency, participation and collaboration in CBE governance.

Committee members determined that the next steps should include a comparison of the disclosure practices of the four metro boards, to assist with identification of best practices. Ms. Barkway will provide further information in this regard.

A follow-up committee meeting will be scheduled in approximately two weeks in order to plan for the final report to the Board at the June 25th Board meeting, prior to the expiry of the ad hoc committee on June 30th, 2013.

The meeting adjourned at 10:50 a.m.



**Minutes of the Private Meeting of the Policy Committee held on
Monday, June 10, 2013 at Noon in Room S308,
Education Centre, 1221 – 8 Street SW, Calgary, Alberta**

In Attendance:

Trustee Joy Bowen-Eyre, Chair, Policy Committee
Trustee Pat Cochrane, Policy Committee Member
Trustee Sheila Taylor, Policy Committee Member
Janice Barkway, Corporate Secretary

Chair Bowen-Eyre called the meeting to order at 12:20 p.m.

Review of Best Practices Information

Ms. Barkway provided information that compared the availability of CBE on-line information with that of other metro school districts, and some of the larger urban and rural school districts. Of the school districts that were looked at, the CBE is the only one that has public disclosure of expenses on its website. Only two of the school districts live stream board meetings. In general, as well as specific to board-meeting related information (agendas and reports) the CBE website includes public disclosure of significantly more information than most of the other school districts. By May 31, several school districts did not yet have any information on the 2013-2014 budget on their website.

In terms of best practices related to transparency of information, it seems that the Calgary Board of Education is currently amongst the best practices. No other Alberta school districts that have greater transparency of information than the Calgary Board of Education were found.

Next Steps

As the Policy Committee is an ad hoc Committee with an anticipated expiry date of June 30, 2013, the Committee should report to the Board on June 18, 2013. The actions related to the purpose of the Committee and completion of the tasks was reviewed and will be summarized in the report. The Committee would also like to note that they believe that this is very important work, and that the Board should review the mandate of the Policy Committee at the next organizational meeting. Balancing transparency with appropriate privacy is an important consideration for school districts.

Responses to the Committee's requests for information will be attached to the report, assuming that appropriate consent is received to release the confidential information. Ms. Barkway will draft a report for review of committee members. Trustee Bowen-Eyre will review the cost of the legal response with ASBA.

The meeting adjourned at 1:22 p.m.

report to Board of Trustees

Revised Meeting Time Regular Board Meeting Scheduled for June 25, 2013

Date	June 18, 2013
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Janice R. Barkway Office of the Corporate Secretary
Purpose	Information
Governance Policy Reference	Governance Culture GC-2: Governing Commitments

1 | Recommendation

THAT the Board of Trustees approves that the regular Board of Trustees' meeting of June 25, 2013, be scheduled from 9:00 a.m. to 11:30 a.m., to be held in the Trustees' Hearing Room, Education Centre, 1221-8th Street SW, Calgary, AB.

2 | Issue

Section 66(2) of the School Act requires a resolution of the Board to establish the regular meetings of the Board. The resolution must state the date, time and place of the regular meeting.

Changing the commencement time of the June 25th Board Meeting will allow the Chair and senior Administration to attend an ASBA Orientation Workshop regarding teacher workload, which is scheduled to commence at noon on June 25, 2013.



report to Board of Trustees

Chief Superintendent's Update

Date	June 18, 2013
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board

1 | Recommendation

It is recommended:

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

2 | Issue

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

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



Finance

2012-2013 3rd Quarter Operating Budget Variance Report

As reported in the second quarter report:

The 2012-13 second quarter forecast incorporates the changes related to September 30, 2012 enrolment counts. This results in increased revenues and expenses over the budget approved in May 2012.

The Calgary Board of Education is forecasting a reduction in the operating deficiency despite the elimination of AISI and the Fuel Price Contingency grants as announced on March 7, 2013. As a result, funding is available to maintain AISI programming in 2012-13 and to reduce the use of amortization reserves to support operations.

Attachment I highlights variances between the approved budget and the forecasted revenue and expense for the year ended August 31, 2013. Explanations have been provided for variances above 1% in accordance with Operational Expectations 6 – Financial Administration. In alignment with the 2012-13 Operating Budget, expenditures are reported by program (also known as “block”) and by object.

This spring, the CBE performed its periodic review of the allocation of expenses among blocks. These reallocations are reflected in the 2012-23 forecast for the year ended August 31, 2013, and the 2012-13 figures have been reclassified for comparative purposes.

In the third quarter, the forecasted deficit is \$7.5 million which is a decrease of \$4.1 million from what was reported in the second quarter report. This is due to a change in accounting policy whereby technology replacement costs will be capitalized rather than expensed. The overall net financial position forecasted is unchanged.

2012-2013 3rd Quarter Capital Budget Variance Report

The 2012-13 Quarterly Capital Budget Status & Variance Report highlights variances between the current approved budget and estimated capital expenditures for the year ended August 31, 2013. Explanations have been provided for all variances above 1% in accordance with our interpretation of Operational Expectations 6 – Financial Administration.



Attachment II - Quarterly Capital Budget Status Report, Summary of Board Funded Capital Investments - Non-Facility, provides an overall summary of the non-facility capital projects and their related funding.

Attachment III - Quarterly Capital Budget Status Report, Summary of Multi Year Facility Projects, reflects Alberta Government funded school and portable classroom projects and Board Funded Capital

David Stevenson

For:

NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

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Attachments I – Operating Budget Variance Report Q3 2012-13

Description	2012-2013 Approved Budget (A)	Forecast for the year ended Aug 31, 2013 (B)	Variance Favourable/ (Unfavourable)	Variance Favourable/ (Unfavourable)	Note
	(\$000's)	(\$000's)	(\$000's)	%	Variances >1%
REVENUE					
Government of Alberta	1,040,531	1,051,921	11,390	1.1%	(1)
Fees	30,856	31,562	706	2.3%	(2)
Other sales and services revenue	20,295	21,011	716	3.5%	(3)
Amortization of capital allocations revenue	29,606	28,912	(694)	(2.3)%	(4)
All other revenues	31,582	33,336	1,754	5.6%	(5)
Total revenue	1,152,870	1,166,742	13,872	1.2%	
EXPENSE BY PROGRAM					
Instruction	922,616	923,019	(403)	(0.0)%	
Plant operations and maintenance	141,308	142,153	(845)	(0.6)%	
Transportation	39,012	40,551	(1,539)	(3.9)%	(6)
Administration	37,941	40,227	(2,286)	(6.0)%	(7)
External services	28,073	28,324	(251)	(0.9)%	
Total expense	1,168,950	1,174,274	(5,324)	(0.5)%	
EXPENSE BY OBJECT					
Certificated salaries, wages and benefits expense	681,504	685,042	(3,538)	(0.5)%	
Non-certificated salaries, wages and benefits expense	235,032	234,262	770	0.3%	
Services, contracts and supplies expense	197,820	204,575	(6,755)	(3.4)%	(8)
Amortization expense	52,101	47,902	4,199	8.1%	(9)
Interest on capital debt expense	1,116	1,116	-	0.0%	
All other expenses	1,377	1,377	-	0.0%	
Total expense	1,168,950	1,174,274	(5,324)	(0.5)%	
Operating excess/(Deficiency) for the year	(16,080)	(7,532)	8,548	(53.2)%	
Transfer from/(to) operating reserves/designated funds					
Transfer from/(to) operating reserves	10,001	9,345	(656)	(6.6)%	(10)
Transfer from/(to) designated funds - schools	-	1,127	1,127	100.0%	(11)
Transfer from/(to) designated funds - Service unit	-	1,514	1,514	100.0%	(11)
	10,001	11,986	1,985	19.8%	
Add/(deduct) capital items paid by operating funds					
Capital assets acquired	(18,500)	(37,291)	(18,791)	(101.6)%	(12)
Transfer from school purchased assets	2,500	2,500	-	0.0%	
Capital asset amortization	22,495	18,990	(3,505)	(15.6)%	(13)
Debt repayments	(2,600)	(2,210)	390	15.0%	(14)
Transfer from capital carry forwards	-	11,373	11,373	100.0%	(15)
Transfer (to) capital carry forwards	-	-	-	0.0%	
	3,895	(6,638)	(10,533)	(270.4)%	
Transfer from/(to) capital reserves					
Building and equipment reserves	-	-	-	0.0%	
Draw from (add to) unrestricted net assets	2,184	2,184	-	0.0%	
Net operating (deficit)/surplus	-	-	-	0.0%	

(A) Approved by the Board of Trustees on May 29, 2012. Some numbers have been reclassified for comparative purposes.

(B) The 2012-13 forecast reflected the reallocations of expenses among blocks as determined by the CBE's periodic review.

Notes to Attachment I:

Revenue:

- (1) The increase of Government of Alberta revenues is the result of:
 - enrolment growth above projections;
 - recognition of revenue for long term projects where completion was delayed from 2011-12. This revenue offsets the related unbudgeted costs, and;
 - grant reductions of \$3.8M related to AISI and the fuel contingency grant supporting transportation services for students as announced in the March 7, 2013 Provincial Budget.
- (2) The increase in Fees includes an increase in transportation fees based on a higher number of bused students than projected.
- (3) The increase in Other sales and services revenue includes the recognition of revenue for long term projects like Energy Literacy in Action and Open Minds where completion was delayed from 2011-12. This revenue offsets the related unbudgeted costs.
- (4) The decrease in Amortization of capital allocation revenue is due to delayed completion of capital projects in 2011-12. The recognition of capital allocation revenue does not commence until the asset is substantially complete and has been put into use.
- (5) The increase in All other revenue is due to higher than planned donation revenues. Donation revenue is inherently variable and subject to school specific circumstances.

Expense by program:

- (6) The increase in Transportation costs is due to a greater number of attendants on buses than budgeted.
- (7) The increase in Administration costs consists of higher than expected election costs from the City of Calgary, completion of 2011-12 projects as described in Note (1), and costs associated with service delivery transformation.

Expense by object:

- (8) The increase in Services, contracts and supplies expenses consists of increased program needs due to higher than planned enrolment, the carry forward of designated funds from 2011-12, spending to support safety code compliance at school shops and the Career & Technology Centre. The overall cost increase is offset by \$4.1M of technology replacement costs that have been reclassified as capital rather than operating due to an accounting policy change.
- (9) The decrease in Amortization expenses is due to delayed completion of capital projects in 2011-12.

Other:

- (10) The decrease in the Transfer from operating reserves is the result of the reduction in operating deficiency in the year offset by the use of reserves to cover the Mar 7, 2013 budget cuts to AISI and the fuel price contingency grant.
- (11) The increase is due to anticipated use of designated funds approved by the Board of Trustees on November 6, 2012.
- (12) The increase in Capital assets acquired consists of: \$11.3M anticipated use of designated funds approved by the Board of Trustees on November 6, 2012; \$4.1M of technology replacement costs that will be capitalized due to an accounting policy change, and; additional operating funds being made available to reduce the use of amortization reserves to support operations.
- (13) The decrease in Capital asset amortization is due to delayed completion of capital projects in 2011-12.
- (14) The decrease in Debt repayments is due to actual spending in 2011-12 related to energy retrofit projects being lower than expected, resulting in lower than budgeted payments in 2012-13.
- (15) The increase in Transfer from capital carry forwards is due to \$11.3M anticipated use of designated funds approved by the Board of Trustees on November 6, 2012 due to delay in completion of capital projects that were carried forward.

Attachments II – 2012-13 3rd Quarter Capital Budget Status Report, Summary of Board Funded Capital Investments - Non-Facility

	Total Approved Budget and Carry Forwards ^(A)	Costs to Date (\$000's)	Forecast Costs to Complete	Total Costs	Variance		Variance >1% Note	Estimate 2013-14 (\$000's)	Estimate 2014-15 (\$000's)
					Favorable / (Unfavorable) (\$000's)	%			
Capital Lease Payments (Contracts)									
Performance Contracts	2,600	303	1,907	2,210	390	15.0%	(1)	3,158	3,664
Total Capital Lease Payments (Contracts)	\$ 2,600	303	1,907	2,210	390	15.0%		3,158	3,664
Non-Facility Related Projects									
Strategic	3,200	1,607	1,461	3,069	131	4.1%	(2)	1,175	400
Enhancement	9,868	3,300	5,810	9,110	758	7.7%	(3)	7,040	5,160
Maintenance	7,509	4,193	11,668	15,861	(8,352)	(111.2)%	(4)	8,638	7,036
Total Non-Facility Related Projects	\$ 20,577	9,101	18,939	28,040	(7,463)	(36.3)%		16,853	12,596
Funding Held for Projects to be Identified	45	-	-	-	45	100.0%	(5)	3,347	7,604
	45	-	-	-	45	100.0%		3,347	7,604
Total Non-Facility Capital Expenditures	\$ 23,222	9,404	20,846	30,250	(7,028)	(30.3)%		23,358	23,864
Financed by the Following:									
Targeted Grant	-	-	754	754				-	-
Funding for Computer Replacement		126	4,011	4,138				4,200	4,200
Amortization Reserve	16,100	5,457	12,778	18,235				11,058	17,164
Designated Capital Funds	4,622	2,902	1,720	4,622				5,600	-
School Purchased Assets	2,500	919	1,581	2,500				2,500	2,500
Total Non-Facility Capital Financing	\$ 23,222	9,404	20,846	30,250				23,358	23,864

^(A) Non-Facility budget of \$18,600 approved by Board of Trustees on May 15, 2012. Carryforward budget amount of \$4,622 approved by Board of Trustees on Nov 6, 2012

- 1) Actual spending in 2011-2012 relating to energy retrofits was lower than expected, resulting in lower than budgeted payments in 2012-13.
- 2) Reduced scope on the Parent/Partner ID/Access Management project.
- 3) Cost of Anti Virus Infrastructure Upgrade was less due to the use of in-house resources, and carryover of portion of Enterprise Portal Deployment Expansion project.
- 4) Cost increase on Finance systems upgrades, Highfield transformer replacement, Paint shop ventilation project, and CTC Safety Infrastructure; \$4.1 million of technology replacement costs that will be categorized as capital rather than operating due to a change in accounting policy, and \$3.5 million in previously unallocated funding now planned for technology replacement.
- 5) Funding reassigned to other projects.

Definitions:

Strategic - Projects that open up new horizons, learning methods, organization models, and value propositions that cut across the organization or physical facility.
Enhancement - Projects that improve or extend the functionality of existing systems, technologies, and processes.
Maintenance - Projects that are required to maintain current systems and keep them in good working condition.

Attachments III – 2012-13 3rd Quarter Capital Budget Status Report – Multi Year Facility Projects

	Total Approved Budget and Carry Forwards	Costs To Date	Forecast Costs to Complete	Total Costs	Variance Favorable / (Unfavorable)	Variance >1% Note
		(\$000's)			(\$000's)	%
2012/13 Capital Projects - All Funded						
West High School - Ernest Manning Replacement	52,461	52,546	-	52,546	(86)	0.2%
Chinook Learning Centre Modernization	10,500	180	10,320	10,500	-	
P3 Middle School Equipment (Nose Creek, Cap Nichola Goddard, Ted Harrison, and Twelve Mile Coulee)	8,632	7,625	1,007	8,632	-	
P3 Senior High Equipment (Robert Thirsk Senior high)	4,488	416	4,072	4,488	-	
McKenzie Towne Portables	216	216	-	216	-	
Panorama Portables	307	268	39	307	-	
Sub-total	76,602	61,251	15,438	76,689	(86)	
2012/13 Other Capital Projects - Board Funded						
Dr. Carl Safran/Conference Centre, New Education Centre Furniture and Technology Requirements, Connaught Modernization and Addition	53,429	53,429	-	53,429	-	
Administration Building Renovations	270	178	92	270	-	
Secondary Data Centre	1,605	1,413	946	2,359	(754)	47.0% (1)
New School Commissioning (P3 4 Middle Schools)	2,881	2,881	-	2,881	-	
New School Commissioning (P3 Robert Thirsk Senior High)	1,411	545	866	1,411	-	
Sub-total	59,597	58,446	1,904	60,350	(754)	
Total - Facility Related Capital Expenditures	136,199	119,697	17,342	137,039	(840)	
Financed by the Following:						
Alberta Infrastructure Funded Approvals	76,602	61,251	15,438	76,689		
Charges made to Operations/Capital Reserve in Previous Years	52,845	52,845	-	52,845		
Designated Funds - Capital Carry Forward	6,752	5,585	1,166	6,751		
Amortization Reserve		16	738	754		
Total Facility Related Capital Financing	136,199	119,697	17,342	137,039		

(1) Increased costs identified from re-evaluation of project scope.

report to Board of Trustees

Three-Year System Student Accommodation Plan (2013-2016)

Date	June 18, 2013
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Information
Originator	Frank J. Coppinger, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board OE-9: Communicating With the Public OE-12: Facilities
Resource Person(s)	Jeannie Everett, Director, Area I Susan Church, Director, Area II Dr. Dianne Yee, Director, Area III Calvin Davies, Director, Area IV Sydney Smith, Director, Area V Elizabeth Gouthro, Acting Superintendent, Learning Services Dr. Donna Crawford, Acting Director, Planning, Transportation and Environmental Services Anne Trombley, Supervisor, Planning, Transportation and Environmental Services Adelle Palmer, Community Engagement Consultant, Planning, Transportation and Environmental Services

1 | Recommendation

It is recommended:

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



2 | Issue

In order to keep the Board informed in a timely manner of trends, facts and other information relevant to the Board's work, a Three-Year System Student Accommodation Plan is produced on a yearly basis, and published on behalf of the Board for the public. This report 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.

3 | Analysis

This report identifies student accommodation challenges for the 2013-2016 school years. It includes changes to be implemented for the 2013-2014 school year resulting from initiatives and engagements completed in the 2012-2013 school year as well as those challenges that can be anticipated for the next three years.

Student accommodation planning is an on-going process that reflects the ever-changing needs of the system. In consultation with Education Directors and the Director of Learning Support, accommodation challenges have been identified for the 2013-2016 school years. It is in this context that Superintendents' Team utilizes a whole system perspective and provides strategic direction with respect to educational programming and student accommodation planning.

Engagement of community stakeholders is undertaken by the members of the planning team, in collaboration with Area Directors.

Engagement issues may include:

- Attendance area changes
- Grade configuration changes
- Designation changes
- Consideration of closure
- Systemic alternative program changes
- Emergent issues

Accommodation planning decisions take into account feedback from community stakeholders when considering scenarios and then implementing accommodation changes. For many of these issues, responsibility for decision making lies with Administration. Superintendents' Team regularly reviews all engagement plans, for information, to provide feedback or for ultimate decision making as is appropriate to the individual circumstances. In the case where the recommendation involves a consideration of closure, sole responsibility and authority resides with the Board of Trustees and provincial legislation is followed.

A timely flow of information to the public and commitment to two-way communication that builds understanding and support for organizational efforts is reflected in all planning work. A comprehensive record of each project, including information presented to stakeholders such as growth patterns and assumptions

on which accommodation plans are based, is posted on the system website and attached to the website of relevant schools.

Although various stakeholders will inevitably hold differing opinions on the outcome of any individual accommodation decision, the process is clear and opportunities for stakeholder engagement are provided in alignment with the appropriate level of engagement for the specific initiative.

The *Three-Year System Student Accommodation Plan – Active Projects 2013-2016 (Attachment I)* outlines the accommodation issues that Planning, Transportation and Environmental Services staff, in conjunction with Education Directors, are currently working on. Included as well are identified projects where work has not yet started and newly identified projects.

Changes that will occur for the 2013-2014 school year are detailed in *Student Designation and Grade Configuration Changes for 2013-2014 (Attachment II)*.

The *Three-Year System Students Accommodation Plan Completed Projects 2012-2013 (Attachment III)*, details the projects that were completed prior to May 31, 2013. All three of these attachments are updated annually and are also posted on the CBE website.

Community Engagement Initiatives 2012-2013 (Attachment IV), is a summary of the major work with communities over the past year. This information is posted on the website during the engagement process and allows stakeholders access to all information presented at meetings and feedback collected throughout the engagement process. <http://www.cbe.ab.ca/Schools/ceop/projects.asp>

A summary of the process for implementation of the three year plan is provided in **Attachment V**.

4 | Financial Impact

The financial impact of any attendance area and designation changes will reflect the results of the community engagements, and be dependent upon decisions made through the student accommodation planning process that are reflective of each individual accommodation challenge.

With the change from executive limitations to operational expectations, the addition of an impacts column in **Attachment I** provides the human and financial impacts of accommodation decisions, where such are possible to determine. Reported impacts may include: number of students affected by the change; increase or decrease of transportation costs; and anticipated costs of new programs.

5 | Conclusion

Directors and Planning/Transportation team members work jointly on student accommodation plans to ensure that overall system needs and perspectives are incorporated within the values and policies of the Calgary Board of Education.

Communication plans are developed to ensure that all changes are appropriately communicated to internal and external stakeholders in a timely and understandable manner.



NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

- Attachment I: Three-Year System Student Accommodation Plan Active 2013-2016
- Attachment II: Student Designation and Grade Configuration Changes for 2013-2016
- Attachment III: Three-Year System Student Accommodation Plan Completed 2012-2013
- Attachment IV: Community Engagement Initiatives 2012-2013
- Attachment V: Three-Year System Student Accommodation Plan Process

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ACTIVE PROJECTS

Attachment I

Page 1

Three-Year System Student Accommodation Plan 2013-2016

Multiple Areas Year Identified	Program/Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
Project M1 Ongoing 2010-2011	Career and Technology Studies Strategy	Areas I, II, III, & V	Junior, Middle and Senior High	The Career and Technology Studies Strategy could impact student accommodation in some schools.	CBE has requested \$32 million in capital funding in the 2013-2016 School Capital Plan.	Other costs and impacts TBD once provincial funding approved.
Project M2 Pending 2010-2011	Alternative Science	Areas II & III	Langevin and others TBD	Area III students continue to access kindergarten to Grade 9 Science programming at a school in Area II. Opportunities to move these students closer to their homes will be explored.		Any future expansion of alternative programs is pending the availability of resources and space.
Project M3 Pending 2011-2012	Alternative French Immersion	Mayland Heights, Vista Heights, Area III	Mayland Heights and others TBD	Area III students continue to access kindergarten to Grade 6 French Immersion programming at a school in Area II. Opportunities to move these students closer to their homes will be explored.	228 students from Area III currently attend Mayland Heights School in French Immersion.	There is a need to review the student designations for Area III elementary students currently designated to Area II schools for French Immersion programming
Project M4 Ongoing 2012-2013	Chinook Learning Services	TBD	TBD	Partial provincial funding has been received to support the relocation of Chinook Learning Services from Viscount Bennett School.	Staff at Viscount Bennett School would be relocated.	Engagement with other communities will occur once the CBE vision for the future of Chinook Learning Services is determined.

ACTIVE PROJECTS

Attachment I

Page 2

Multiple Areas Year Identified	Program/ Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
Project M5 Ongoing 2012-2013	Full Day Kindergarten	All Areas	TBD	The province has indicated a desire to expand full day kindergarten programming opportunities.		Detailed review of the impacts will be undertaken once the Alberta Education communicates their direction to school boards.
Project M6 Ongoing 2012-2013	Aboriginal	All Areas	TBD	Funding for a major modernization has been requested for students in an Aboriginal School.		Pending funding announcement from Alberta Education.
Project M7 Ongoing 2012-2013	French Immersion	All Area III	Bob Edwards, Mayland Heights	There is an opportunity to review the grade configuration for kindergarten to grade 9 French Immersion students in Area III.		
Project M8 Ongoing 2012-2013	Regular	Sage Hill	G.P. Vanier, F.E. Osborne	There is need to review the junior high school regular program designation for grade 7-9 students living in Sage Hill.		Approximately 10 stakeholders attended one meeting that has been held to date.
Project M9 New 2013-2014	Spanish Bilingual	Area II and Area IV	William Aberhart and others to be determined	Area IV students in Spanish Bilingual at Bishop Pinkham School will graduate from grade 9 in June 2015. A high school designation is needed for the students for September 2015.		
Project M10 New 2013-2014	Spanish Bilingual	Area I and II	W.O. Mitchell, Dalhousie	An Expression of Interest is required to determine the grade configuration for the new Spanish Bilingual Program that will open at W. O. Mitchell School in September 2014.		

ACTIVE PROJECTS

Attachment I

Page 3

Multiple Areas Year Identified	Program/Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
Project M11 New 2013-2014	Chinese (Mandarin) Bilingual	Area I, II, III and IV	Highwood, Marion Carson	An Expression of Interest is required to determine the grade configuration for the new Chinese (Mandarin) Bilingual Program that will open at Marion Carson School in September 2014.		
Project M12 New 2013-2014	Regular	Area II and III	Crescent Heights, James Fowler, Lester B. Pearson, Forest Lawn, Jack James	The approval of a new high school to be built in NE Calgary will have an impact on enrolment at several high schools.		
Project M13 New 2013-2014	Regular	Saddle Ridge	Saddle Ridge, Colonel Macleod	The approval of a new middle school for Saddle Ridge in Area III will have an impact on enrolment at Colonel Macleod School in Area II		
Project M14 New 2013-2014	National Sport School (NSS)	All Areas	TBD	Construction of a new facility for the National Sport School at Canada Olympic Park is on hold. An alternative accommodation plan may need to be determined for NSS.		
Project M15 New 2013-2014	Juno Beach	All Areas	Dr. Norman Bethune	Enrolment in Juno Beach Academy is low and declining.		

ACTIVE PROJECTS

Attachment I

Page 4

Area I Year Identified	Program/ Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
Project AI-1 Ongoing 2012-2013	Regular	Tuscany	Twelve Mile Coulee and others to be determined	Enrolment at Twelve Mile Coulee School is expected to exceed capacity by September 2014 or 2015. An overflow bus receiver for grade 4 to 9 students in Tuscany is needed.		Monitor enrolment at Captain Twelve Mile Coulee School.
Project AI-2 New 2013-2014	Regular	Rocky Ridge/ Royal Oak	Royal Oak, Belvedere Parkway, Simon Fraser, T.B. Riley	The approval of a new middle school for Rocky Ridge/Royal Oak will have an impact on enrolment at several Area I schools.		

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ACTIVE PROJECTS

Attachment I

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Area II Year Identified	Program/ Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
Project All-1 Ongoing 2010-2011	Regular	Mayland Heights	Mayland Heights and other TBD	Enrolment in the regular program at Mayland Heights School is low.	88 students are projected in the regular program at Mayland Heights School for Sept. 2013.	In September 2012, Grade 5 and 6 regular program students were designated to Sir John Franklin and Belfast due to insufficient enrolment. Administration continues to monitor the regular program enrolment at Mayland Heights School.
Project All-2 Ongoing 2010-2011	Regular	Evanston	Cambrian Heights and others TBD	The approval of a new elementary school in Evanston will have an impact on enrolment at Cambrian Heights School. Evanston is a new and developing community and enrolment is projected to increase. A second bus receiver school may be required in the short- term until the new school in Evanston opens.		Monitor enrolment at Cambrian Heights School.
Project All-3 Ongoing 2010-2011	Regular, TLC, Chinese (Mandarin) Bilingual	Various	Colonel Irvine	Effective September 2013, Colonel Irvine School will accommodate a regular program and 2 alternative programs. Enrolment in the regular program is low and declining and enrolment in the alternative programs is increasing.		Monitor enrolment at Colonel Irvine School.

ACTIVE PROJECTS

Attachment I

Page 7

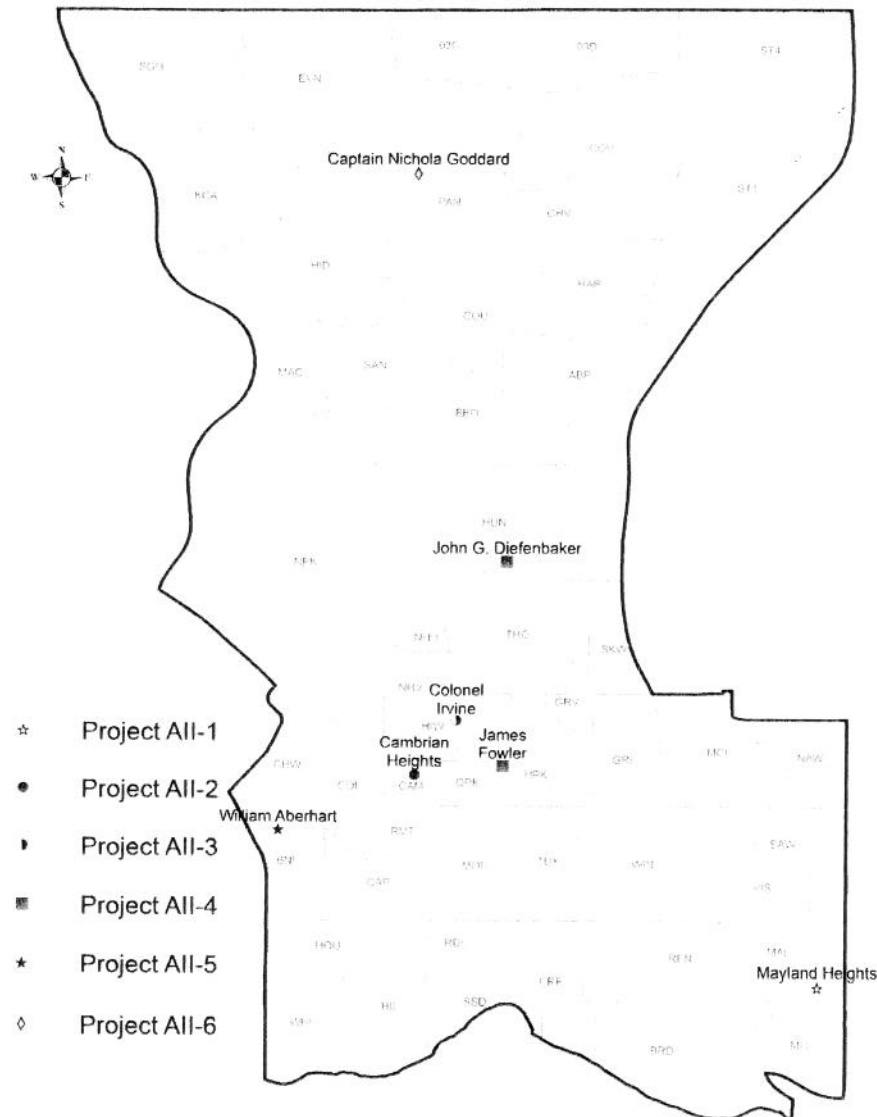
Area II Year Identified	Program/ Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
Project All-4 Ongoing 2010-2011	Regular	North Haven (Upper)	James Fowler, John G. Diefenbaker	There is a need to review the grade 10-12 regular program school designation for students living in North Haven (Upper).		
Project All-5 Ongoing 2012-2013	Regular	Charleswood, Collingwood, Banff Trail	William Aberhart and TBD	The opening of Robert Thirsk High School in NW Calgary will have an impact on regular program enrolment at William Aberhart High School. Robert Thirsk High School opens in September 2013.	For Sept. 2013 enrolment in the regular program is projected to be approximately 540 students.	Monitor enrolment at William Aberhart High School.
Project All-6 New 2013-2014	Regular	Panorama	Captain Nichola Goddard and others TBD	Enrolment at Captain Nichola Goddard School is expected to exceed capacity by September 2014 or 2015. An overflow bus receiver for grade 4 to 9 students in Panorama is needed.		Monitor enrolment at Captain Nichola Goddard School.

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Area II Active Projects



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Area III Year Identified	Program/ Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
Project AIII-1 Ongoing 2007- 2008	Regular	Albert Park, Applewood Park, Forest Heights, Forest Lawn, Penbrooke Meadows, Radisson Heights, Red Carpet	Ernest Morrow, G.W. Skene, James Short Memorial, Keeler, Patrick Airlie, Penbrooke Meadows, Radisson Park, Sir Wilfrid Laurier	Enrolments from the residential districts South of Memorial Dr. S.E. provide an opportunity to explore programming options for Kindergarten to grade 9 students.		An initial Stakeholder meeting was held on May 31, 2012. No changes have occurred to date. This issue will continue to be addressed with stakeholders during the 2013-2014 school year.
Project AIII-2 Ongoing 2009- 2010	Regular	Dover	Ian Bazalgette, Valley View, Erin Woods, West Dover	Enrolment from the residential district of Dover provides an opportunity to review the accommodation needs for kindergarten to Grade 9 students.		An initial Stakeholder meeting was held on May 31, 2012. No changes have occurred to date. This issue will continue to be addressed with stakeholders during the 2013-2014 school year.
Project AIII-3 Ongoing 2010- 2011	Alternative (Traditional Learning Centre)	Area III	Chris Akkerman, Sir Wilfrid Laurier, Chief Justice Milvain, Annie Gale	There is a need to continue to monitor enrolment and grade configurations for the Traditional Learning Centre Program. There is a need to do an Expression of Interest to determine the grade configuration for the new program at Annie Gale.		A new TLC middle school for students living in Taradale, Coral Springs and Whitehorn is planned to open at Annie Gale School in September 2014.

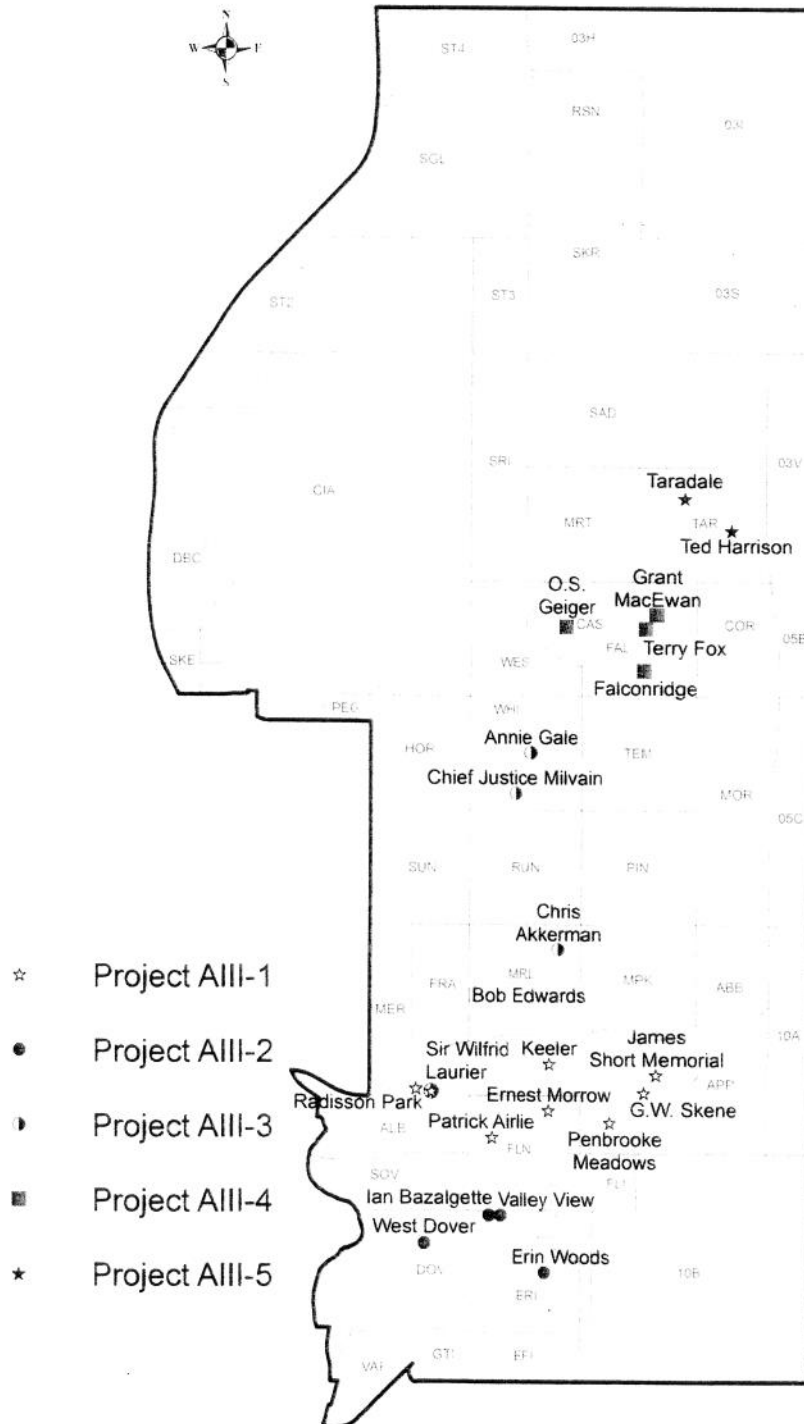
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Area III Year Identified	Program/ Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
Project AIII-4 Ongoing 2012- 2013	Regular	Castleridge, Falconridge, Martindale	O.S. Geiger, Grant Macewan, Falconridge, Terry Fox	Enrolment from the residential districts of Castleridge and Falconridge provides an opportunity to review the accommodation needs for kindergarten to Grade 9 students.		
Project AIII-5 Ongoing 2012- 2013	Regular	Taradale	Taradale, Ted Harrison	There is a need to monitor the enrolment for kindergarten to Grade 9 regular programming at both schools in Taradale.		

Area III Active Projects



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Area IV Year Identified	Program/ Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
Project AIV-1 Pending 2009-2010	Regular	Rosscarrock	Rosscarrock	There is excess capacity at Rosscarrock School.		
Project AIV-2 Ongoing 2009-2010	Regular	Inglewood, Ramsay	Colonel Walker, Piitoayis, Ramsay	Regular program enrolment at Ramsay School and Colonel Walker School is low.	99 students are projected at Ramsay School and 105 students are projected at Colonel Walker School for Sept. 2013.	
Project AIV-3 Pending 2011-2012	Regular	CFB Currie Lincoln Park PMQ, Lakeview, Lincoln Park (south of Mount Royal University)	A.E. Cross, Bishop Pinkham	With the change to the elementary designation, there is a need to review the junior high designation for CFB Currie Lincoln Park PMQ, Lincoln Park (south of Mount Royal University).		
Project AIV-4 Pending 2012-2013	Regular	Ogden	Banting and Best, Sherwood	There is an opportunity to consolidate the regular programs from Banting and Best School and Sherwood School at Sherwood School.		

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Area IV Year Identified	Program/ Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
Project AIV-5 New - Emergent 2012- 2013	Spanish Bilingual and French Immersion	Area IV	Westgate, Bishop Pinkham and others to be identified	Westgate School was at capacity in September 2012 and projected to be over capacity for September 2013.	<p>Approximately 750 stakeholders signed in and participated at three meetings.</p> <p>Approximately 410 stakeholders participated in an online Thoughtstream (TS) engagement process.</p> <p>There are 106 grade 5 students projected in French Immersion and Spanish Bilingual at Bishop Pinkham School for September 2013.</p> <p>The cost of implementation is approximately \$10,000.</p> <p>Transportation costs increase by approximately \$55,000 for Sept. 2013.</p>	<p>Effective September 2013, grade 5 students in both French Immersion and Spanish Bilingual will be accommodated at Bishop Pinkham School and Westgate School will accommodate kindergarten to grade 4 students.</p> <p>Even with the change in grade configuration, Westgate School will reach capacity in 1-2 years based on current enrolment trends. A longer term solution for accommodating students in the Spanish Bilingual program is required for September 2014.</p>

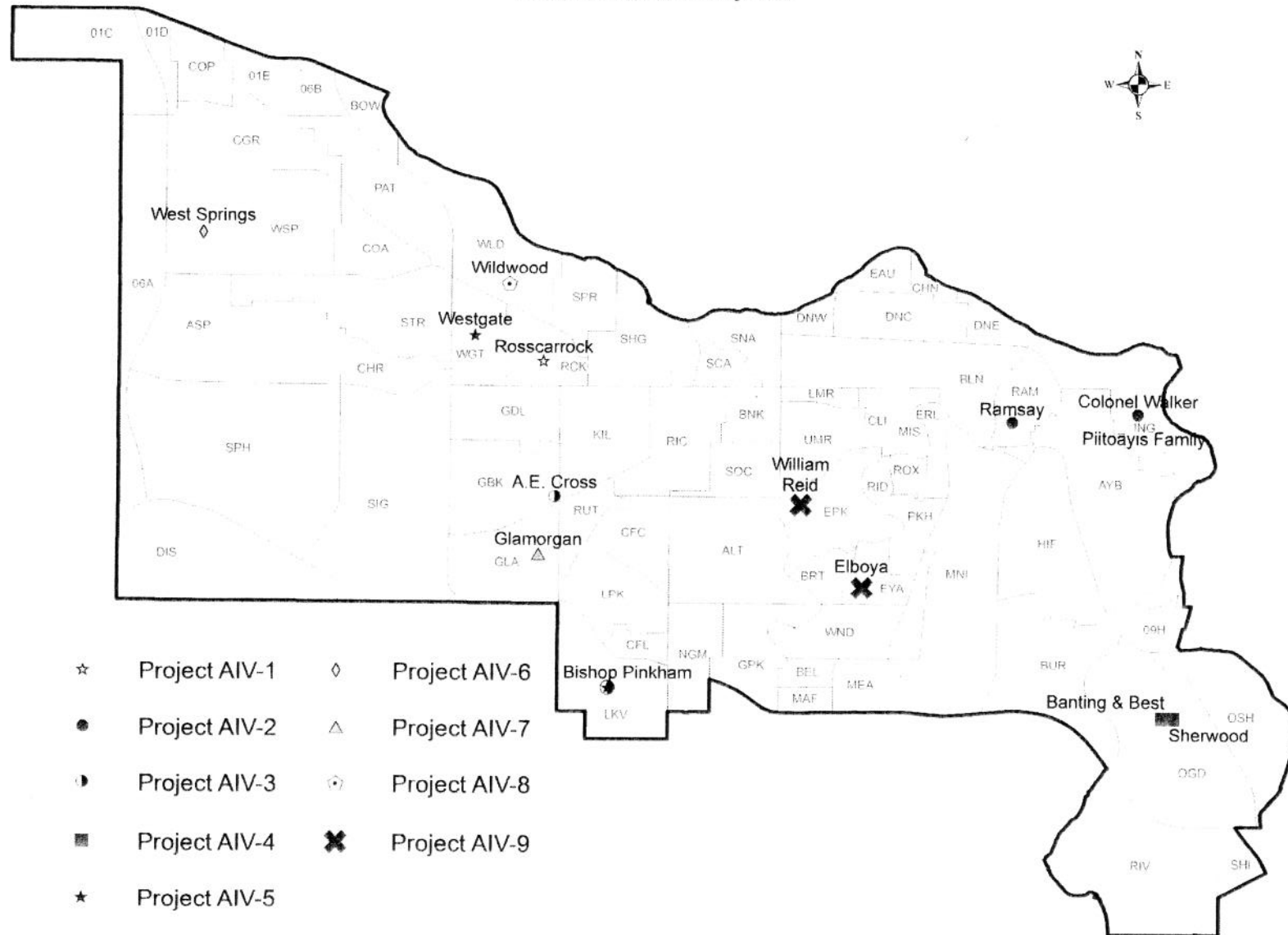
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Area IV Year Identified	Program/ Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
Project AIV-6 New 2013-2014	Regular	West Springs	West Springs and others to be determined	Enrolment at West Springs School is expected to exceed capacity by September 2014. An overflow bus receiver for kindergarten to grade 6 students in West Springs is needed.		Monitor enrolment at West Springs School.
Project AIV-7 New 2013-2014	TLC (Traditional Learning Centre)	Area IV	Glamorgan and others to be determined	Glamorgan school is at capacity and unable to accommodate all Area IV students who apply to the TLC.		Monitor enrolment at Glamorgan School.
Project AIV-8 New 2013-2014	Regular	Cougar Ridge	Wildwood and others to be determined	Enrolment at Wildwood School is expected to exceed capacity by September 2014. An overflow bus receiver for kindergarten to grade 6 students in Cougar Ridge is needed.		Monitor enrolment at Wildwood School.
Project AIV-9 New 2013-2014	French Immersion	Various Area IV	William Reid and Elboya	Enrolment at William Reid is increasing and a grade configuration change may be required.		

Area IV Active Projects



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Area V Year Identified	Program/ Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
Project AV-1 Ongoing 2007-2008	Regular	Braeside, Cedarbrae, Oakridge, Palliser, Pump Hill, Tsuu T'ina	Braeside, Cedarbrae, Louis Riel, Nellie McClung, John Ware	Regular program enrolment from the residential districts of Braeside, Cedarbrae and Oakridge is declining and suggests a need for a review of student accommodation for kindergarten to Grade 6.	Approximately 22 stakeholders signed in and participated at two meetings to date. Approximately 95 stakeholders signed in and participated in the online Thoughtstream (TS) engagement process to date.	An initial online Thoughtstream (TS) engagement took place in May 2013 to collect feedback on 4 proposed scenarios. Feedback will be reviewed to determine next steps in the engagement process with stakeholders. Changes are anticipated for September 2014. A parallel engagement process is occurring with stakeholders for the Tsuu T'ina Nation to determine the future programming opportunities for students.

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Area V Year Identified	Program/ Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
Project AV-2 Ongoing 2011-2012	Regular	McKenzie Towne, New Brighton	David Thompson and others TBD	Enrolment at David Thompson School is projected to exceed instructional space available in the next 2-3 years. In anticipation, CBE's Three-Year Modular Accommodation Strategy identified the need for four modular classrooms.	Should the funding not be realized or delayed, an overflow bus receiver school will be needed in the future.	Current enrolment projections do not indicate a need for additional capacity at David Thompson School for the 2013- 2014 school year. Administration will continue to monitor enrolment at David Thompson School.
Project AV-3 Ongoing 2011-2012	Regular	Silverado	Centennial, Dr. E.P. Scarlett, Henry Wise Wood, Lord Beaverbrook	The high school designation for the residential district of Silverado will be reviewed when sufficient space is available at Centennial High School.		
Project AV-4 Pending 2012-2013	Regular	Lake Bonavista	Lake Bonavista and others TBD	Enrolment in the regular program at Lake Bonavista School is low.	76 k-4 students are projected in the regular program for September 2012.	
Project AV-5 New 2013-2014	TLC (Traditional Learning Centre)	Area V	Le Roi Daniels, Fairview, others to be determined	Enrolment at both Le Roi Daniels and Fairview School is at capacity and they may not be able to accommodate all students in Area V who want to enrol in TLC in the future.		Monitor enrolment at Le Roi Daniels and Fairview Schools

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Area V Year Identified	Program/ Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
Project AV-6 New 2013-2014	Spanish Bilingual	Area V	Canyon Meadows, Robert Warren and others to be determined	Enrolment at Canyon Meadows is projected to be over capacity for September 2014 and the school may not be able to accommodate all students in Area V who want to enrol in Spanish Bilingual in the future.		Monitor enrolment at Canyon Meadows School.
Project AV-7 New 2013-2014	Mandarin Bilingual	Area V	Midnapore and others to be determined	Enrolment in Mandarin Bilingual is growing. There is a need to monitor enrolment and identify a middle and/or junior high school site in the future.		
Project AV-8 New 2013-2014	Regular	Legacy	Fish Creek, MidSun and others to be determined	The initial regular program designation for kindergarten to grade 9 students in Legacy is the same as the designation for students in Walden to minimize transportation costs. As enrolment from the community of Walden grows over the next 3-5 years, there may be a need to redesignate students in the regular program.		

ACTIVE PROJECTS

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Area V Year Identified	Program/ Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
Project AV-9 New 2013-2014	Regular	McKenzie Towne	McKenzie Towne and others to be determined	Enrolment at McKenzie Towne School is expected to exceed capacity by September 2014. An overflow bus receiver for kindergarten to grade 4 students in McKenzie Towne is needed.		The addition of 2 modular classrooms for September 2013 provides the space required to accommodate kindergarten to grade 4 regular program students in McKenzie Towne for the 2013- 2014 school year.
Project AV-10 New 2013-2014	Regular	Evergreen	Evergreen	Enrolment at Evergreen School is expected to exceed capacity in the future. An overflow bus receiver for kindergarten to grade 4 students in Evergreen is needed.		Monitor enrolment at Evergreen School.
Project AV-11 New 2013-2014	French Immersion	Various Area V	Janet Johnstone, Harold Panabaker	Enrolment in the French Immersion program at Janet Johnstone School is increasing and is projected to be over capacity by September 2014.		
Project AV-12 New 2013-2014	Regular	Copperfield	Maple Ridge	The approval of a new elementary school in Copperfield will have an impact on enrolment at Maple Ridge School.		

ACTIVE PROJECTS

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Area V Year Identified	Program/ Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
Project AV-13 New 2013-2014	Regular	New Brighton	Acadia	The approval of a new elementary school in New Brighton will have an impact on enrolment at Acadia School.		

ACTIVE PROJECTS

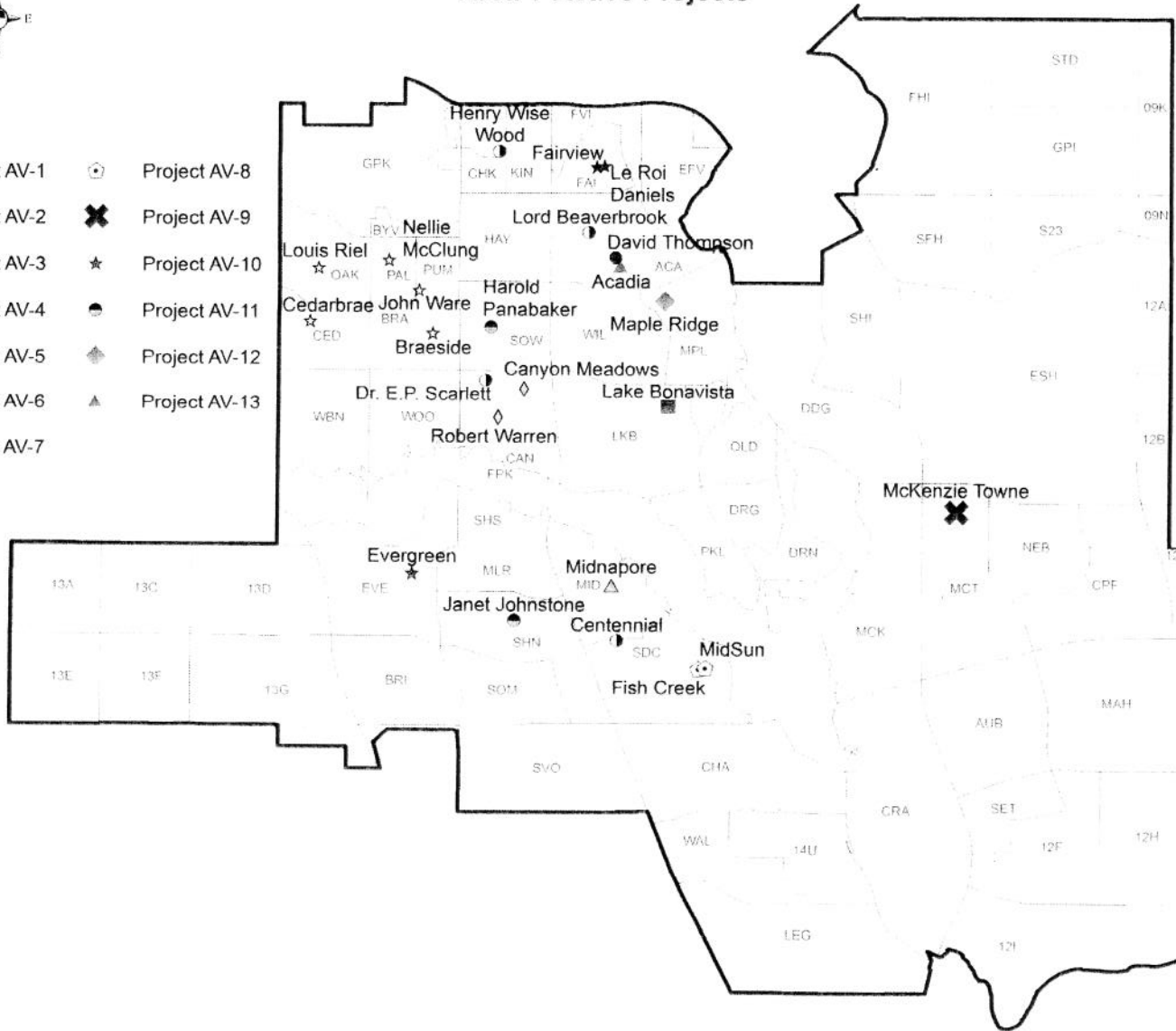
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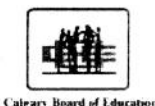
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Area V Active Projects

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|----------------|-----------------|
| ☆ Project AV-1 | ⊙ Project AV-8 |
| ● Project AV-2 | ✕ Project AV-9 |
| ⊙ Project AV-3 | ★ Project AV-10 |
| ■ Project AV-4 | ● Project AV-11 |
| ★ Project AV-5 | ◆ Project AV-12 |
| ◇ Project AV-6 | ▲ Project AV-13 |
| △ Project AV-7 | |





Student Designation and Grade Configuration Changes

2013 – 2014 School Year

Area I

REGULAR PROGRAM

Residential Districts Impacted – Arbour Lake, Citadel, Scenic Acres, Hawkwood, Ranchlands, Rocky Ridge and Royal Oak

Schools Impacted – Sir Winston Churchill, William Aberhart

Students residing in Arbour Lake, Citadel, Scenic Acres, Hawkwood, Ranchlands, Rocky Ridge and Royal Oak will be designated to Robert Thirsk High School opening in 2013-2014. All other students residing in Area I will continue to be designated to Sir Winston Churchill High School, Bowness High School or Queen Elizabeth Junior/Senior High School.

Residential Districts Impacted – Tuscany

Schools Impacted – Twelve Mile Coulee

Twelve Mile Coulee School opened Grade 4 to Grade 8 with Grade 9 students finishing at F.E. Osborne. Twelve Mile Coulee School will expand to Grade 9 for the 2013-2014 school year.

ALTERNATIVE PROGRAMS

German Bilingual

Schools Impacted – Thomas B. Riley

Due to declining enrolment, the Grade 7 to Grade 9 German Bilingual Program at Thomas B. Riley school will close effective June 30, 2013.

Spanish Bilingual

Schools Impacted – W.O. Mitchell, Senator Patrick Burns

An accommodation plan for the Spanish Bilingual program was developed with a decision made that will change designations for students in Area I. For the 2013-2014 school year there will be no changes. For the 2014-2015 school year a new site for Spanish Bilingual programming will be opened at W.O. Mitchell School. The Spanish Bilingual Program at W.O. Mitchell School will open as a kindergarten and Grade 1 school. Some kindergarten students attending Dalhousie School for 2013-2014 will be re-designated to W.O. Mitchell School for Grade 1.

Chinese (Mandarin) Bilingual

Schools Impacted – Marion Carson, Highwood, Colonel Irvine

An accommodation plan for the Chinese (Mandarin) Bilingual program was developed with a decision made that will change designations for students in Calgary. For the 2013-2014 school year there will be a grade configuration change at Highwood School. For the 2014-2015 school year a new site for Chinese (Mandarin) Bilingual programming will be opened at Marion Carson School. The Chinese (Mandarin) Bilingual Program at Marion Carson School will open as a kindergarten and Grade 1 school. Some kindergarten students attending Highwood School for 2013-2014 will be re-designated to Marion Carson School for Grade 1.



Calgary Board of Education

Student Designation and Grade Configuration Changes
2013 – 2014 School Year
Area I

Traditional Learning Centre Program
Schools Impacted – Thomas B. Riley

A grade configuration change will take effect for the 2013-2014 school year. Thomas B. Riley School will accommodate students in the TLC program for Grade 5 to Grade 9. Current Grade 8 students will remain at Thomas B. Riley for Grade 9.

The location and need for special education classes is reviewed annually. The attachment includes a list reporting the system classes as of September 30, 2012 and changes for the 2013-2014 school year. Information regarding special education classes can be found on the CBE website at www.cbe.ab.ca/programs/spec_ed/default.asp.



Calgary Board of Education

Student Designation and Grade Configuration Changes

2013 - 2014 School Year Area II

REGULAR PROGRAM

Residential District Impacted – Mayland Heights
Schools Impacted – Mayland Heights, Belfast

Due to low enrolment Mayland Heights School was unable to offer a Grade 5 and 6 regular program for the 2012-2013 school year. Students currently in kindergarten to Grade 4 at Mayland Heights School will continue to be accommodated at the school. Grade 5 will be offered for the 2013-2014 school year if there continue to be a sufficient number of students. Belfast School was the designated school for Grade 5 and 6 students from the Mayland Heights residential district for the 2012-2013 school year.

Residential District Impacted – Panorama Hills
Schools Impacted – Panorama Hills, Alex Munro

The number of students in the boundary for Panorama Hills School is projected to continue to exceed capacity for the next several years. As a result a lottery was put in place for the 2012-2013 school year and will continue for the 2013-2014 school year.

Residential Districts Impacted – Panorama Hills
Schools Impacted – Captain Nicola Goddard

Captain Nicola Goddard School opened Grade 4 to Grade 8 with Grade 9 students finishing at Sir John. A. Macdonald School. Captain Nicola Goddard School will expand to Grade 9 for the 2013-2014 school year.

Residential Districts Impacted – Coventry Hills
Schools Impacted – Nose Creek School

Nose Creek School opened Grade 4 to Grade 8 with Grade 9 students finishing at Colonel Macleod School. Nose Creek School will expand to Grade 9 for the 2013-2014 school year.

Residential District Impacted – Kincora
Schools Impacted – Cambrian Heights, Simons Valley

Students residing in Kincroa were designated to Simons Vallry School for kindergarten to grade six effective for the 2012-2013 school year. Students from Kincora attending Cambrian Heights School for the 2011-2012 school year are able to finish to the end of kindergarten, Grade 3 or Grade 6 at Cambrian Heights School.

Residential Districts Impacted – Sage Hill
Schools Impacted – Cambrian Heights, Hawkwood

Students residing in Sage Hill were designated to Hawkwood School for kindergarten to grade six effective for the 2012-2013 school year. Students from Sage Hill attending Cambrian Heights School for the 2011-2012 school year are able to finish to the end of kindergarten, Grade 3 or Grade 6 at Cambrian Heights School.



Student Designation and Grade Configuration Changes

2013 - 2014 School Year Area II

ALTERNATIVE PROGRAMS

Spanish Bilingual

Schools Impacted – W.O. Mitchell, Senator Patrick Burns

An accommodation plan for the Spanish Bilingual program was developed with a decision made that will change designations for students in Area I. For the 2013-2014 school year there will be no changes. For the 2014-2015 school year a new site for Spanish Bilingual programming will be opened at W.O. Mitchell School. The Spanish Bilingual Program at W.O. Mitchell School will open as a kindergarten and Grade 1 school. Some kindergarten students attending Dalhousie School for 2013-2014 will be re-designated to W.O. Mitchell School for Grade 1.

Chinese (Mandarin) Bilingual

Schools Impacted – Marion Carson, Highwood, Colonel Irvine

An accommodation plan for the Chinese (Mandarin) Bilingual program was developed with a decision made that will change designations for students in Calgary. For the 2013-2014 school year there will be a grade configuration change at Highwood School. For the 2014-2015 school year a new site for Chinese (Mandarin) Bilingual programming will be opened at Marion Carson School. The Chinese (Mandarin) Bilingual Program at Marion Carson School will open as a kindergarten and Grade 1 school. Some kindergarten students attending Highwood School for 2013-2014 will be re-designated to Marion Carson School for Grade 1.

Traditional Learning Centre

School Impacted – Dr. J.K. Mulloy, Colonel Irvine

The Traditional Learning Centre at Dr. J.K. Mulloy School will changing grade configurations for the 2013-2014 school year. For the 2013-2014 school year Dr. J.K. Mulloy School will accommodate kindergarten to Grade 4. Colonel Irvine School will accommodate Grades 5 to 7.

French Immersion Program - Kincora, MacEwan Glen, Sandstone Valley

School Impacted – Hidden Valley, Valley Creek, King George, Georges P. Vanier

Effective the 2013-2014 school year, kindergarten to Grade 6 students in the Early French Immersion program and Grade 7 to Grade 9 students in the Continuing French Immersion program will be designated to Hidden Valley and Valley Creek Schools. Students currently attending King George School are able to finish until the end of their division, kindergarten, Grade 4, Grade 5.

Traditional Learning Centre

School Impacted – Balmoral, Colonel Irvine

Residential District Impacted – Highwood



Student Designation and Grade Configuration Changes

2013 - 2014 School Year

Area II

There is a need to adjust the current TLC boundary for the residential district of Highwood. Highwood is currently designated to Balmoral School for the TLC program for Grades 5-8. Starting the 2013-2014 school year students from the residential district of Highwood will have the option to attend either Balmoral School or Colonel Irvine School for the TLC program in Grades 5-7, expanding the following year to grade 8.

The location and need for special education classes is reviewed annually. The attachment includes a list reporting system classes as of September 30, 2012 and changes for the 2013-2014 school year. Information regarding special education classes can be found on the CBE website at www.cbe.ab.ca/programs/spec_ed/default.asp.



Student Designation and Grade Configuration Changes

2013 – 2014 School Year Area III

REGULAR PROGRAM

Residential District Impacted – Taradale

Schools Impacted – Chief Justice Milvain, Guy Weadick

There is a change in overflow designation for the residential district of Taradale. Effective the 2013-2014 school year, any students who cannot be accommodated at Taradale School will be designated to Guy Weadick School. Students currently attending Chief Justice Milvain School from the Taradale residential district have the option to remain at the Chief Justice Milvain School until the end of Grade 4.

Residential District Impacted – Temple

Schools Impacted – Annie Gale, Dr. Gordon Higgins

For the 2013-2014 school year regular program students from Temple in the boundary for Annie Gale School entering Grade 7 will have the choice to attend either Annie Gale School or Dr. Gordon Higgins School. For the 2014-2015 school year all regular program students from Temple entering Grade 7 will attend Dr. Gordon Higgins School. Students attending Annie Gale School in the 2013-2014 school year from the Temple community will have the option to stay at Annie Gale School until the end of Grade 9.

Residential District Impacted – Martindale

Schools Impacted – Crossing Park, Grant MacEwan, Annie Foote

The overflow school for Martindale, Grant MacEwan School, is at capacity. The number of students who will be overflowed to Grant MacEwan School is expected to increase in future years. As a result a second location for overflow is required in the future. Students who cannot be accommodated at either Crossing Park School or Grant MacEwan School will be designated to Annie Foote School for kindergarten to Grade 6.

Residential District Impacted – Marlborough Park, Abbeydale, Chateau Park

Schools Impacted – Cappy Smart, Roland Michener, Abbeydale, Dr. Gladys M. Egbert

Effective the 2013-2014 school year there will be a grade configuration change. Cappy Smart, Roland Michener and Abbeydale will change to a kindergarten to Grade 5 configuration and Dr. Gladys M. Egbert will change to a Grade 6 to Grade 9 configuration.

Residential Districts Impacted – Taradale

Schools Impacted – Ted Harrison, Terry Fox

Ted Harrison School opened Grade 5 to Grade 8 with Grade 9 students finishing at Terry Fox School. Ted Harrison School will expand to Grade 9 for the 2013-2014 school year.



Student Designation and Grade Configuration Changes 2013 – 2014 School Year Area III

ALTERNATIVE PROGRAMS

Traditional Learning Centre – Taradale, Whitehorn, Coral Springs

Schools Impacted – Chris Akkerman, Chief Justice Milvain, Annie Gale, Sir Wilfrid Laurier

Two new programs will be opened at Chief Justice Milvain School and Annie Gale School. Chief Justice Milvain and Annie Gale Schools will continue to have a regular program in addition to the TLC program. For the 2013-2014 school year a new TLC program at Chief Justice Milvain will open with kindergarten to Grade 4. Students currently in kindergarten to Grade 3 at Chris Akkerman School will be designated to Chief Justice Milvain for the 2013-2014 school year. For the 2014-2015 school year the TLC program at Chief Justice Milvain will expand to Grade 5. For the 2014-2015 school year the TLC program at Annie Gale School will open with Grade 6.

Traditional Learning Centre

Schools Impacted – Chris Akkerman

Chris Akkerman School will change to a kindergarten to Grade 5 configuration effective the 2013-2014 school year. Students currently in Grade 4 will remain at Chris Akkerman School for Grade 5 for September 2013.

The location and need for special education classes is reviewed annually. The attachment includes a list reporting the system classes as of September 30, 2012 and changes for the 2013-2014 school year. Information regarding special education classes can be found on the CBE website at www.cbe.ab.ca/programs/spec_ed/default.asp.



Student Designation and Grade Configuration Changes

2013-2014 School Year Area IV

REGULAR PROGRAM

Residential Districts Impacted – Aspen Woods East, Christie Park, Coach Hill, Patterson and Strathcona Park

Schools Impacted – Olympic Heights

Registration criteria for new Kindergarten to Grade 6 students that live east of 85th Street SW (Aspen Woods East), Christie park, Coach Hill, Patterson and Strathcona Park have been developed to determine acceptance into Olympic Heights School for 2013-2014, as a way to manage high enrollment at the school. The criteria for acceptance are as follows:

1. Students residing within the walk zone who have a sibling attending the school
2. Students living outside the walk zone who have a sibling in the school and students living within the walk zone who do not have a sibling in the school
3. All other students living in the school boundary (Aspen Wood East, Christie Park, Coach Hill, Patterson and Strathcona Park)

Kindergarten registrants in category 1 above will be registered at Olympic Heights School. Registrations for students in category 2 will be collected at the school. We are hopeful that all students in categories 1 and 2 can be accommodated. If the numbers of students in category 1 and 2 exceeds capacity, we will develop a plan to meet the specific circumstances at that time.

ALTERNATIVE PROGRAMS

Spanish Bilingual

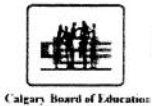
School Impacted – Westgate, Bishop Pinkham

There will be a grade configuration change for the Spanish Bilingual Program for the 2013-2014 school year. Effective September 2013 Westgate School will change to kindergarten to Grade 4 and Bishop Pinkham School will change to Grade 5 to Grade 8.

French Immersion

School Impacted – Westgate, Bishop Pinkham

There will be a grade configuration change for the French Immersion Program for the 2013-2014 school year. Effective September 2013 Westgate School will change to kindergarten to Grade 4 and Bishop Pinkham School will change to Grade 5 to Grade 9.



Student Designation and Grade Configuration Changes
2013-2014 School Year
Area IV

The location and need for special education classes is reviewed annually. The attachment includes a list reporting the system classes as of September 30, 2012 and changes for the 2013-2014 school year. Information regarding special education classes can be found on the CBE website at www.cbe.ab.ca/programs/spec_ed/default.asp



Student Designation and Grade Configuration Changes

2013 – 2014 School Year Area V

REGULAR PROGRAM

Residential District Impacted – Walden Community
Schools Impacted – Fish Creek School and MidSun School

Effective September 2013, kindergarten to Grade 6 students living in Walden will be designated to Fish Creek School and Grade 7 to Grade 9 students living in Walden are designated to MidSun School. Students from Walden community currently attending either Woodbine School or Woodman School are able to remain at the schools, but transportation services to Woodbine School and Woodman School will be discontinued as of June 30th 2013.

Residential District Impacted – Legacy Community
Schools Impacted – Fish Creek School, MidSun School and Dr. E.P. Scarlett

Effective September 2013, students residing in the new community of Legacy will be designated to Fish Creek School for Kindergarten to Grade 6, to MidSun School for Grade 7 to Grade 9 and to Dr. E.P. Scarlett for High School. It is anticipated that growth in Legacy will eventually require a change in designation for students. The CBE will work with stakeholders when a change in designation is required.

Residential District Impacted – Cranston Community
Schools Impacted – R.T. Alderman, Nickle

Effective 2014, there will be a change of school designation for middle school students living in Cranston. Nickle School is projected to be over capacity for September 2014 and can no longer accommodate students from Cranston community. Effective September 2014, Grade 5 to Grade 9 students in the regular program will be designated to R.T. Alderman School.

Although the redesignation of Cranston students is not required until September 2014, students who are currently in Grade 4 have the option to attend either Nickle School or R.T. Alderman School for Grade 5 in September 2013.

Students from Cranston community currently attending Nickle School are able to finish to the end of Grade 9 at Nickle School. In addition, current Grade 4 students who choose to attend Nickle School in September 2013 will also be able to remain at Nickle School until the end of their grade 9 year. Charter transportation services for eligible students will be provided to Nickle School until June 30, 2018.



Student Designation and Grade Configuration Changes 2013 – 2014 School Year Area V

Residential District Impacted – Cranston Community

Schools Impacted – Cranston School and McKenzie Lake School

As Cranston School is projected to be over capacity for September 2013, and not all new Kindergarten to Grade 4 students who live in Cranston will be accommodated at the school. The following criteria have been developed by CBE administration and will be used to determine acceptance into Cranston School:

1. Students residing within the walk zone who have a sibling attending the school
2. Students living outside the walk zone who have a sibling in the school and students living within the walk zone who do not have a sibling in the school.

New Kindergarten registrants in category 1 above will be registered at Cranston School. Registrations for students in category 2 will be collected at the school. We are hopeful that all students in categories 1 and 2 can be accommodated. If the numbers of students in category 1 and 2 exceeds capacity, we will develop a plan to meet the specific circumstances at that time.

All other new students in Kindergarten to Grade 4 will be designated to McKenzie Lake School.

Residential District Impacted – Chaparral

Schools Impacted – Chaparral School

For the 2013-2014 school year, Chaparral School will be expanded to Grade 5. And in the 2014-2015 school year, Chaparral School will be expanded to Grade 6.

In order to allow some flexibility for families for the 2013-2014 school year, students who are currently in Grade 4 have the option of attending either Chaparral School or Fish Creek School in September 2013. Students who chose to attend Fish Creek School will be able to remain and finish at Fish Creek School until the end of Grade 6.

Residential District Impacted – Bridlewood

Schools Impacted – Wilma Hansen, Samuel W. Shaw School

For the 2013-2014 school year, Grade 7 to Grade 9 students residing in the residential district of Bridlewood will be designated to Samuel W. Shaw School. Students from Bridlewood currently attending Wilma Hansen School in Grade 7 and 8 for the 2012-2013 school year are able to finish to the end of Grade 9 at Wilma Hansen School.



Student Designation and Grade Configuration Changes

2013 – 2014 School Year Area V

ALTERNATIVE PROGRAMS

Chinese (Mandarin) Bilingual School Impacted – Midnapore

The Chinese (Mandarin) Bilingual Program at Midnapore School will expand to Grade 3 for the 2013-2014 school year and expand by one grade each school year.

Spanish Bilingual School Impacted – E.P.Scarlett

Starting September 2013, E.P.Scarlett will offer a Spanish Bilingual Program for Grade 10 students that are residing in the CBE Administrative Area V. Based on future demand the Program may expand by one grade each school year.

The location and need for special education classes is reviewed annually. The attachment includes a list reporting the system classes as of September 30, 2012 and changes for the 2013-2014 school year. Information regarding special education classes can be found on the CBE website at www.cbe.ab.ca/programs/spec_ed/default.asp

COMPLETED PROJECTS

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Three-Year System Student Accommodation Plan 2013-2016

Multiple Areas Timespan	Program/Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
2011-2013	Alternative Spanish Bilingual Program	Areas I & II	Dalhousie, Senator Patrick Burns, Collingwood, W.O. Mitchell	There is a need to identify a second site and review grade configuration for students in the Spanish Bilingual Program in Area I & II	The cost of implementation is approximately \$100,000 in the first year with grade expansion in 2015 and 2016. Approximately 345 stakeholders signed in and participated at five meetings	A new Spanish Bilingual program will start at WO Mitchell School in September 2014 for students in NW Calgary. This decision was communicated in a <i>Notice to Parents</i> dated January 31, 2013.
2012-2013	Alternative Medicine Wheel	All	West Dover, Valley View & Catherine Nichols Gunn	There is a need to review the location of the Medicine Wheel Alternative Program.	Associated moving costs.	The Medicine Wheel program relocated from West Dover School to Valley View School effective September 2012. The Medicine Wheel program was located at Catherine Nichols Gunn for the 2012/2013 School Year only. The program at Catherine Nichols Gunn is discontinued effective June 30, 2013.
2012-2013	Home Education	All Areas	Windsor Park	There is a need to identify a new site for Home Education to allow for anticipated growth of the program.	Associated moving costs were approximately \$1,600.	Effective September 2012, REACH offices were relocated out of Windsor Park School to the CBE Education Centre allowing Home Education to occupy all of Windsor Park School.

COMPLETED PROJECTS

Attachment III

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Multiple Areas Timespan	Program/Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
2012-2013	Regular	Mahogany	Riverbend, Sherwood, Haultain Memorial, Wilma Hansen	There is an opportunity to designate kindergarten to Grade 9 regular program students from Mahogany to schools in Area V.		Schools within Area V with space to accommodate K-9 students from Mahogany are not physically any closer than the current designations of Riverbend (K-6) and Sherwood (7-9). No changes are planned at this time.
2012-2013	Alternative French Immersion Late-Grade 7	Riverbend and Ogden	Fairview, Elboya	There is a need to review the designation for Grade 7 Late Immersion for Area IV students living in Riverbend and Ogden.	There is one student in late French Immersion from Riverbend and Ogden.	No changes are planned at this time.
2012-2013	Lottery/Overflow (Regular Program)	All Areas	All Regular Program Schools	Emergent Issue: There is a need to establish system guidelines for the lottery and recall process used for regular program schools who cannot accommodate all designated students	It is anticipated that implementation of consistent criteria and process will increase consistency for parents and administration regarding admission and overflow of students who cannot be accommodated at their designated school.	System guidelines were developed and approved on May 13, 2013. These guidelines will be used effective the 2013-14 school year and onward.

COMPLETED PROJECTS

Attachment III

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Multiple Areas Timespan	Program/ Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
2012-2013	Lottery/Overflow (Alternative Programs)	All Areas	All Alternative Program Schools	Emergent Issue: There is a need to establish system guidelines for the lottery and recall process used for alternative program schools who cannot accommodate all students who apply to the program.	It is anticipated that implementation of consistent criteria and process will increase consistency for parents and administration regarding admission of students who cannot be accommodated at the alternative program to which they apply.	System guidelines were developed and approved on May 13, 2013. These guidelines will be used effective the 2013-14 school year and onward.
2012-2013	German Bilingual (Grade 7-9)	All Areas	T. B. Riley	Emergent Issue: There were no students registered for grade 7 and only 10 students registered for Grades 8 and 9 for the 2012-2013 school year.	Approximately 20 stakeholders signed in and participated at two meetings in February 2013.	In March 2013 Superintendents' Team approved the closure of the Grade 7 to 9 German Bilingual program at T.B. Riley School effective June 30, 2013 due to declining enrolment. T.B. Riley School will continue to offer instruction for Grade 7-9 students in the regular program as well as Grade 5-9 students in the TLC program.
2008-2013	Alternative All Girls'	Areas IV & V	TBD	Exploration is required to determine the desirability of expanding the All Girls' School for students residing in Areas IV and V.		At this time there is no plan to do an Expression of Interest

COMPLETED PROJECTS

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Multiple Areas Timespan	Program/ Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
2012-2013	Alternative Chinese (Mandarin) Bilingual	All Areas	Highwood, Colonel Irvine, Marion Carson	Highwood School is projected to be over capacity for Sept. 2013.	<p>Approximately 65 stakeholders signed in and participated at one meeting in November 2012.</p> <p>There are 64 Grade 5-6 Chinese (Mandarin) Bilingual students projected at Colonel Irvine School for September 2013.</p> <p>There are no additional transportation costs anticipated with this grade configuration change for September 2013.</p> <p>The cost of implementation of the new program is approximately \$100,000 in the first year with grade expansion in 2015 and 2016.</p> <p>Transportation costs are projected to increase by approximately \$220,000 to \$275,000 for Sept. 2014 for the new location.</p>	<p>Grade 5 and 6 Chinese (Mandarin) Bilingual students will be accommodated at Colonel Irvine School effective September 2013. This decision was communicated in a Notice to Parents dated April 17, 2013.</p> <p>A new Chinese (Mandarin) Bilingual program will start at Marion Carson School in September 2014 for students in NW Calgary. This decision will be communicated in a Notice to Parents by May 31, 2013.</p>

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Multiple Areas Timespan	Program/ Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
2012-2013	TLC (Traditional Learning Centre)	All Areas	All TLC Schools	Emergent: There is a need to review the grade configuration for middle/high school TLC programming.	<p>Approximately 78 stakeholders signed in and participated at five meetings.</p> <p>Approximately 56 student stakeholders signed in and participated at six meetings.</p> <p>Approximately 79 stakeholders signed in and participated in an online Thoughtstream (TS) engagement process.</p>	<p>Parent and student consultation has been conducted during the 2012-2013 school year.</p> <p>Effective for the 2014-15 school year all TLC Grade 9 students will no longer be accommodated at Crescent Heights or Henry Wise Wood high schools. All TLC students attending a high school at the end of the 2013-2014 school year will be able to finish high school at the school they attended for TLC Grade 9.</p> <p>Designation notices regarding this change will be sent to affected schools and stakeholders in the fall of 2013.</p> <p>T.B. Riley will accommodate Grade 9 TLC students effective September 2013. This decision was communicated to in a <i>Notice to Parents</i> dated April 30, 2013.</p>

COMPLETED PROJECTS

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Area I Timespan	Program Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
2007-2012	Regular	Bowness, Crestmont, Montgomery, Valley Ridge	Terrace Road	There is low and declining enrolment in the regular program at Terrace Road School.	Funding for Early Development Centers (EDC's) is accessed through PUF (Program Unit Funding) grants.	22 students were enrolled in the EDC and 15 students were enrolled in kindergarten at Terrace Road on September 30, 2012. Due to demand, an additional EDC class will be added at Terrace Road for September 2013.
2007-2012	Regular	Silver Springs	Silver Springs, W.O. Mitchell	There is excess capacity at W.O. Mitchell and Silver Springs Schools.	<p>Approximately 215 stakeholders have signed in and participated at seven meetings.</p> <p>The cost of implementation is approximately \$100,000 in the first year with grade expansion in 2015 and 2016.</p> <p>Transportation costs are projected to increase by approximately \$220,000 to \$275,000 for Sept. 2014.</p>	A new Spanish Bilingual program will start at WO Mitchell School in September 2014 for students in NW Calgary. This decision was communicated in a <i>Notice to Parents</i> dated January 31, 2013.

COMPLETED PROJECTS

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Area II Timespan	Program Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
2010-2012	Regular	Rosemont	Rosemont	Regular program enrolment from the designated attendance area of Rosemont School is low.	None	Projections indicate that enrolment at Rosemont School will remain stable in the future.
2011-2012	Regular	Banff Trail, Capitol Hill, Charleswood, Collingwood	Senator Patrick Burns	Senator Patrick Burns School is projected to be at or near capacity by Sept. 2014.		After an extensive engagement process, the decision was made to continue the regular program at Senator Patrick Burns School. For details of the engagement process please see the Spanish Bilingual project in the Multiple Projects section.
2011-2012	Regular & Alternative French Immersion	Hidden Valley	Hidden Valley, Valley Creek	There is an opportunity to designate some additional French Immersion students to Hidden Valley School and Valley Creek School.	<p>Approximately 12 stakeholders signed in and participated at one meeting.</p> <p>There are approximately 25 students from Kincora, MacEwan Glen and Sandstone Valley projected in French Immersion at Hidden Valley and Valley Creek for September 2013.</p> <p>Transportation costs increase by approximately \$110,000 for Sept. 2013.</p>	The communities of Kincora, MacEwan Glen and Sandstone Valley are designated to Hidden Valley and Valley Creek Schools for French Immersion effective September 2013. This decision was communicated in a <i>Notice to Parents</i> dated December 12, 2012.

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Area II Timespan	Program Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
2007-2012	Regular	Harvest Hills, Country Hills North	Alex Munro, Colonel Irvine, North Haven, James Fowler, John G. Diefenbaker	There is a need to review the current designations for elementary, junior and senior high students residing in Country Hills (North) and Harvest Hills and examine opportunities to keep cohort groups of students together and designate students closer to home.		No designation changes recommended at this time.
2012-2013	Traditional Learning Centre (TLC)	Highwood	Balmoral, Colonel Irvine	A Grade 5-7 TLC program is opening at Colonel Irvine School for Sept. 2013. There is a need to review student designations.	There are 147 Grade 5-7 students projected in the TLC program at Colonel Irvine School for September 2013. Transportation costs increase by approximately \$220,000 for Sept. 2013.	Students in the TLC program who live in the Highwood community will have the option to attend either Colonel Irvine School or Balmoral School for grades 5-8. This decision was communicated in a <i>Notice to Parents</i> dated November 6, 2012.

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Area III Timespan	Program/Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
2010-2013	Alternative (TLC), Regular Program	Area III	Chris Akkerman, Sir Wilfrid Laurier, Chief Justice Milvain, Annie Gale, Guy Weadick, Dr. Gordon Higgins	There is a need to continue to monitor enrolment and grade configurations for the Traditional Learning Centre Program.	<p>Approximately 190 stakeholders signed in and participated at three meetings.</p> <p>There are 214 K- 4 TLC students projected at Chief Justice Milvain for September 2013.</p> <p>The cost of implementation is approximately \$100,000 in the first year.</p> <p>Transportation costs increase by approximately \$220,000 for Sept. 2013.</p>	<p>A new K-4 TLC program will open at Chief Justice Milvain in September 2013 for Area III students living in Taradale, Whitehorn and Coral Springs. The program will expand to Grade 5 in September 2014.</p> <p>Effective September 2013, the grade configuration at Chris Akkerman School will change to K-5 and Sir Wilfrid Laurier will change to Grade 6-9.</p>
2012-2013	Regular	Marlborough Park, Abbeydale, Chateau Park	Cappy Smart, Roland Michner, Abbeydale & Dr. Gladys M. Egbert	Emergent: There is an opportunity to address declining enrolment at Dr. Gladys M. Egbert and explore middle school programming opportunities for students.	There are 105 Grade 6 students projected at Dr. Gladys M. Egbert School for September 2013.	Effective September 2013, Grade 6-9 students residing in Marlborough Park, Abbeydale and Chateau Park are designated to Dr. Gladys M. Egbert School.
2011-2012	Regular	Redstone	Rundle, Dr. Gordon Higgins, Forest Lawn	A designation will be required for the new and developing residential district of Redstone when housing construction begins.	Students living in Redstone will be able to access transportation services currently in place for students living in Skyview Ranch.	Kindergarten to Grade 6 students are designated to Rundle School, grade 7-9 students are designated to Dr. Gordon Higgins and grade 10-12 students are designated to Forest Lawn. This decision was communicated in a <i>Notice to Parents</i> May 15, 2012.

COMPLETED PROJECTS

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Area IV Timespan	Program/ Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
2012-2013	Regular	Ramsay, Inglewood, Mount Royal, Beltline	Mount Royal, Rideau Park	There is an opportunity to review the current designations for junior high students residing in Inglewood and Ramsay.	None	No designation changes recommended at this time.

COMPLETED PROJECTS

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Area V Timespan	Program/ Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
2012-2013	Regular	Bridlewood	Wilma Hansen, Samuel W. Shaw	There is an opportunity to review the Grade 7-9 regular program designation to allow students to attend schools closer to home and provide a kindergarten to Grade 12 continuum of learning.	<p>Approximately 75 stakeholders signed in and participated at two meetings.</p> <p>There are 55 Grade 7-9 Bridlewood students projected at Samuel W. Shaw for September 2013.</p> <p>No additional transportation costs are projected for September 2013.</p>	Effective September 2013, Grades 7-9 regular program students living in Bridlewood are designated to Samuel W. Shaw School. This decision was communicated in a <i>Notice to Parents</i> December 17, 2012.
2012-2013	Regular	Cranston	Nickle & R. T. Alderman	Enrolment at Nickle School is projected to exceed instructional space available for the 2014-2015 school year.	<p>Approximately 80 stakeholders signed in and participated at one meeting.</p> <p>There are 35 Grade 5 students from Cranston projected at R.T. Alderman School for September 2013.</p> <p>There are 20 Grade 5 students from Cranston projected at Nickle School for September 2013.</p> <p>Transportation costs increase by approximately \$55,000 for Sept. 2013.</p>	<p>Effective September 2013, Grade 5 regular program students living in Cranston have the option to attend either Nickle or RT Alderman.</p> <p>Effective September 2014, Grade 5-9 students are designated to RT Alderman. This decision was communicated in a <i>Notice to Parents</i> April 10, 2013.</p>

COMPLETED PROJECTS

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Area V Timespan	Program/ Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
2012-2013	Regular	Walden, Chaparral	Woodbine, Woodman , Chaparral, Fish Creek, MidSun	There is an opportunity to review the kindergarten to Grade 12 regular program designations to allow students to attend schools closer to home and provide a kindergarten to Grade 12 continuum of learning.	<p>There are 70 Grade 5 students from Chaparral projected at Chaparral School for September 2013.</p> <p>There are 30 Grade 5 students from Chaparral projected at Fish Creek for September 2013.</p> <p>There are 29 K-6 students from Walden projected at Fish Creek School for September 2013.</p> <p>There are 15 Grade 7-9 students from Walden projected at MidSun School for September 2013.</p> <p>Transportation costs increase by approximately \$55,000 for Sept. 2013.</p>	<p>Effective September 2013, regular program students living in Walden are designated to Fish Creek for kindergarten to Grade 6 and MidSun for Grade 7-9. This decision was communicated in a <i>Notice to Parents</i> April 10, 2013.</p> <p>Effective September 2013 Grade 5 students will have the option to remain at Chaparral School or attend Fish Creek School.</p> <p>Effective September 2014 all kindergarten to Grade 6 regular program students living in Chaparral will be designated to Chaparral School. This decision was communicated in a <i>Notice to Parents</i> April 10, 2013.</p>

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Area V Timespan	Program/ Class	Communities Impacted	Schools Involved	Issue	Impact	Summary
2011-2013	Regular	Legacy	Fish Creek, MidSun & Dr. E.P. Scarlett	A designation will be required for the new and developing residential district of Legacy when housing construction begins.	<p>There are 5 K-6 students from Legacy projected at Fish Creek School for September 2013.</p> <p>There are 3 Grade 7-9 students from Legacy projected at MidSun School for September 2013.</p> <p>The regular program school designations for Legacy are the same as Walden to allow for cost effective and efficient transportation services for the next several years while the population of Legacy is small.</p>	<p>Students residing in Legacy are designated for the regular program as follows: K-6 to Fish Creek, Grade 7-9 to MidSun, Grade 10-12 to Dr. E.P. Scarlett</p> <p>Alternative program school designations are in line with Area V.</p> <p>This decision was communicated in a <i>Notice to Parents</i> April 11, 2013.</p>

COMPLETED PROJECTS

Specialized Class(es) Changes for 2013-2014

Special Education and Diversity programming are reviewed on an annual basis. Programming is placed in a school based on the needs of the students, the proximity to home and the impacts of transportation.

Area	Summary
Multiple	There is one Social Knowledge, Independent Living and Language (SKILL) class moving from Briar Hill School to West Dalhousie School for Sept. 2013. There are two half day Early Development Centre (EDC) classes moving from the Children's Village to Douglas Harkness School for Sept. 2013.
I	There is one Adapted Learning Program (ALP) class moving from Bowness High School to Robert Thirsk High School for Sept. 2013. There is one Paced Learning Program (PLP) class moving from Bowness High School to Robert Thirsk High School for Sept. 2013. There are two Early Development Centre (EDC) half-day classes being added at Terrace Road School for September 2013.
II	The FAST program at the Children's Village is being discontinued for September 2013. There is one Paced Learning Program (PLP) at Colonel Irvine School being discontinued for September 2013. There are four Early Development Centre (EDC) half-day classes starting at North Haven School for September 2013. There is one Social Knowledge, Independent Living and Language (SKILL) class starting at Simons Valley School for Sept. 2013.
III	There is one Bridges class moving from Annie Foote School to Rundle School for Sept. 2013. There is one Paced Learning Program (PLP) being moved from Roland Michener School to Dr. Gladys M. Egbert School for Sept. 2013 as a result of a grade configuration change at the schools. There is one Bridges class moving from James Short Memorial School to Erin Woods School for Sept. 2013. There is one Adapted Learning Program (ALP) starting at Clarence Sansom School for Sept. 2013.
IV	Re-engaging Academically Disconnected Adolescents Respectfully (RADAR) at Alternative High School is discontinued for Sept. 2013. There is one Mental Health Transitions class starting at Central Memorial School for September 2013.
V	There is one Early Development Centre (EDC) class being added to Deer Run School for September 2013. There are 2 Communication, Sensory and Social Interaction (CSSI) classes starting at Woodman School for September 2013.

Community Engagement Initiatives 2012-2013

Community Engagement Initiatives 2012-2013 presents the Planning, Transportation and Environmental Services project work as posted on the website during the engagement process. This is the information published to allow stakeholders access to all the information presented at meetings and the feedback collected throughout the engagement process.
<http://www.cbe.ab.ca/Schools/ceop/projects.asp>

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Community Engagement Initiatives 2012-2013

MULTIPLE AREAS

German Bilingual Program Grade 7-9 at T.B. Riley School

Project Information

There is a need to address continued low enrolment in the Grade 7-9 German Bilingual program at Thomas B. Riley School. In 2012-2013 there were no students registered in Grade 7 and only ten students registered in Grades 8 and 9. No interest has been expressed in Grade 7 German Bilingual for the 2013-2014 school year by students currently in Grade 6.

The challenges of providing language learning for a small cohort include:

- lack of opportunity for sufficient and varied use of German language in different contexts
- lack of opportunity for a rich cultural component
- multi-aging 3 grades for instruction
- cost of instruction for classes under 15 students

The department of planning, transportation and environmental services and the Area I Office are working with school and community stakeholders to address this issue. Senior administration has determined the need to close the Grade 7-9 German Bilingual program, as the first two grades have naturally closed. See below for the community engagement plan and meeting documents to help you stay informed.

Community Engagement Strategy

Inform: By "inform" we mean to provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.

Your input may influence the possible options considered and final implementation plan. However, the final decision will be made by the area director in conjunction with planning, transportation and environmental services following review by Superintendents' Team.

Meetings and Communication

Date	Meeting/Communication Type	Documents (PDF)
	Community engagement plan	• Community engagement plan
Feb. 7, 2013 6 signed in	Parent Meeting - T.B. Riley Parents	• Invitation
Feb. 12, 2013 11 signed in	Parent Meeting - Bowcroft Parents	• Invitation • Presentation • Feedback

Summary

In March, 2013 the Superintendents' Team approved the closure of the Grade 7 to Grade 9 German Bilingual Program at Thomas B. Riley School, effective June 30 2013, due to declining enrolment. Thomas B. Riley School will continue to offer instruction for students in Grade 7 to Grade 9 in the Regular Program.

MULTIPLE AREAS

Senator Patrick Burns School

Project Information

With the continued interest and strong enrolment in the Spanish Bilingual Program in Areas I and II there is a need to ensure there is a long term/sustainable plan to accommodate these students for Grade 5 to Grade 9. Senator Patrick Burns School also has a regular program and a National Sports Academy partnership. The National Sport Academy would like to be able to grow their membership at a location that is in close proximity to a variety of sport facilities.

The Department of Planning and Transportation Services and the Area II Office is working with school and community stakeholders to address this issue. See below for the community engagement plan and meeting documents to help you stay informed.

Community Engagement Strategy

Our goal is to "Involve" stakeholders, by working directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered. By involve we mean that we will ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how stakeholder input influenced the decision.

Your input may influence the possible options considered and final implementation plan. However, the final decision on any attendance area changes will be made by the Area Director

in conjunction with Planning and Transportation Services. 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 Planning and Transportation Services.

Meetings and Communication

Date	Meeting/Communication Type	Documents (PDF)
	Community engagement plan	• Community engagement plan
Mar. 13 & 14 75 signed-in	Parent meetings Regular Program, NSA, Spanish.	• Presentation • Regular program parent meeting • NSA program parent meeting • Spanish program parent meeting • Questions and answers
Apr. 10 & 11 95 signed-in	Parent meetings Dalhousie, Collingwood, Capitol Hill, Dr. E.W. Coffin	• Presentation • Collingwood values and principles • Regular elementary values and principles • Dalhousie values and principles
Apr. 23	Meeting update	• Letter to parents
June 20, 2012 24 signed in	Focus group meeting	• Powerpoint presentation • Feedback scenario 1 • Feedback scenario 2 • Feedback scenario 3
Oct. 17, 2012 137 signed in	Open House	• Open House Invite • Powerpoint presentation • Scenarios feedback form • Update #2 • Scenario 1 feedback • Scenario 2 feedback • Scenario 3 feedback
Jan 9, 2013 14 signed in	Focus Group Meeting	• Focus Group Meeting Presentation
Jan 10, 2013	Administrative Decision	• Recommendation Letter
Jan. 31, 2013	New designation	• Notice

Summary

The Area II Office and the department of Planning, Transportation and Environmental Services held nine parent meetings with over 345 stakeholders. Feedback collected from these stakeholders was used by administration to develop a plan for this accommodation issue.

This administrative decision was made because it:

- Addresses the capacity issue at Senator Patrick Burns.
- Allows growth of the Spanish Bilingual Program.
- Provides a kindergarten to Grade 9 learning continuum.
- Maintains a Regular Program for students in the surrounding communities and a continued location for the NSA partnership

2013-2014

- Status Quo – all students will continue to attend current designated schools for kindergarten to Grade 9

2014-2016

- New kindergarten and grade one Spanish Bilingual Program will open in Northwest Calgary at W.O. Mitchell School in the community of Silver Springs for September 2014. The program will continue to expand by a grade each year.
 - If there is sufficient interest the program may open including Grade 2, otherwise it will be K-1. Administration will survey parents during the 2013-2014 school year in order to determine the opening year grades.
- Grade 5 students will remain at their elementary school starting either September 2014 or September 2015 depending on the availability of space. Parents will be informed by the end of November 2013 if students are able to remain at the elementary schools for Grade 5 in 2014.
 - Dalhousie and Collingwood Schools will become K-5.
 - Senator Patrick Burns School will become Grade 6-9 for Spanish; Regular Program and the NSA partnership will remain Grade 7-9

2016-2017

- Grade 6 students will remain at their elementary school
 - Dalhousie and Collingwood Schools will become K-6,
 - Senator Patrick Burns School will become Grade 7-9 for Spanish, Regular program and the NSA partnership.

In order to open the new program, boundaries at both Collingwood and Dalhousie Schools will change. The result of these changes will mean that some students at both schools will be re-designated starting 2014.

MULTIPLE AREAS

Traditional Learning Centre (TLC) Program Grade 9-12

Project Information

As a result of parent feedback, the CBE has begun a parent and student engagement based on the positive and negative impacts of the current Grade 9 – 12 TLC programming structure.

Two questions are being considered as we examine this issue:

- Should Grade 9 TLC continue to be offered in the high school setting?
- Is there value in continuing with an identified Grade 10-12 high school TLC program?

Community Engagement Strategy

Our goal is to consult with you. By “consult” we mean to obtain public feedback on analysis, alternatives and/or decisions. We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.

Your input may influence the possible options considered and final implementation plan. However, the final decision will be made by the area directors in conjunction with Planning, Transportation and Environmental Services following a review by Superintendents' Team.

See below for the community engagement plan and detailed information to help you stay informed.

Meetings and Communication

Date	Meeting/Communication Type	Documents (PDF)
	Community Engagement Plan	• Community Engagement Plan
March 18, 2013 25 signed in	Parent Meeting	<ul style="list-style-type: none"> • Parent Letter • March 18 presentation • Henry Wise Wood High School parent feedback • Crescent Heights High School parent feedback
April-May 2013	Thoughtstream Feedback Gathered	

April 18, 2013 30 signed in	Parent Meeting - North location	• Invitation
April 29, 2013	Parent Meeting - South location	• Invitation
May 6, 2013	Parent Meeting - Northeast location	• Invitation

Summary

This project is still in the feedback gathering stage. T.B. Riley School will change to Grade 5-9 TLC for September 2013. Other changes have yet to be determined and will be announced during the 2013-2014 school year.

AREA I

Silver Springs Community

Project Information

The department of Planning and Transportation Services and the Area I Office has identified the need to address student enrolment in the residential district of Silver Springs. Why has this student accommodation issue been identified?

- There is excess capacity at both Silver Springs and W.O. Mitchell Schools

In order to effectively use space and resources for both educational programming and plant operations and maintenance, there is a need to provide:

- Sustainable regular programming for students in grades k-6 from the residential district of Silver Springs
- Effective use of space and resources
- For both educational programming and plant operations & maintenance

The department of Planning and Transportation Services and the Area I Office is working with school and community stakeholders to address this issue. See below for the community engagement strategy and meeting documents to help you stay informed.

Community Engagement Strategy

Our goal is to involve you by obtaining your feedback to develop possible scenarios to address this accommodation challenge and implementation of any recommendation. By involve, we mean that we will:

- Seek your input on the development of possible options for students in the residential district of Silver Springs

- Keep you and other identified stakeholders informed
- Listen to and acknowledge concerns
- Be open to feedback regarding any proposed administrative recommendation

Your input may influence the possible options considered and final implementation plan. However, the final decision on any attendance area changes will be made by the Area I Director in conjunction with the System Principal of Planning and Transportation Services. 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 I Director and the System Principal of Planning and Transportation Services. We will also provide you with an opportunity to offer feedback on this engagement process.

Meetings and Communication

Date	Meeting/Communication Type	Documents (PDF)
	Community engagement plan	• Community engagement plan
Oct. 12, 2011 38 signed in	Area I student accommodation meeting with parent representatives to share information with their school communities.	• Presentation
Dec. 12, 2011 113 Signed-in	Meeting with principals, and parents of identified schools to present issue and seek feedback.	• Presentation • Parent feedback • Priorities survey
		• Focus group survey
Jan. 30, 2012 22 signed in	Focus Group Meeting #1	• Presentation • Parent feedback • Sticky notes • Questions • Update
Mar. 12, 2012 13 signed in	Focus Group Meeting #2	• Presentation • Questions • Values and principles • Update • Scenarios and Q & A
Apr. 11, 2012 11 signed in	Focus Group Meeting #3	• Presentation • Update
Apr. 18 – May 17, 2012	Survey	• Silver Springs scenarios survey
Oct. 22, 2012 11 signed in	Focus Group Meeting #4	• Presentation • Update

		<ul style="list-style-type: none"> • <u>Survey results</u>
Jan. 10, 2013 7 signed in	Focus Group Meeting #5	<ul style="list-style-type: none"> • <u>Presentation</u> • <u>Questions</u> • <u>Update</u>
Jan. 31, 2013	New designation	<ul style="list-style-type: none"> • <u>Notice</u>

Summary

From fall 2011 and into the 2013 school year the Area I office and the department of Planning and Transportation and Environmental Services met with parents and community members from Silver Springs to examine options for Silver Springs School and W.O. Mitchell School. As a result of the engagement with this community and their request that we look for an alternative program to help boost the enrolment numbers, W.O. Mitchell School has been selected as a new Spanish Bilingual program location starting in September 2014.

AREA I

Marion Carson School – Increasing School Utilization

Project Information

Marion Carson School has been an overflow school most recently for the residential district of Tuscany. With the opening of Twelve Mile Coulee School in Tuscany in September 2013, Marion Carson School has seen a drop in enrolment. As part of the accommodation planning process, Marion Carson School has been identified as a school that has space to accommodate additional students. At this time there is a need to identify a new NW location for the Chinese (Mandarin) Bilingual Program that is growing at Highwood School.

Starting in September 2014, Marion Carson School will offer a regular program for students in the residential districts of Varsity and it will offer a Chinese (Mandarin) Bilingual program to students in North Calgary. Grade configurations for the Chinese (Mandarin) Bilingual program have yet to be determined.

Summary

On April 16, 2013 the Area Director and members of the Planning Department met with 19 parents that attended the regular school council meeting. The principals of the two schools will work together with their school communities to develop a transition plan for students and teachers.

AREA II

Chinese (Mandarin) Bilingual Program at Highwood School

Project Information

The department of planning, transportation and environmental services and the Area II office has identified the need to examine the accommodation and programming needs of the Chinese (Mandarin) Bilingual Program for kindergarten to Grade 9 in Area II, serving Areas I, II, III and Area IV north of 17 Avenue SW. Why has this student accommodation issue been identified?

- Current location for kindergarten to Grade 6 at Highwood School is projected to be over capacity in September 2013.

In order to effectively use space and resources for educational programming there is a need to provide:

1. Sustainable Kindergarten to Grade 9 Chinese (Mandarin) Bilingual programming for students in Areas I, II, III and Area IV north of 17 Avenue SW
2. Effective use of space and resources.
 - For both educational programming and plant operations and maintenance
3. Consideration of effective and efficient transportation and walk zones.

The Department of Planning, Transportation and Environmental Services and the Area II Office is working with school and community stakeholders to address this issue. See below for the community engagement strategy and meeting documents to help you stay informed.

Community Engagement Strategy

Our goal is to consult you by obtaining your feedback on:

- The proposed student accommodation scenario
- The proposed administrative recommendation
- The implementation plan

By consult, we mean that we will:

- Provide feedback on how your input was used to influence the final decision.

Your input may influence details of the accommodation plan's final implementation. The final decision on any attendance area changes will be made by the Area II Director in conjunction with the Department of Planning, Transportation and Environmental Services.

Meetings and Communication

Date	Meeting/Communication Type	Documents (PDF)
	Community engagement plan	• Community engagement plan
Nov. 29, 2012 64 signed in	Mandarin Parent Meeting – Highwood School	• Invitation • Invitation (• Presentation Slides • Feedback
Jan. 23, 2013	Recommendation Letter	• Recommendation Letter, Jan. 23, 2013

Summary

Effective the 2013-2014 school year Grade 5 and Grade 6 students will be designated to Colonel Irvine School. Starting in September 2014 a new kindergarten and grade one Chinese (Mandarin) Bilingual Program will open at Marion Carson School. The program will continue to expand by a grade each year.

- If there is sufficient interest the program may open including Grade 2, otherwise it will be K-1. Administration will survey parents during the 2013-2014 school year in order to determine the opening year grades.

In order to open the new program, boundaries for the Chinese (Mandarin) Bilingual Program will change. The result of these changes will mean that some students will be re-designated starting 2014.

AREA III

Traditional Learning Centre and Regular Program Change: Temple, Taradale, Whitehorn and Coral Springs

Project Information

The Traditional Learning Centre (TLC) in Area III continues to experience strong growth. Students in Grade 3 and Grade 4 at Chris Akkerman School are a very large group. Finding space for September, 2013 at both Chris Akkerman and Sir Wilfrid Laurier Schools is challenging.

There is an opportunity to open a new location for kindergarten to Grade 5 TLC. Starting in September 2013, students from the communities of Taradale, Whitehorn and Coral Springs will

attend TLC in a new location at Chief Justice Milvain School. Details on these changes are located in the links below.

Community Engagement Strategy

Our goal is to consult with you. By “consult” we mean to obtain public feedback on analysis, alternatives and/or decisions. We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.

Your input may influence the possible options considered and final implementation plan. However, the final decision will be made by the area directors in conjunction with Planning, Transportation and Environmental Services following a review by Superintendents’ Team.

Meetings and Communication

Date	Meeting/Communication Type	Documents (PDF)
April 8,9,11 2013 190 signed in	Parent Meetings at Chief Justice Milvain, Chris Akkerman and Dr. Gordon Higgins Schools	<ul style="list-style-type: none"> • Parent Letter • Questions and answers • Key messages powerpoint presentation for parents • Key messages powerpoint presentation for Dr. Gordon Higgins parents • Dr. Gordon Higgins parent meeting feedback • Chris Akkerman parent meeting feedback • Chief Justice Milvain parent meeting feedback • Updated Temple designations
April 18, 2013	Notice to Parents of designation change and new location.	<ul style="list-style-type: none"> • Designations notices

Summary

For the 2013-2014 school year a new TLC location will open at Chief Justice Milvain School. For the 2014-2014 a TLC program will open at Annie Gale School for Grade 6.

AREA IV

French Immersion/Spanish Bilingual Program at Westgate School

Project Information

The department of planning, transportation and environmental services and the Area IV office has identified the need to examine the accommodation and programming needs of the French Immersion and Spanish Bilingual program at Westgate School. Why has this student accommodation issue been identified?

- Kindergarten to Grade 5 at Westgate School is projected to be over capacity in September 2013.

In order to effectively use space and resources for educational programming there is a need to provide:

1. Sustainable Kindergarten to Grade 9 French Immersion and Spanish Bilingual programming for students in Area IV.
2. Effective use of space and resources for both educational programming and plant operations and maintenance

The department of planning, transportation and environmental services and the Area IV office is working with school and community stakeholders to address this issue. See below for the community engagement strategy and meeting documents to help you stay informed.

Community Engagement Strategy

Our goal is to consult you by obtaining your feedback on:

- Possible student accommodation scenarios
- Your own ideas and suggestions
- Alternatives and/or decisions

By *consult*, we mean that we will:

- keep you informed, listen to and acknowledge your concerns and aspirations
- provide feedback on how your input influenced the decision.

Your input will influence details of the accommodation plan's final implementation. The final decision on any attendance area changes will be made by the Area IV director in conjunction with the department of planning, transportation and environmental services.

Meetings and Communication

Date	Meeting/Communication Type	Documents (PDF)
	Community engagement plan	• Engagement Plan
Dec. 3, 2012 226 signed in	French Immersion and Spanish Bilingual Parent Information Meeting - Westgate School	<ul style="list-style-type: none"> • Invitation • Letter to parents • Presentation • Scenarios Dec 3, 2012 • Westgate Scenario 1 feedback • Westgate Scenario 2 feedback • Westgate Scenario 3 feedback • Westgate Scenario 4 feedback • What other scenarios should we consider?
Dec. 3 2012 to January 9, 2013 253 participated	Thoughtstream online feedback	
Jan. 9, 2013 144 signed in	Open House	<ul style="list-style-type: none"> • Engagement Process Timeline • Feedback on the Ts Process • Ideas to Prioritize • Invitation • Letter to parents • Thoughtstream Overview French Spanish at Westgate School • Thoughtstream Overview French Spanish at Bishop Pinkham Westgate • Westgate Open House Feedback
Jan. 16, 2013	Update to parents	• Update to parents
Feb. 12-28, 2013		<ul style="list-style-type: none"> • Parent scenario review • Scenario feedback opportunities - Westgate

		<ul style="list-style-type: none"> • <u>Scenario feedback oppertunities - Bishop Pinkham</u> • <u>Scenario feedback oppertunities - A.E. Cross, Jennie Elliott, Rosscarrock</u>
Feb. 27, 2013 380 signed in	Parent meeting	<ul style="list-style-type: none"> • <u>Invitation</u> • <u>Key messages and handout</u> • <u>Revised scenarios for your consideration</u> • <u>Questions and answers from feedback</u> • <u>Where students attending Westgate live</u> • <u>Middle school information sheet</u> • <u>Area IV school utilization and excess space 2012</u> • <u>Feedback middle school option</u> • <u>Scenario A feedback</u> • <u>Scenario B feedback</u> • <u>Scenario C feedback</u> • <u>Sticky wall feedback</u>
Feb. 12-28, 2013 159 Participated	Thoughtstream feedback	<ul style="list-style-type: none"> • <u>Bishop Pinkham School report</u> • <u>Westgate School report</u> • <u>A.E. Cross, Jennie Elliott, Rosscarrock schools report</u>
March 2013	Update to parents	• <u>Update to parents</u>
April 8, 2013	Recommendation Letter sent	Recommendation Letter
April 2013	Frequently Asked Questions	• <u>Frequently Asked Questions</u>

Summary

After extensive engagement with stakeholders in Area IV the following decisions have been made for 2013-2014 only.

- All French Immersion and Spanish Bilingual programming for students in kindergarten to grade 4 will be located at Westgate School.
- French Immersion and Spanish Bilingual programming for students in grades 5 to 9 will be located at Bishop Pinkham School.
- All students enrolled at Bishop Pinkham for 2013-2014 will be allowed to finish through to June of 2015. Programming and grade locations beyond the 2014-2015 school year will be dependent on future decisions.
- Westgate and Bishop Pinkham schools will work together to develop a transition plan for current grade 4 and grade 5 students.

This is a short term solution and Westgate School will continue to be at capacity. Responding to parent feedback, the Spanish bilingual program will grow to grade 9 at Bishop Pinkham School, at a minimum until September 2015.

Over the next 12 months, CBE Administration, including the Area IV Office and the Planning Department, will work to find a longer term solution for our students enrolled in Spanish Bilingual in both Area IV and Area V.

AREA V

Louis Riel, Braeside, Cedarbrae, John Ware and Nellie McClung Schools

Project Information

The department of planning, transportation and environmental services has identified the need to address student enrolment in the residential districts of Oakridge, Braeside, Cedarbrae, Palliser and Pump Hill in the CBE's administrative Area V. Why has this student accommodation issue been identified?

Louis Riel School, in the community of Oakridge, offers both a regular program and a Science alternative program. For the 2012-13 school-year Louis Riel did not have enough students to offer a kindergarten or grade 1 regular program. With the decline in regular program enrolment at Louis Riel School there is an opportunity to examine the schools Oakridge and the surrounding communities to ensure a kindergarten to grade 9 learning continuum for all students in all programs.

Community engagement strategy

Our goal is to "consult" stakeholders, by working directly with the public throughout the process to obtain feedback on information, alternatives and decisions.

We will keep you informed, listen to and acknowledge concerns and aspirations and provide feedback on how public input influenced the decision.

Your input may influence the possible options considered and final implementation plan. However, the final decision on any attendance area changes will be made by the area director in conjunction with planning, transportation and environmental services. 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 planning, transportation and environmental services.

Meetings and Communication

Date	Meeting/Communication Type	Documents (PDF)
	Community Engagement Plan	• Engagement Plan
Feb. 6, 2013 12 signed in	School Council Executive Meeting	• Presentation
March	Letter to parents	• Letter to parents
April 30, 2013 10 signed in	Louis Riel, Tsuu T'ina Meeting	• Feedback
May 6, 2013	Letter to parents	• Letter to parents
May 6-21, 2013	Thoughtstream Part 1 Active	

Summary

We are currently in the early stages of engagement with this community. A new designation is required for students from the Tsuu T'ina, but changes to school configurations are contemplated regardless of where students from Tsuu T'ina attend. This work will continue in the 2013-2014 school year.

Area V

Cranston middle school designation change for regular program students Grades 5-9

Project Information

Designation Change for Grade 5-9 Regular Program students in the Residential District of Cranston

Students in residential district of Cranston attending the regular program are currently designated to Nickle School for Grades 5-9. The number of students at Nickle School continues to grow, and for the 2013-2014 school year Nickle School will be close to capacity. There is a need to change the designation for Cranston students in Grades 5-9 to R.T. Alderman School for September 2014.

Meetings and Communication

Date	Meeting/Communication Type	Documents (PDF)
March 13, 2012 80 signed in	Parent meeting	<ul style="list-style-type: none">• Invitation• Cranston designation changes presentation• Feedback

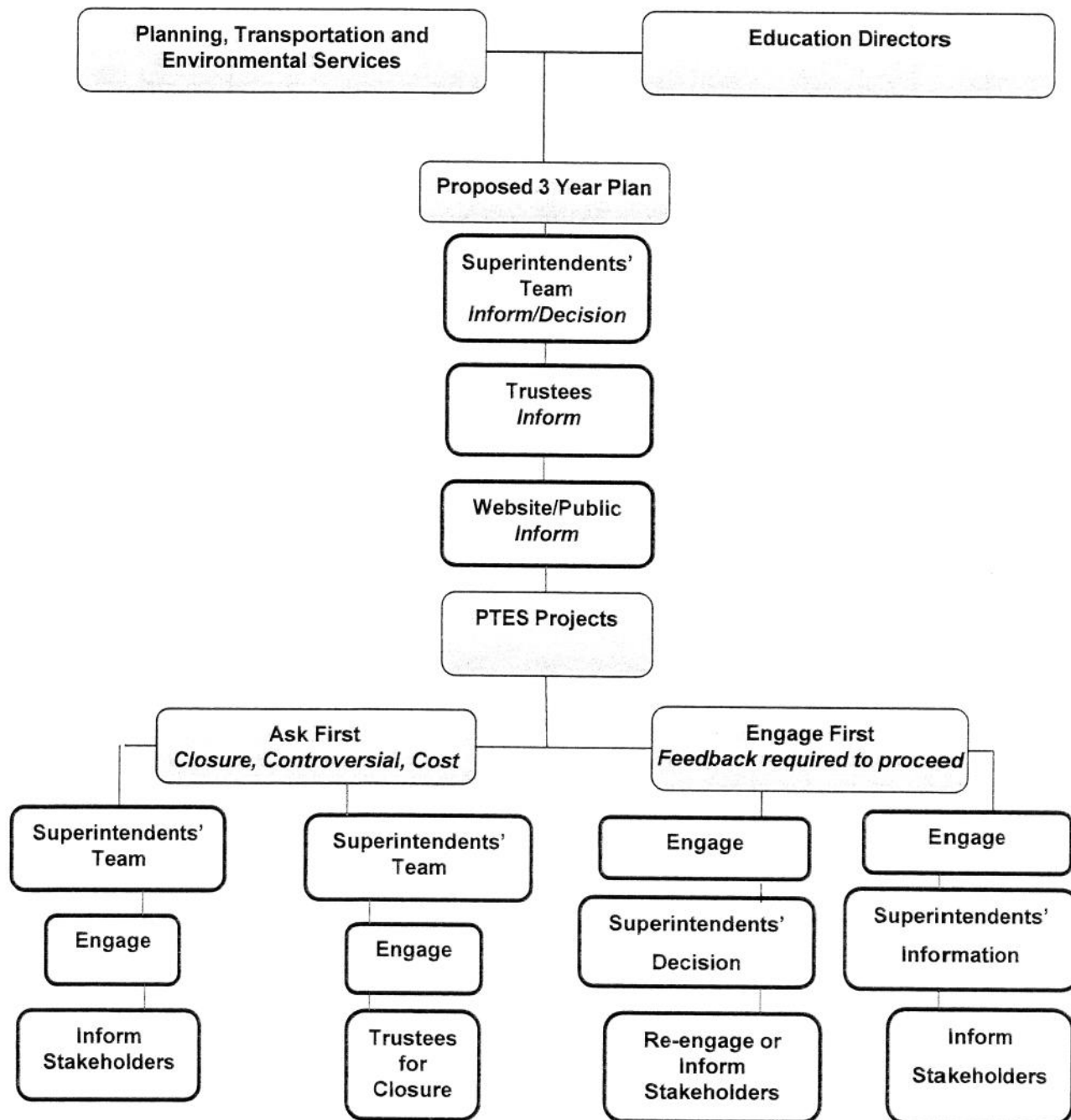
Summary

Approximately 80 parents attended the information evening and provided feedback the change of designation for students in Grade 5-9 that will take place over the next two years. A designation notice was sent home to parents on April 10, 2013.



Calgary Board
of Education

3 Year System Student Accommodation Plan Process



- Directors, Superintendents and others are involved at stages relevant to the project.
- Engagement takes many forms, dependent on the nature of the project.

21/05/2013

report to Board of Trustees

Locally Developed Courses

Date	June 18, 2013
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Decision
Originator	Elizabeth Gouthro, Superintendent (Acting) Learning Services
Governance Policy Reference	Locally Developed Courses R-2: Academic Success OE-10: Instructional Program
Resource Person(s)	Michelle Bastock, System Assistant Principal, Learning Services Norma Jean Taylor, System Principal, Learning Services Barb Harder, Administrative Assistant, Learning Services

1 | Recommendation

It is recommended:

1. THAT the Board of Trustees approves the following newly acquired Calgary Board of Education Kindergarten to Grade 6 locally developed course for use in Calgary Board of Education schools for the period listed within each course outline:

From Edmonton Public School District:

ASL (American Sign Language) and Deaf Culture 9 Year Program
Grade: 4 – 6

American Sign Language - Language Arts Bilingual
Grade: K – 6



Approval is requested for the following Locally Developed Courses to be included in the instructional program for elementary students in the Deaf and Hard of Hearing program at Queen Elizabeth School:

American Sign Language and Deaf Culture 9 Year Program - Grades: 4 – 6
American Sign Language - Language Arts Bilingual - Kindergarten to Grade 6.

In Alberta, American Sign Language is taught exclusively through authorized locally developed programming (as a language arts - one component of a bilingual program, and as a language and culture course series). Edmonton Public Schools is the board of record for both of these courses.

Alberta Education Policy 1.2.1 – addresses Locally Developed Courses for senior and junior high courses only. It does not address the use of Locally Developed Courses for students in Kindergarten to Grade 6. (Alberta Education Policy 1.2.1 – *Locally Developed/Acquired and Authorized Junior and Senior High Complementary Courses* (4) requires that, "Approval of a locally developed/acquired and authorized course (junior and/or senior high) shall be by Board motion and shall be for a maximum duration of three years.")

If a school jurisdiction wishes to use Locally Developed Courses for Kindergarten to Grade 6 students it is done through the particular jurisdiction's procedures. At this time, Calgary Board of Education has not created procedures for Locally Developed Course to be a part of the instructional program for Kindergarten to Grade 6. This would be a new practice related to these two American Sign Language courses.

As an additional piece of background information an excerpt from the Standards for Special Education, amended June 2004 in the Foreword page 1 is included: "School boards are required to provide each resident and enrolled student with identified special education needs with access to a special education program. In every case, the best educational interest of the student is the paramount consideration for decision-Making and programming."

It also states, "Standards for Special Education, Amended June 2004 requires school boards to identify and deliver effective programming for students with special education needs in grades 1 – 12. It promotes consistent and enhanced quality of educational practice within our province, so that irrespective of location, students with special education needs can access appropriate programming and services. Alberta Learning acknowledges the importance of local autonomy, flexibility and choice in meeting the diverse learning needs of students."



3 | Analysis

Deaf and Hard of Hearing

In order to continue to support those students in Kindergarten to Grade 6 enrolled in the Deaf and Hard of Hearing classes at Queen Elizabeth School, the Calgary Board of Education received permission from Edmonton Public School Board to acquire the following two courses:

- American Sign Language and Deaf Culture 9 year Program

This course is designed to assist students in the understanding of American Sign Language and Deaf Culture.

There is Board of Trustee approval for American Sign Language and Deaf Culture at Grade 7, 8, 9. We seek approval for this course to support the instructional program with students in Grades 4 to 6.

- American Sign Language (ASL) Language Arts K – 12 (Bilingual)

American Sign Language (ASL) Language Arts K – 12 (Bilingual) course was developed to support bilingual programming for students using both English and American Sign Language.

There is Board of Trustee approval for American Sign Language (ASL) Language Arts K – 12 (Bilingual) for junior high Grade 7, 8, 9, and for high school 15, 25, 35. We seek approval for this course to be used to support the instructional program for students in Kindergarten to Grade 6.

4 | Implementation Consequences

Calgary Board of Education Operational Expectations OE-10: Instructional Program states,

“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.

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.”



Alberta Education Policy 1.2.1 – *Locally Developed/Acquired and Authorized Junior and Senior High Complementary Courses* states,

“Alberta Learning supports the local development and authorization of junior high school and senior high school complementary courses, which do not duplicate provincially authorized courses, to further develop and cultivate the unique interests and abilities of students, to foster educational improvement and excellence through innovation at the local level to meet the unique needs of a local community.”

Alberta Education Policy 1.2.1 further states,

“...in the interest of increasing local flexibility to meet the needs of students, local school authorities will authorize senior high locally developed/acquired and authorized courses and provide Alberta Learning with information regarding these authorizations.”

Alberta Education Policy 1.2.1 – *Locally Developed/Acquired and Authorized Junior and Senior High Complementary Courses* (4) requires that, “Approval of a locally developed/acquired and authorized course (junior and/or senior high) shall be by Board motion and shall be for a maximum duration of three years.”

Alberta Education requires a copy of the Board of Trustee motion showing specific information about the Board authorization of locally developed courses.

Locally developed courses (LDC) are approved and authorized for a maximum period of three years. When a course is expiring, it must be reviewed in the context of local student need and a decision made by the originating district about whether to go forward with the renewal process.

All locally developed and acquired courses are reviewed by the Director, Instructional Services and the Superintendent, Learning Services. The intention of the CBE process is to facilitate seamless access for students by authorizing these new courses for September 1, 2013.

Notice of authorization of the recommendations in this report will be provided to Alberta Education’s Curriculum Branch and appropriate Calgary Board of Education staff. Copies of the new or revised course outlines will be made available to all elementary, middle, junior and senior high schools through the “staff insite”.



5 | Conclusion

Board of Trustee's approval of the following locally developed and acquired courses for students in the Deaf and Hard of Hearing classes will further support personalized instructional programming for students Kindergarten to Grade 6 in the area of American Sign Language in the Calgary Board of Education;

American Sign Language and Deaf Culture 9 Year Program - Grades: 4 – 6

American Sign Language - Language Arts Bilingual - Kindergarten to Grade 6.



NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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



report to Board of Trustees

Lighting Replacement Project

Date	June 18, 2013
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Decision
Originator	Frank J. Coppinger, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Board/Chief Superintendent Relationship B/CSR-2: Single Unit Control Operational Expectations OE-7: Asset Protection OE-12: Facilities
Resource Person(s)	Earl Badger, Environmental Projects Coordinator Dieter Hoerz, Director, Central Facility Services Mitchell Schneider, Acting Manager Revenue and Treasury

1 | Recommendations

It is recommended:

- THAT the final phase of the energy retrofit lighting replacement project for all remaining schools with T-12 lighting be approved,
- THAT a secured loan of up to \$5.2 million be obtained to finance the energy retrofit project, and
- THAT upon confirmation of an Energy Service Company, that the Minister of Education's approval be sought by Administration for capital borrowing to finance this project.



2 | Issue

The Calgary Board of Education (CBE) has many schools in which some or all of the artificial lighting is from T-12 fluorescent lights. T-12 lamp manufacturing was ceased in the United States in 2012. In a product-scarce market, the CBE may find it increasingly more difficult to maintain its current lighting portfolio.

In addition, insufficient funding levels have prohibited the CBE from completely replacing its existing T-12 fluorescent lights.

Innovative methods of financing are required, if substantial advancements are to be made in addressing this pressing need.

3 | Background

Federal legislation (2005), which regulates the performance of fluorescent light ballasts, extends to "replacement" ballasts (e.g. those used as replacements for failed ballasts already in operation). As a result, the use of electromagnetic ballasts has essentially been eliminated and replacement ballasts for T-12 fluorescent lighting are becoming increasingly difficult to procure. Their costs have risen by more than 50 percent.

North American lighting manufacturers are to phase out their production of T-12 lamps and they have been focusing their efforts on the T-8 and T-5 lighting platforms, utilizing the newer high-efficiency electronic ballasts and lamps. This refocus was required in order to meet the energy efficiency regulations introduced in the United States.

With the pending reduced production of T-12 lamps and the manufacturing focus on T-8 lamps, the cost of the more efficient, higher-quality T-8 lamps was approaching the cost of T-12 lamps. This trend is expected to continue and it is anticipated that in the near future T-12 lamps will be more expensive than the T-8 lamps.

T-8 lamps are considered a direct replacement for T-12 lamps and offer the following advantages:

- lower maintenance costs
- movement away from a lighting technology that is rapidly becoming obsolete and more expensive to sustain.
- a lighting technology that has a longer useful life and requires less frequent replacement.
- improvement in the quality of lighting in classrooms
- reduced carbon footprint and notably lower utility costs



Buildings in general are significant consumers of energy, requiring more than one-third of the total energy used in North America. Lighting retrofits result in a smaller carbon footprint and reduced environmental impact through a net electrical energy usage reduction of approximately 16% annually.

Facilities and Environmental Services aims to optimize the quality of the learning environment, while concurrently demonstrating environmental stewardship and reducing facility operating costs. The CBE has been converting schools from T-12 fluorescent lighting, in large part to T-8 lighting, and at the same time exchanging the existing electromagnetic ballasts for electronic ballasts.

Lower than required funding levels have prompted a focus on more creative approaches to project delivery in order to find solutions which will allow operations to continue within budget constraints. In the recent past 'Energy Performance Contracts' have been used by the CBE and other organizations. Under these contracts the capital cost of the project is financed over a specified period of time by the future guaranteed savings in utility consumption.

4 | Analysis

As a responsible owner, the CBE continues to operate its buildings in the most cost effective manner. Interior lighting utilizes up to 45% of the electrical energy in a typical school. Employing higher efficiency lighting can lower this consumption by up to 35%. A lighting upgrade is one substantial and reliable option for achieving energy efficiency gains.

The CBE currently has 3.7 million square feet of school space that has a significant amount of T-12 fluorescent lighting. Converting this lighting to T-8 fluorescent lighting is estimated to save \$625,000 in electricity costs annually, at a total project cost of approximately \$10.1 million. The simple payback is expected to be 16 years. The lighting retrofit project previously approved by the Board of Trustees will attend to approximately one half of this work.

The change to T-8 fluorescent lighting also offers an opportunity to enhance the light quality and improve the learning environment. Students and staff spend many hours each year within the indoor school environment, largely under artificial lighting. The quality of the light can dramatically affect the quality of the learning environment.

After award, a detailed audit of the planned 35 schools will be completed to provide an in-depth analysis of existing conditions and give the CBE the detailed information necessary to refine the project scope on a school by school basis.

From the preliminary audit results the proposed total capital outlay for phase 2, the final phase of the project, is up to \$5.2 million. The Energy Service Company will be required to guarantee a minimum annual consumption savings of 3,160 MWh/annum, which is valued at \$300,300 at today's utility rate.

Some contracts guarantee the dollar amount, as opposed to volume of savings. If utility rates were to rise, the contractor would more easily meet the dollar guarantee, even if the volume savings were not achieved. For this contract the Energy Service Company will be required to guarantee the volume of the utility reduction, regardless of the commodity price.

Borrowing Regulations

The 2003 change in the Province's Capital Borrowing Regulations evidenced that the government supports the underlying principles of energy savings and energy related performance contracts. It continues to be recognized that school jurisdictions are well served by undertaking timely, planned upgrades to school buildings rather than incurring the higher costs of construction in the future.

Under the *School Act* (Section 183 (2)), school boards may only borrow for capital purposes with the prior approval of the Minister of Education. Changes to the provincial Capital Borrowing Regulation (Alberta Regulation 188/98, Amended A.R. 236/2003) state that a board may borrow to meet capital expenditures to refit a school building for energy conservation if;

- i. The cost of refitting is guaranteed by the supplier in writing to be recoverable by the board from savings in energy costs in not more than 20 years, and
- ii. In the opinion of the Minister, all indebtedness under the loan is retired within 20 years.

5 | Financial Impact

Numerous mechanisms for the financing of the project were considered, with the intent of minimizing the impact on the CBE's annual operating budget, incorporating the annual energy cost savings to pay for construction and financing costs and considering potential up-front buy-down strategies. The financing for this project would be similar to previous CBE performance contracts.

The following financial structure for the project was seen to be optimal:

- Borrowing not more than \$5.2 million from the Royal Bank of Canada, through the leveraging of short-term CBE restricted cash funds, and repaying this amount, plus interest. Debt principal repayment and the related interest expense can be accommodated from the guaranteed annual energy savings.

Undertaking a capital commitment has a number of implications for the CBE, including the following:

- There is an up-front capital cost of up to \$5.2 million which will require financing.



- Traditional borrowing vehicles associated with performance contracts would typically provide for financing through a commercial lender, or the Alberta Capital Financing Authority at a fixed rate for a predetermined term. Based on a five year revolving term and current market conditions, and assuming a 15-year term, at the present time this rate would be approximately 2.94% per annum.

As an alternative to traditional financing, the CBE could use its surplus cash to provide security for the required loan. The CBE currently invests its excess operating cash resources in short-term investments, which over the past year have provided a return of approximately 1.1%.

Although these funds are required to pay for current liabilities, in reality, on a go-forward basis, a number of these liabilities will not be required to be paid until well into the future. For example, the CBE's liability for employees' future benefits and vacation entitlements, which roll over from year to year, are only paid out to individual employees when they resign from the CBE.

Administration has discussed with its corporate bankers the provision of up to \$5.2 million in restricted cash to secure a capital lease arrangement that fixes and therefore guarantees the amount of interest expense over a fifteen-year period. This arrangement would require a commitment by the CBE to invest an amount of cash equivalent to the loan with the corporate bankers at a fixed rate of return over the same period.

Actual interest rates would be established on closing of the agreement. However, the borrowing rate will be fixed at 90 basis points (0.9%) over the 5 year GIC investing rate. The GIC investing rate is the bank's cost of funds, which is currently approximately 2%.

This capital lease arrangement's major advantage is that it significantly reduces the cost of financing the proposed capital project. These savings could be used to address other priorities in the years they are generated. As well, the effective investment rate for these funds is the bank's cost of funds, which is an extremely attractive investing rate for any organization.

Based on the analysis, a lease principal repayment period of 17 years is recommended. The commitment to repay this debt financing can be supported in this period, which is shorter than the 20 years permitted by regulation, and would reduce the amount of interest payable and allow the application of utility savings to other initiatives at an earlier time.

The savings from energy reduction through the guarantee period will be required to ensure that the borrowing and principal costs are recovered over the 18 years of this project.

This financial approach results in the following cash flow over a 20 year period:

Project			Costs			Revenue	Savings	Net Project Cash Flows		
Year	Ending	Loan Balance	Principal Repayment	Loan Interest	Total loan Payment	Investment Income	Elec. Savings	Net Interest Expense	Net Loan Payment	Net Savings (Costs)
0	Dec-13	\$5,200,000	\$0	\$0	\$0	\$0	\$150,167	\$0	\$0	\$150,167
1	Dec-14	\$4,948,547	(\$251,453)	(\$152,880)	(\$404,333)	\$104,000	\$300,333	(\$48,880)	(\$300,333)	\$0
2	Dec-15	\$4,694,730	(\$253,817)	(\$145,487)	(\$399,304)	\$98,971	\$300,333	(\$46,516)	(\$300,333)	\$0
3	Dec-16	\$4,438,527	(\$256,203)	(\$138,025)	(\$394,228)	\$93,895	\$300,333	(\$44,130)	(\$300,333)	\$0
4	Dec-17	\$4,179,916	(\$258,611)	(\$130,493)	(\$389,104)	\$88,771	\$300,333	(\$41,722)	(\$300,333)	\$0
5	Dec-18	\$3,918,874	(\$261,042)	(\$122,890)	(\$383,932)	\$83,598	\$300,333	(\$39,291)	(\$300,333)	\$0
6	Dec-19	\$3,648,470	(\$270,404)	(\$115,215)	(\$385,618)	\$78,377	\$307,241	(\$36,837)	(\$307,241)	\$0
7	Dec-20	\$3,368,458	(\$280,012)	(\$107,265)	(\$387,277)	\$72,969	\$314,307	(\$34,296)	(\$314,307)	\$0
8	Dec-21	\$3,078,585	(\$289,873)	(\$99,033)	(\$388,906)	\$67,369	\$321,537	(\$31,664)	(\$321,537)	\$0
9	Dec-22	\$2,778,592	(\$299,993)	(\$90,510)	(\$390,504)	\$61,572	\$328,932	(\$28,939)	(\$328,932)	\$0
10	Dec-23	\$2,468,213	(\$310,379)	(\$81,691)	(\$392,069)	\$55,572	\$336,497	(\$26,119)	(\$336,497)	\$0
11	Dec-24	\$2,147,178	(\$321,036)	(\$72,565)	(\$393,601)	\$49,364	\$344,237	(\$23,201)	(\$344,237)	\$0
12	Dec-25	\$1,815,207	(\$331,971)	(\$63,127)	(\$395,098)	\$42,944	\$352,154	(\$20,183)	(\$352,154)	\$0
13	Dec-26	\$1,472,016	(\$343,191)	(\$53,367)	(\$396,558)	\$36,304	\$360,254	(\$17,063)	(\$360,254)	\$0
14	Dec-27	\$1,117,314	(\$354,703)	(\$43,277)	(\$397,980)	\$29,440	\$368,540	(\$13,837)	(\$368,540)	\$0
15	Dec-28	\$750,800	(\$366,513)	(\$32,849)	(\$399,362)	\$22,346	\$377,016	(\$10,503)	(\$377,016)	\$0
16	Dec-29	\$372,171	(\$378,630)	(\$22,074)	(\$400,703)	\$15,016	\$385,687	(\$7,058)	(\$385,687)	\$0
17	Dec-30	\$0	(\$372,171)	(\$10,942)	(\$383,112)	\$7,443	\$394,558	(\$3,498)	(\$375,669)	\$18,889
18	Dec-31	\$0	\$0	\$0	\$0	\$0	\$403,633	\$0	\$0	\$403,633
19	Dec-32	\$0	\$0	\$0	\$0	\$0	\$412,917	\$0	\$0	\$412,917
20	Dec-33	\$0	\$0	\$0	\$0	\$0	\$422,414	\$0	\$0	\$422,414

Notes: Year 0 is the installation period. Operational savings in Year 0 result from the partial project implementation.

6 | Implementation Consequences

The project request for proposal will solicit from interested Energy Service Companies proposals the implementation of an energy performance contract which addresses capital improvements to replace existing T-12 fluorescent lights and reduce energy consumption at 35 specified CBE schools (refer to listed in Attachment I).

School tours will be conducted by knowledgeable CBE staff to give the Energy Service Companies an opportunity to do an initial audit of the school buildings in support of their proposal submission. The proposals will be evaluated based on detailed evaluation criteria as outlined in the request for proposal.

The project scope is focused on the school lighting components that should be replaced and which would generate energy savings.



The Energy Service Companies will be required to create a comprehensive design package that combines upgrades with acceptable payback periods.

The project is required to facilitate the realization of energy cost avoidance and the benefits of renewal at the earliest opportunity.

It is anticipated that phase 2 of this project, as outlined, will be completed in approximately 21 months, starting as soon as all approvals have been granted, a vendor is selected, and financing is in place.

There are some identifiable disadvantages:

- Some of the CBE's short-term cash resources would be 'tied up' since they will be required as security. Arranging for a declining-balance loan, which reduces the amount of the required security evenly over the loan period substantially mitigates this impact.
- The interest rate earned on the initial investment of up to \$5.2 million is fixed for five years. If market interest rates were to rise during this period, the CBE would lose an opportunity to earn higher rates of interest on its invested cash. This disadvantage is mitigated in two ways:
 - i. By arranging for a declining balance loan the amount invested in the long term is reducing annually; and
 - ii. By establishing an investing interest rate for the established periods, interest rates (currently averaging around 1.10%) would need to rise fairly significantly before the CBE could be considered to have lost on its investment earnings potential in any material way.
- The repayment will be funded as a priority commitment against future years' energy budgets, thereby ensuring that the CBE realizes the benefits immediately and spreads the cost out over time.

The primary objectives of the CBE would be achieved with the project implementation. These objectives include:

- replacement of existing T-12 fluorescent lighting
- maximizing the return on investment
- retaining sufficient control of the project design and execution
- improving project commissioning and documentation
- ensuring project execution in a timely manner

7 | Conclusion

Given the pending obsolescence of T-12 fluorescent lighting, and its relative inefficiency, it is prudent for the CBE to seek out ways to aggressively replace its existing T-12 lighting in order to ensure the seamless operation of the learning environment.

Regulatory and industry changes are making maintenance of T-12 fluorescent lighting systems more difficult and expensive. The CBE needs to make a concerted effort to replace its remaining T-12 fluorescent lights in schools as quickly as possible.

Retrofitting the existing T-12 fluorescent lighting with modern, efficient lighting technologies offers the CBE a significant energy saving opportunity. In addition, the retrofit would improve the learning environment through better lighting controls and higher quality light.

Based on the current CBE fiscal situation it would be attractive to implement the T-12 fluorescent lighting replacement through a self-funded financial model. This may be achieved by using utility savings to repay a loan that would support the retrofit work.

Through thoughtful structuring of a retrofit program the CBE can maximize its benefit while minimizing the risks.



NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENT

Attachment I: List of Schools

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

List of Schools

School Name	School Number	Area	School Type	Year Built	Area (ft ²)	% T-12
Belvedere-Parkway	110	I	EL	1957	47264	100
Bowcroft	111	I	EL	1953	42251	100
Bowness	847	I	SH	1956	160810	95
Captain John Palliser	210	I	EL	1964	44720	100
Dr. E. W. Coffin	214	I	EL	1975	20559	100
Edgemont	379	I	EL	1990	56722	100
Ranchlands	374	I	EL	1981	48715	100
Silver Springs	256	I	EL	1975	34835	95
Terrace Road	138	I	EL	1952	26894	80
The Hamptons	389	I	EL	1999	22535	100
W.O. Mitchell	257	I	EL	1980	44640	100
	I Count	11				
Alex Munro	261	II	EL	1971	38797	100
Catherine Nichols Gunn	232	II	EL	1972	38264	100
Christine Meikle	37	II	SH	1957	25633	100
Crescent Heights	815	II	SH	1929	314395	95
Dr. J. K. Mulloy	242	II	EL	1969	43725	100
Huntington Hills	219	II	EL	1968	28720	100
Renfrew	229	II			29660	90
Rosemont	231	II	EL	1959	23575	100
	II Count	8				
Chief Justice Milvain	361	III	EL	1980	41484	100
Harold W. Riley	359	III	EL	1972	30277	100
James Short Memorial	364	III	EL	1972	43538	100
	III Count	3				
Alternative High	863	IV	SH	1956	23745	90
Central Memorial	823	IV	SH	1968	212568	10
Colonel Walker	602	IV	EL	1912	51366	100
Emily Follensbee	36	IV		1950	40418	100
Ramsay	130	IV	EL	1912	28600	100
Sherwood	632	IV	JH	1956	100421	100
Windsor Park	332	IV	EL	1956	19454	95
	IV Count	7				
Braeside	305	V	EL	1968	46704	75
Fairview	633	V	JH	1958	93322	100
Fish Creek	384	V	EL	1992	53433	75
Haultain Memorial	362	V	EL	1980	37016	100
Janet Johnstone	270	V	EL	1982	42019	100
Nickle	654	V	JH	1970	74358	95
	V Count	6				
	Total	35				

