

public agenda

Regular Meeting of the Board of Trustees

October 13, 2020
12:00 p.m.

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

R-1: Mission |

Each student, in keeping with their 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
12:00 p.m.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		GC-2	
	3 Awards and Recognitions		GC-3	
	4 Results Focus			
	5 Operational Expectations			
	5.1 OE-1: Global Operational Expectations – Annual Monitoring Report	C. Usih	OE-1	Page 5-1
	6 Public Comment [PDF]		GC-3.2	
	Requirements as outlined in Board Meeting Procedures			
	7 Matters Reserved for Board Information		GC-3	
	8 Matters Reserved for Board Decision	Board	GC-3	
8.1 Proposed Amendments to Governance Policies: Operational Expectations Policy 5: Financial Planning		GC-2, OE-5	Page 8-1	
8.2 Proposed Amendments to GC-5E: Audit Committee Terms of Reference		GC-1,2,3,5, 5E	Page 8-6	



Time	Topic	Who	Policy Ref	Attachment
	8.3 Recommendation to Commence Public Input to Consider Closure of the National Sport School	C. Usih	GC-3E	Page 8-14
	9 Consent Agenda	Board	GC-2.6	Page 9-1
	9.1 Items Provided for Board Information 9.1.1 Chief Superintendent's Update			
	10 In-Camera Session			
3:00 p.m.	11 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.

Information is collected under the authority of the Education 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.

OE-1: Global Operational Expectations

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 1: Global Operational Expectations, the Chief Superintendent certifies that the proceeding information is accurate and complete.

- In Compliance.
- In Compliance with exceptions noted in the evidence.
- Not in Compliance.



Signed: _____
Christopher Usih, Chief Superintendent

Date: October 1, 2021

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 1: Global Operational Expectations, the Board of Trustees:

- Finds the evidence to be compliant
- Finds the evidence to be compliant with noted exceptions
- Finds evidence to be not compliant

Summary statement/motion of the Board of Trustees:

Signed: _____
Chair, Board of Trustees

Date: _____

OE-1: Global Operational Expectations

Executive Summary

The Board of Trustees believes that the credibility of and public confidence in the organization are necessary to contribute positively to student success. The Board expects practices, activities and decisions that are in keeping with the standards, as defined in law and board policies, for an organization responsible for public education.

This Operational Expectation establishes the global values and expectations of the Board of Trustees for the Calgary Board of Education regarding the operation of the organization.

The Chief Superintendent's reasonable interpretation and indicators for OE 1: Global Operational Expectations were approved on October 10, 2017. The Board of Trustees last monitored OE 1 on September 17, 2019. This report includes data available from the 2019-2020 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
1.1	1.1.1	Compliant
1.1	1.1.2	Compliant
1.2	1.2.1	Compliant
1.2	1.2.2	Compliant
1.2	1.2.3	Compliant
1.2	1.2.4	Compliant

OE-1: Global Operational Expectations

The Board of Trustees believes that the credibility of and public confidence in the organization are necessary to contribute positively to student success. The Board expects practices, activities and decisions that are in keeping with the standards, as defined in law and board policies, for an organization responsible for public education.

Board-approved Interpretation |

The Chief Superintendent has a responsibility to ensure that the organization operates in such a way that public trust and confidence is maintained. In order to do this, the organization must:

- operate in accordance with the *Education Act* and the related regulations, as well as other applicable legislation and regulations;
- operate using standards associated with sound professional and business practice;
- maintain working and learning environments that endeavour to keep employees and students from harm;
- support a respectful work and learning environment for students and employees and considerate, thoughtful interactions with the public;
- meet the expectations set out in the Board of Trustees' Operational Expectations policies; and
- administer its operations in ways that meet or exceed the community's expectations for the conduct of a public institution.

The Chief Superintendent shall:

1.1	Take all reasonable measures to ensure that practices, activities, decisions and organizational conditions are lawful, ethical, safe, respectful, prudent, in compliance with Board policy and preserve the organization's public image and credibility.	Compliant
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OE-1: Global Operational Expectations

The Chief Superintendent is responsible for ensuring the organization operates within the boundaries of law and Board of Trustees policies. Having consistent expectations through regulations aligned with and in support of applicable legislation and policies provides guidance and clarity for employees as they perform their duties.

The Chief Superintendent interprets:

- *reasonable measures* to mean system-wide preventative internal controls.
- *practice, activity, decision or organizational condition* to mean the day-to-day operations of the Calgary Board of Education.

Board-approved Indicators and *Evidence of Compliance* |

1. Employees are informed of the expectations for their conduct in the context of their employment through the CBE Employee Code of Conduct.	Compliant
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The organization is compliant with this indicator.

a) at the point of hire, as evidenced by new employee acknowledgement;

Evidence statement

Human resources confirms 100% compliance. A signed acknowledgement form is required stating the employee is aware of the Employee Code of Conduct before any hire or re-hire is completed.

b) annually by school principals;

Evidence statement

Principals have confirmed 100% compliance with all principals sharing the Employee Code of Conduct with their staff as well as the expectations for their conduct in the context of their employment with CBE.

c) annually by supervisors.

Evidence statement

All supervisors confirm 100% compliance in sharing and discussing the Employee Code of Conduct with their staff. This includes education directors and superintendents.

OE-1: Global Operational Expectations

2. Administrative Regulations are reviewed and revised accordingly according to the identified work plan.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The work plan for review and administrative regulations was completed in January 2020 for work from January 2020 to June 2021.

1.2	Take reasonable actions to ensure that the organization, the Board or employees are not recklessly exposed to legal liability.	Compliant
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The Chief Superintendent interprets:

- *recklessly expose* as allowing conditions to exist which prevent the Calgary Board of Education from obtaining insurance coverage

Board-approved Indicators and *Evidence of Compliance* |

1. CBE purchases insurance coverage that is comparable to the Ontario School Board Insurance Exchange and therefore considered normal and customary for the operation of a similar school district.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The CBE belongs to the Urban Schools Insurance Consortium (USIC) and our insurance policies are purchased through this consortium. The consortium pools

OE-1: Global Operational Expectations

common risks to ensure competitive premiums with the best possible coverage for students, staff and our activities and properties. In many cases, the insurance coverage we purchase is better than that administered by Ontario School Board Insurance Exchange.

2. Zero instances of CBE's insurers refusing to insure the CBE due to the existence of hazardous conditions.	Compliant
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The organization is compliant with this indicator.

Evidence statement

CBE did not experience any challenges in acquiring insurance coverage for our multiple exposure lines (people, property, vehicles, activities) during the 2019-2020 school year. As a result of world-wide catastrophes, including the recent COVID-19 pandemic, the global insurance market is in what is known as a "hard-market" state and is expected to be for the next 18-24 months. This means that underwriters who provide the finances to support our insurance policies, can be more selective in the risks they take and the clients they are willing to back. CBE is a 'good risk' and there is was no evidence of a hazardous condition. A 'good risk' means the premiums CBE pays match the losses experienced.

3. Standard form contracts are available and utilized for master agreements, purchasing.	Compliant
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The organization is compliant with this indicator.

Evidence statement

All service units who manage master agreements confirm that standard form contracts are utilized for master agreements. Standard forms exist for procurement, On-Site and Off-Site activities, and partnerships with external partners.



OE-1: Global Operational Expectations

4. Clearly defined processes are in place and utilized for approval of offsite activities.	Compliant
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The organization is compliant with this indicator.

Evidence statement

CBE has a clearly defined and well-communicated process for approving off-site activities of all types. The process includes an Off-Site Activities Procedures Manual, administrative regulations, an online Off-Site Activities Proposal and Review process, an Education Director, and an Off-Site Activities Coordinator (System Assistant Principal) to oversee off-site activities. Oversight ensures compliance with the Off-Site Activities Procedures Manual and the applicable administrative regulations. The processes in place for off-site locations differentiates between local and provincial off-site locations and those that go out of province or country. Out of province and out of country off-site activities are reviewed by OSAC (Off-Site Safety Advisory Committee) which includes the Off-Site Activities Coordinator and either the Manager from Corporate Risk & Security (“D” trips) or a Risk Advisor from Corporate Risk (“C” trips). These “C” and “D” trips also receive final approval from the Education Director.

The following chart identifies the process for each classification of activity.

Off-site	Authorized by	Reviewed by	Reviewed by	Final Approval by
A* (within Calgary region)	Principal	--	--	Principal
B1* (within AB, but outside Calgary region – with a Service Provider with a Master Agreement)	Principal	--	--	Principal
B2* (outside Calgary region, within AB – without a Service Provider or with a Service Provider without a Master Agreement, and all “wilderness trips”.	Principal	Coordinator Off-site		Principal
C (outside Alberta, within Canada)	Principal	Coordinator Off-site	Risk Analyst, Corporate Risk (OSAC)	Education Director



OE-1: Global Operational Expectations

D (outside Canada)	Principal	Coordinator Off-site	Manager, Corporate Risk & Security (OSAC)	Education Director
An off-site activity may only proceed once it has received the appropriate final approval.				

Approved Trips (August 30 – March 13, 2020):

The statistics presented in this chart are reflective of the change in the school year due to the Covid-19 pandemic.

Off-Site Activity Classification	Number of Off-Site Activities	Number of Students Participating
A trips	12 749+	425 639+
B trips (B1 & B2 combined)	566	25 579
C trips	32	757
D trips	7	171

Trips that were cancelled due to COVID-19:

Off-Site Activity Classification	Number of Off-Site Activities	Number of Students Participating
C trips	67	2 262
D trips	14	655

Evidence demonstrates all indicators in subsection 1 are in compliance.

OE-1: Global Operational Expectations

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

Proposed Amendments to Governance Policies: Operational Expectations Policy 5: Financial Planning

Date	October 13, 2020
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Marilyn Dennis Board Chair
Purpose	Decision
Governance Policy Reference	GC-2: Governing Commitments OE-5: Financial Planning

1 | Recommendation

It is recommended:

- THAT the Board of Trustees gives first reading to the amendments of Operational Expectations 5: Financial Planning policy as provided in the Attachment to the report.
- THAT the Board of Trustees gives second reading, and thereby final approval, to the amendments of Operational Expectations 5: Financial Planning policy as provided in the Attachment to the report.

2 | Background

On May 21, 2020 the Minister of Education issued Ministerial Order #016/2020 which requires The Calgary Board of Education to comply with the directives outlined in the Ministerial Order including the following amendments to Operational Expectations OE-5: Financial Planning:



- Directive 1(a)(i): CBE shall amend the Operational Expectation Policy 5 (OE-5) to include board oversight of risks to the future ability to sustain operations while meeting statutory obligations.
- Directive 1(a)(ii): CBE shall amend OE-5 monitoring to include oversight of short and longer-term fiscal jeopardy and overall financial risk management.

From May to October, 2020 the Board engaged in a policy review process to address the directives arising from Ministerial Order. This included meeting with CBE Administration to review policies, consulting with external advisors, and formulating new policy language to provide greater clarity to the Chief Superintendent. The Board and CBE Administration also met with the Minister of Education on school board reserve levels.

3 | Analysis

The Board of Trustees operates under the Coherent Governance model of corporate governance whereby the Board provides leadership for the CBE by setting direction through policy. Section 33(1)(h) mandates that the Board establish governance and organizational structures for the CBE. Day-to-day operations and leadership of the system lays with the Chief Superintendent who is responsible for carrying out duties as assigned by the Board. The Board governs the system through policies that set out the Results (learning outcomes), Operational Expectations (the boundaries of day-to-day operations), Governance Culture (how the Board works) and Board/Chief Superintendent Relationship (delegation to and evaluation of the Board's single employee).

Governance policies enable the Board of Trustees to lead, direct, inspire and control the outcomes and operation of the school division through a set of very carefully crafted policy statements that state the Board's values. Results policies are statements of outcomes for each student. The Board also establishes Operational Expectations that define both the non-negotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. The Chief Superintendent is monitored annually on the Results and Operational Expectations. The Chief Superintendent must demonstrate reasonable progress towards achieving Results and compliance with Board Operational Expectations. This policy framework ensures that the Board of Trustees provides governance and oversight of CBE's operations and its achievement of the Three-Year Education Plan.

The policy revisions position the Board to meet the requirements of the directives. Following final approval of policy revisions, under the Coherent Governance Model the Chief Superintendent provides a reasonable interpretation and proposed indicators that demonstrate successful performance for each policy. The reasonable interpretation and indicators are subject to Board approval, and, following such approval, will form the basis for monitoring of the policies. It is

anticipated that on completion of the reasonable interpretations and indicators that the Board will have responded to the directives contained in the Ministerial Order.

Until this work is complete, monitoring of the policies will continue in their current form. It is anticipated that at earliest, monitoring of the revised policies will commence in the 2021-22 school year.

Attachment I: OE-5: Financial Planning (proposed revisions shown in track changes)

Board of Trustees'
Governance Policy

OPERATIONAL EXPECTATIONS
OE-5: Financial Planning

Monitoring Method: Internal Report
Monitoring Frequency: Annually

The Board of Trustees believes that prudent financial planning and management are essential for student success and public confidence.

The Chief Superintendent shall:

- 5.1 Avoid short and long term fiscal jeopardy.
- 5.2 Develop ~~Present the~~ budget-planning assumptions.
- 5.32 Develop a budget that is in a summary format understandable to the Board and presented in a manner that allows the Board to understand the relationship between the budget and the Results priorities and any Operational Expectations goals for the year as set out in the Annual Summative Evaluation.
 - a. ~~is in a summary format understandable to the Board and presented in a manner that allows the Board to understand the relationship between the budget and the Results priorities and any Operational Expectations goals for the year as set out in the Annual Summative Evaluation; and~~
 - b. ~~avoids fiscal jeopardy.~~
- 5.43 Ensure prudent financial management that does not materially deviate from the budget
- 5.54 Ensure that prior ~~B~~board approval is received for all expenditures from reserve funds and for all transfers between operating reserves, capital reserves or committed operating surplus.



5.6 Ensure any request for use of operating reserves:

- a. is to minimize disruption due to unanticipated negative budget variances within the school year; or
- b. is to ease transitions due to significant shifts in policy or statutory obligations; or
- c. is for a one year investment in learning opportunities; and
- d. considers the risks and opportunities including sustainability and the ability to replenish operating reserves to a minimum of three per cent of operating expenses.

~~a.-~~

Adopted: ~~March 14, 2017~~

Effective: ~~September 1, 2017~~

report to Board of Trustees

Proposed Amendments to GC-5E: Audit Committee Terms of Reference

Date	October 13, 2020
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Mike Bradshaw Chair, Audit Committee
Purpose	Decision
Governance Policy Reference	GC-1: Board Purposes GC-2: Governing Commitments GC-3: Board Job Description GC-5: Board Committees GC-5E: Board Committees Terms of Reference

1 | Recommendation

It is recommended:

THAT the Board of Trustees approves the amendments to GC-5E: Board Committees – Audit and Risk Committee Terms of Reference, Attachment I to this report.

2 | Background

On May 21, 2020 the Minister of Education issued Ministerial Order #016/2020 which requires The Calgary Board of Education to comply with the directives outlined in the Ministerial Order including the following amendments to the Board of Trustees' Audit Committee:

- Directive 1(c)(i): CBE shall provide additional oversight and advisory responsibilities within the Audit Committee Terms of Reference to enable the Board of Trustees to further leverage the skills and experience of that committee for specific financial or broader risk management program oversight.



- Directive 1(c)(ii): CBE shall review the existing complement of external Audit Committee members (as necessary) to ensure it aligns with any additional competencies required of a broader role for that Committee.

From May to October 2020 the Board engaged in a process to address the directives arising from the Ministerial Order. This included meeting with CBE Administration and external advisors to formulate new Terms of Reference for the Audit Committee, as well as develop a skills matrix outlining the competencies of Committee members required to support the broader role of the Committee. The Board's Audit Committee, external auditors and members of CBE Administration met twice to review the Ministerial Order and provide recommendations on the Committee's Terms of Reference and skills matrix.

3 | Conclusion

The Board of Trustees to consider proposed changes to the Terms of Reference for the Audit Committee including the implementation of a skills matrix outlining the competencies required for Committee members.

Attachment I: Audit and Risk Committee Terms of Reference

GOVERNANCE CULTURE
GC-5E: Board Committees Terms of Reference**Monitoring Method:** Board Self-assessment
Monitoring Frequency: Annually**Audit and Risk Committee****Purpose/Charge:**

The purpose of the Audit and Risk Committee (the "Committee") is to assist the Board of Trustees in fulfilling its fiscal and risk management oversight responsibilities.

Membership:

1. The Committee shall consist of a minimum of seven individuals comprised of:
 - two trustees, one of whom will serve as Committee Chair; and
 - five individuals external to the Calgary Board of Education and independent of the Calgary Board of Education. The meaning of independence is as defined in National Instrument 52-110 Audit Committees.
2. The external Committee members will be appointed to the Committee by the Board of Trustees based on their expertise in the areas identified in the Committee's skills matrix set out in Appendix I.
3. The term of appointment for the external Committee members shall be for three years, renewable to a maximum of nine years. To ensure continuity of leadership, the expiration terms of the external Committee members will be staggered.
4. Each external Committee member shall serve at the pleasure of the Board of Trustees, who reserve the right to terminate any appointment.
5. The trustee members, including the Committee Chair, will be appointed annually at the Board of Trustees' Organizational meeting.

Meetings:

1. The Committee will meet regularly, not less than four times a year, and may meet at such other times as required by the Committee Chair.
2. The Chair of the Committee shall establish the agendas for meetings, ensure that properly prepared agenda materials are circulated to the members with sufficient time for review prior to the meeting, and be responsible for reporting to the Board of Trustees.
3. A majority of the members of the Committee shall constitute a quorum. One trustee must be present at all Committee meetings.
4. The Chief Financial Officer, members of Administration and the Corporate Secretary may attend all meetings of the Committee, except where the Committee agrees to meet in camera with only the external auditors present.

Reporting Schedule:

1. The Committee Chair or his/her designate shall report to the Board on matters arising at Committee meetings. The Committee Chair shall report at least quarterly to the Board of Trustees on the Committee's responsibilities and how it has discharged them.
2. Minutes of all meetings of the Audit and Risk Committee shall be provided to the Board of Trustees by the Chair and filed with the Board of Trustees for the corporate record and indicate at least the following information:
 - date and place of meeting;
 - attendees; and
 - record of Committee recommendations.

Roles and Responsibilities:

1. The Committee shall have the responsibilities set out in Appendix II as well as any other matters as may be delegated to the Committee by the Board from time to time.
2. The Committee and each of its members shall comply with such additional requirements as may be specified in the *Education Act* and in resolutions of the Board in effect from time to time.

Authority Over Division Resources:

The Committee shall have no authority over The Calgary Board of Education resources; this is the responsibility of the Board of Trustees.

Adopted:

Appendix I

**Calgary Board of Education Board of Trustees
Audit and Risk Committee Members Skills Matrix**

External Audit and Risk Committee Members	Financial Management/ Accounting/ Audit	Financial Planning	Internal Audit	Risk Management	Corporate Leadership	Public Sector/ Not for Profit Experience	Government Affairs/Public Policy
Individual Competency Average							
Overall Competencies Average:							

Rating Scale for Skills Matrix Competencies

- 1 – None/low (little to no experience)
- 2 – Basic (limited knowledge)
- 3 – Intermediate (practical understand)
- 4 – Proficient (in depth understanding, applied theory)
- 5 – Expert (significant experience, would be seen as a subject matter expert)

Appendix II
Audit and Risk Committee
Roles and Responsibilities Calendar
 ✓ When Performed

Roles and Responsibilities	Quarterly	Annually	As Required
External Auditors			
1. Make recommendations to the Board with respect to the appointment of the external auditors.			✓
2. Review with the external auditors their annual audit plan, as well as associated fees and costs, and make recommendation(s) to the Board of Trustees.		✓	
3. Review any non-audit services provided or to be provided by the external auditors and the costs thereof including any impact such services may have on the independence of the external auditors, and make recommendation(s) to the Board of Trustees.	✓		
4. Receive confirmation in writing from the external auditors regarding their independence.		✓	
5. Annually evaluate the performance of the external auditors.		✓	
Financial Statements			
6. Review the CBE's audited financial statements including Management's discussion and analysis and make recommendation(s) to the Board of Trustees.		✓	
7. Review the external auditor's annual findings report including any significant problems encountered in performing the audit, the contents of any Management letters issued by the external auditors and Management's response thereto, and any unresolved significant		✓	

Roles and Responsibilities	Quarterly	Annually	As Required
issues between Administration and the external auditors that could affect the financial reporting of the Division			
8. Review the Division's unaudited quarterly financial variance reports and financial health matrix with particular attention to the presentation of unusual or sensitive matters such as disclosure of significant non-recurring events, significant risks, changes in accounting principles, and estimates or reserves, and all significant variances between comparative reporting periods.	√		
Internal Controls			
9. Review any internal control-related services performed by the external auditor and make recommendation(s) to the Board of Trustees.		√	
10. Review any significant recommendations from the external auditor to strengthen the internal controls of the Division.			√
Risk Management			
11. Review the Division's risk appetite and risk tolerance levels, assessment of risk levels compared to established tolerance levels, and make recommendation(s) to the Board of Trustees.		√	
12. Review the Division's risk management framework including processes in place to identify, prioritize, assess, monitor, manage and mitigate significant risk exposures, including appropriate risk management policies, procedures and controls.		√	

Roles and Responsibilities	Quarterly	Annually	As Required
13. Review the Division's risk report of current and emerging risks including the nature and magnitude of significant risks to which the Division is exposed, and keep the Board apprised of any significant changes in risk levels and emerging risks.	√		
Other			
14. Review Administration reports on any significant or unusual events or transactions that could have a material impact on the financial statements or that could adversely affect the well-being of the Division.			√
15. Review the Audit and Risk Committee Terms of Reference once every year to ensure its continued relevance and appropriateness, and make recommendation(s) to the Board.		√	

report to Board of Trustees

Recommendation to Commence Public Input to Consider Closure of National Sport School

Date	October 13, 2020
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Decision
Originator	Dany Breton Superintendent Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-2: Learning Environment/Treatment of Students OE-3: Instructional Program OE-7: Communication With and Support for the Board OE-8: Communicating and Engaging with the Public OE-9: Facilities GC-3E: Closure of Schools Procedure
Resource Person(s)	Dianne Yee, Superintendent of School Improvement Kelly-Ann Fenney, General Counsel Latosia Campbell-Walters, Director, Planning Prem Randhawa, Education Director, Area 1 Karen Drummond, Manager, Community Engagement Tanya Scanga, Manager, Corporate Planning and Reporting

1 | Recommendation

It is recommended:

THAT the Board of Trustees is satisfied that there is cause to commence the public input process to consider the closure of National Sport School in accordance with GC-3E Closure of Schools Procedure.

THAT the Board of Trustees approves the public input period to consider the closure of National Sport School be shortened from 60 calendar days to 43 calendar days in accordance with GC-3E Closure of Schools Procedure.

2 | Issue

The National Sport School (NSS) operates at Canada Olympic Park under a lease agreement with WinSport.

The per-student cost of operating the school from this location is high, even with one year lease cost of one dollar per year. For the 2019-2020 school year, the total allocation to administer the program was \$1.8 million. The amended lease agreement comes to an end on July 15, 2021, and there is an opportunity to support students differently while concurrently enhancing financial sustainability.

Two Options (A&B) were explored with parents and staff in 2019/2020. Option A provides students with the opportunity to be integrated into Bowness High School, with access to WinSport using their own means of transportation. Option B involves closing the program and allowing students to return to their designated high schools.

Given the feedback from the engagement held in 2019/2020, Option A, which designates all students attending NSS to Bowness High School, is preferred.

Should the Board decide to proceed with the closure of NSS following the Closure of School Procedures, the program will cease to operate from Winsport effective the 2021/2022 school year.

3 | Background

NSS was created as a special focus/interest program offered through the CBE and Canada Olympic Development Association (CODA) in 1994. It was designed to meet the needs of high performance and developing athletes. This unique setting and delivery focus accommodates the sporting and learning needs of athletes in Grades 9-12.

For the first 17 years of its existence, NSS operated out of two different high schools (William Aberhart High School and Ernest Manning High School). When the replacement Ernest Manning High School was built, there was insufficient space to accommodate the NSS program. In 2011, the program moved to WinSport at Canada Olympic Park, a lease that was intended to be temporary. The Alberta Government pledged money for a capital project based on negotiations for the old Ernest Manning High School site, which was being demolished to make way for the new CTrain line. The money pledged from the government was contingent upon the CBE covering the remaining costs of building the school at WinSport. The total construction cost was

estimated to be \$9 million; the province committed \$3 million, meaning the CBE required an additional \$6 million. The CBE portion of the funding was never identified.

NSS was first identified on the Three Year System Student Accommodation Plan (SSAP) 2013-2016. At that time, the SSAP referenced that the construction of a new facility for NSS was on hold and that an alternative accommodation plan may need to be determined. This school has remained on the SSAP since that time.

With the initial lease for space expiring in June 2019 and the understanding that the 2019-2020 budget would be comparable to the 2018-2019 budget, CBE approached WinSport and was granted a one-year lease extension to June 2020.

Upon the release of the 2019-2020 budget by Alberta Education in October 2019, the CBE began exploring two options (A&B) that would see students supported differently.

Option A

This option would see the accommodation of students at Bowness High School. In this scenario, students would be integrated with other students for some classes and could continue to access WinSport using their own means for transportation. The advantage of this option is that all NSS students could be accommodated at a single site.

Option B

This option would involve the closure of the NSS program. Students would return to their designated schools within the Calgary Board of Education (CBE) or other jurisdictions. In this scenario, students would have the flexibility to work with their community school regarding programming and given the small numbers per receiving high school, all students could be accommodated within their designated community school.

Engagement proceedings around these two options began in the fall of 2019 with various stakeholder groups. In-person sessions were offered separately to students, staff and partner groups on November 18, 2019. An online survey was conducted from November 29 – December 16, 2019. Additional in-person discussions took place on January 30, February 3, and February 4, 2020, with parents, students, staff and partners. A second online survey was made available Feb. 3-18, 2020 for students, parents, staff and partners. Feedback was also received in various other formats. See Attachment I for more information.

In November 2019, WinSport made the CBE an offer to extend the lease agreement to July 2021 for \$1. In March 2020, the CBE accepted this offer.

4 | Analysis

Based on the feedback gathered on the two options and the number of students who indicated an interest in moving to Bowness High School, it is recommended that should the NSS program be closed, all current students be welcomed and integrated into the Bowness High School community. Should students choose not to attend, they would be accommodated at their designated high schools.

Enrolment

Enrolment in NSS has remained steady between 170-200 students per year for the past five years. See Table 1.

Table 1 – Seven Year September 30 Enrolment

Year	GR9	GR10	GR11	GR12	Total
2014	36	37	44	49	166
2015	28	49	39	51	167
2016	32	41	47	50	170
2017	28	45	51	57	181
2018	58	38	46	58	200
2019	26	61	57	69	213
2020*	27	31	58	64	180

* opening day enrolment

A move to a new location may mean a decline in enrolment. Through the feedback received to date, some stakeholders indicate that should the program move from WinSport, they would withdraw from it.

Students and schools affected

The attendance area for NSS includes the entire city of Calgary. Students also come from school jurisdictions outside the CBE. A few students attending NSS are international students from other countries. As of September 14, 2020, enrolment in the NSS was 183 students.

Of the students currently registered, 37 or approximately one fifth are students from outside the CBE. The largest number of students within CBE boundaries attending NSS in September 2020 came from the community of Tuscany (15 students).

Bowness High School is the designated school for students in the regular program from this community. Should the decision be made for the NSS to close and students chose to return to their designated schools within the CBE, there will be minimal impact on these schools.

Bowness High School – capacity, space and access

Bowness High School is located approximately 3 km from WinSport. The current capacity at the school is 1607 students. The projected enrolment for September 2020 is 1,159 students. As of September 14, 2020, there were 1,162 student enrolled. This number includes 898 students in the regular program, 16 students in special education programs and 248 out-of-attendance area students. At a utilization rate of 72 per cent, Bowness has the space and capacity to accommodate all NSS students in September 2021 and beyond.

This accommodation plan was informed by community feedback in addition to the planning principles of keeping cohorts of students together, providing long-term sustainability and using space and resources effectively within the CBE.

Under this proposed move to Bowness, transportation to school and between Bowness High School and WinSport would be by city transit or self-transport as a responsibility of the student and family.

Capital Plan Impacts

Bowness High School was the subject of a large addition with various infrastructure upgrades completed between 2016-present. Moreover, master planning and design modernization work is underway to increase the number of classrooms by a total of six through the redevelopment of unfinished spaces within the building.

Educational and program impacts

Under the proposed accommodation of students at Bowness High School, the transition plan would see students attend mainstream classes. Timetabling and scheduling for each semester will be personalized to support students. Programming would include both a blended and flexible approach, with accessibility to online learning. Athletic-related absences will be supported while students are away.

Student transitions will be coordinated, purposeful and outcomes-oriented. A learning leader will be allocated to support student transitions. This transition plan will include the following:

- NSS Parent & Student Information meetings at Bowness High School;
- Some NSS staff will have an opportunity to move to Bowness High School to support learning continuity for NSS students; and
- NSS staff will have student transition meetings with Bowness High School staff to share data and information about each student, including achievement data, social/emotional needs, attendance and sports commitments.

Grade 9 is currently not offered at Bowness High School, but this grade level can be added to accommodate students wishing to attend from NSS if a minimum cohort size of twenty (20) is attained.

COVID precautionary measures

The CBE has implemented precautionary measures that align with Alberta Health Services (AHS) and Alberta Education (AB Ed) direction to reduce the risk posed by COVID-19 in schools. With a utilization rate of 72%, students can be safely accommodated within Bowness High School.

Moreover by 2021/2022 school year, there is the possibility of a vaccine or additional health measures that may further reduce the risks presented by the virus.

Financial Impact

The 2019-2020 cost of the program was as follows:

	2019/2020
Principal (1 FTE)	\$ 140,096
Assistant Principal (1 FTE)	\$ 120,536
Learning Leader (1 FTE)	\$ 103,991
Teachers (11.07 FTE)	\$ 1,119,177
SIS Assistant (0.7143 FTE)	\$ 44,389
Admin Secretary (1 FTE)	\$ 75,653
School Technology Support (0.3 FTE)	\$ 29,983
Supplies General	\$ 3,723
Supplies Classroom	\$ 20,335
Copier Charges	\$ 2,075
Minor equipment	\$ 40,122
Telephone	\$ 2,805
Lease	\$ 108,331
Total	\$ 1,811,216

For the 2020/2021 school year, the Resource Allocation Method (RAM) total is approximately \$1.25 million dollars. If students were to be accommodated at Bowness High School, the CBE could avoid costs of approximately \$350,000 per year. These costs include over \$242,000 in school administration, and \$108,000 in lease costs. The remaining amounts from the RAM allocation would follow students to Bowness High School or other receiving high schools.

Additionally, even if some or all current NSS students choose not to be accommodated at Bowness High School and instead return to another school jurisdiction, the CBE will likely not see provincial revenue impacted given the continued system-wide enrolment growth that is forecasted.

Lastly, WinSport currently charges parents a fee of approximately \$4,750 per student per year. All money is collected by WinSport and is directed to services for students provided by WinSport.

5 | Implementation Consequences

If the Board of Trustees is satisfied that there is cause to proceed with commencement of the public input process for the purpose of closing the NSS program in accordance with GC-3E Closure of Schools Procedure, then a second decision is required in regards to shortening the public input period.

If a decision was taken to close NSS and accommodate students at Bowness High School, school staff, both certificated staff and support staff, would be redeployed within the CBE as follows:

- Teachers would be transferred through ‘the teacher transfer process’, in accordance with the CBE’s current staffing processes. Some teachers would move to Bowness High School.
- Support staff would be identified for transfer/layoff and considered for placement and recall in accordance with the CBE and Staff Association Collective Agreement and current staffing processes.

6 | Conclusion

There is a pressing need for a decision to be made soon concerning the NSS so that students and their families can adequately prepare themselves.

An important consideration is that GC-3E requires that the Board provide a minimum of 60 calendar days for the public input before making a final decision. Accordingly, should the Board decide to proceed with the public input process, it is recommended that the Board consider shortening the timeframe from 60 calendar days to 43.

Additionally, there is the sense that seeking further stakeholder feedback outside of the public input process is unnecessary, will duplicate the engagement that has already occurred and may generate an adverse emotional reaction in parents who desire a rapid resolution.

Lastly, if the Board chooses to commence the public input process, CBE Administration will collaborate with other school jurisdictions that may be interested in establishing a similar program at WinSport. Based on input received during the engagement conducted during the 2019-2020 school year, this would be well received by parents as it could provide another alternative for students.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: Engagement Summary
 Attachment II: NSS Staff Feedback

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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.



2019-2020 Discussions Regarding Options for the Future of the National Sport School

On October 24, 2019, the province released the 2019-2020 school budget. Based on this budget information, the CBE determined that action was needed sooner than previously anticipated to consider options for the future of the National Sport School (NSS). With the fiscal realities, it was no longer viable to have the NSS program located at WinSport.

A community engagement plan was developed in alignment with the [CBE Dialogue Framework](#). This plan included the following opportunities for the NSS community to learn about the options and share their perspectives

Community Engagement with Stakeholders

Nov. 18, 2019

CBE staff from Planning, School Improvement and Communications and Community Engagement presented information to staff, students, parents, partners and alumni to inform the community about the budget situation and the options available to the CBE in planning for the future of the NSS. These options for the 2020-21 school year were as follows:

Option A - Relocation of the program to a nearby high school, likely Bowness High School. In this scenario, students could be integrated with other students for some classes, continue to access WinSport providing their own transportation and NSS students could be accommodated at a single site.

Option B - This option would involve the closure of the NSS program. Students would return to their designated schools within or outside the CBE. In this scenario students would have the flexibility to work with their community school regarding programming and given the numbers, all students could successfully return to their community school.

[Nov. 18, 2019 Presentation](#)

Nov. 29 – Dec. 16, 2019 Online Survey

This survey was open to students, parents, staff, partners and alumni to share their thoughts and perspectives on Options A and B.

[Nov. – Dec. Online Survey Results Report](#)

Dec. 13, 2019 NSS Staff Session

CBE staff from Planning, School Improvement, Communications and Community Engagement and Bowness High School shared information with NSS staff and provided an opportunity for staff to share their thoughts on how students could best be supported in making transitions for the two options.

[Dec. 13, 2019 Input from NSS Staff](#)

Jan. 30 – Feb. 4 Sessions

CBE staff from Planning, School Improvement, Communications and Community Engagement and Bowness High School provided additional information on the two options to those directly affected by the decision (parents, students, staff and

partners). Sessions provided time to either respond to questions or for discussion amongst participants.

[Jan. 30 Presentation](#)
[Jan. 30, 2020 Discussion Notes](#)
[Feb. 4 Presentation](#)
[Feb. 4 Discussion Notes](#)

Feb. 3 – 18 Online Survey

With the additional information provided at the Jan. 30 – Feb. 4 sessions, one last opportunity was provided in the process for students, parents, staff and partners to provide feedback on Options A and B before the recommendation would be submitted to the Board of Trustees for consideration.

[Feb. 3 – 18, 2020 Online Survey Results](#)

Additional Meetings and Discussions

Oct. 22, 2019

Initial communication to families and school administration came on October 22, 2019 when the trustee for the school attended the School Council meeting. The next day, stakeholders received an invitation to an information meeting to be hosted by CBE Administration in November. At the school council meeting, it was shared by the trustee that a one-year lease extension was being contemplated for NSS at WinSport to allow for time to engage with stakeholders on the future of NSS.

Nov. 6, 2019

CBE Chief Superintendent of Schools met with WinSport leaders to discuss the CBE's financial situation and the fact that the one-year extension would no longer be possible for CBE administration to consider. There was also discussion about the value of the sport culture NSS students experience when immersed at WinSport.

Nov. 28, 2019

Director, Area 1 and ELL/Kingsland, System Principal, Area 1 and a WinSport executive met and discussed the following concerns: the options presented at the meetings did not meet the needs of NSS students, in particular attendance and transportation; WinSport felt they had not been consulted or included in conversations and WinSport was asked to consider how the CBE/WinSport partnership could continue in Options A and B.

Dec. 9, 2019

CBE Superintendent, Facilities and Environmental Services met with a WinSport executive and an NSS parent and discussed the financial circumstances the CBE is under and the CBE's desire to support student-athletes out of existing CBE high schools to gain savings. The value of maintaining the program on location at WinSport was also discussed and asked to be considered by CBE.

Jan. 29, 2020

CBE Superintendent, Facilities and Environmental Services, Director, Area 1 and ELL/Kingsland and Manager, Employee and Community Engagement met with three

NSS parents to discuss the CBE's financial situation and the proposal put forward by a group of NSS parents. The parents expressed a desire to keep NSS at WinSport for one more year and expressed concern about the timing of the decision given that families need to make decisions for the 2020-21 school year.

Feb. 4, 2020

CBE Superintendent, Facilities and Environmental Services and WinSport executive discussed the fact that WinSport was taking the lead reaching out to other school jurisdictions that might be interested in creating a school at WinSport and that the conversations would take place in a way that was respectful of the CBE.



Feedback from NSS Staff – Friday, December 13, 2019
Agreement represents the number of dots on the post-it notes.

Response	Agreement
What do you believe are the needs and priorities of the student athletes? (some examples to consider) Outline the day in the life of a student athlete and provide context of their schedules Complementary courses Off-site activities Other	
Students benefit from rubbing shoulders with Olympians daily – in the hallway/gym	6
D - Other – Grade 9 needs: the youngest students at our school are able to work on a Grade 10 science second semester; this allows gr. 10, 11, 12 scheduling of all 3 sciences to be easily scheduled; often easing the Gr. 12 year (usually a highly competitive year)	1
I think world-class athletes need to experience success in all areas of life, and (success) school is a big part of that.	2
Student athletes need compassionate adults in their lives, who are flexible with not only the assignments/tests, but also with teaching methods, and access to teachers	4
With the 2 options the current partnerships can not be maintained they can not exist out of this facility in a meaningful manner	2
There is no one day in the life. All sports and Club with different schedules train at different times No one size fits all Some miss classes some miss days some miss months Students take the courses they need no time for complementary courses. Get there 100 credits move on Very few have time for sports clubs, so on ...	8
Offsite activities Physical literacy provided through Athlete Development Builds Community Many students to off-site for training eg: Yukon for skiing, Pano, Europe Gymnasts need to go off-site to train 2x/day	2

Students need the ability to continue a course from one semester to the next semester to provide extra time to complete course	1
Diploma Sittings often in April or November because students still need time to complete extended courses	
Day in a life varies greatly from one student to another Some are away period 1, every day for the semester Some are gone for 3 weeks at a time, multiple times a year Some miss 1 – 2 days/wk for the entire year	2
Most Students would assign minimal value to extra curricular & complementary courses – no time for them	3
At NSS, the student has the same TA for all 4 years. Each year we have a planning day & long term plan their courses. Will they need an extra semester/year? Do they need to take some courses all year? Do they need to take a summer or online class? What period(s) of the day do they miss? (Can we schedule a spare or option course at that time?) Ex 1: A speed skater will arrive at school at 10:30 am each day Ex 2: A student makes Youth Olympic team and will miss January Ex 3: A group of students on the same team misses every Friday Etc ...	1
Location – Specific Advantages training facilities, rink, gymnastics, snow dryland sport psychologists nutritionists physio massage concussion clinic Canada Sport Hall of Fame – opportunity for public speaking * WinSport helps minimize time away from school. Builds communities of support. Witness and get inspired by worlds cups, and other world class facilities & athletes	6
Biggest needs: flexible schedules small group support to catch up on missed days flexible due dates sense of belonging	1

<p>Mental Health Injury: treatment on-site, minimizing time from school * Command empathy & support by students and staff who understand process Sport specific mental health strategies Access to sport psychology consultant</p>	5
<p>There is no “day in the life” of an NSS student athlete. All students have very different schedules based on their sports. Some students are only there on Wednesdays and Fridays. Some always miss ½ of per 3 and all of period 4. Some travel for weeks at a time, come back for a week and then are gone again for weeks. Every student is different. Every sport is different. There are 216 “days in the life”.</p>	7
<p>The need for complementary courses is not needed for our students. What matters more is the flexibility in the schedule. They get all the CTS credits they need. They get the PhysEd requirements (and more) and the students have an interest in sport, which is what most CTS is catered to their interests</p>	2
<p>Students need flexibility. Real flexibility not putting them in a class of 30+ and hoping that it will be enough</p>	
<p>NSS students don’t have time for extra complementary courses. Or, extracurricular activities as training & competition demands don’t permit</p>	1
<p>Four Sample Students. Many more permutations exist</p> <p>Student A: Gr 9 gymnast. Train in morning, miss per 1 T/W/TH. Afternoon training on F. Student B: Luge – 2-3 wk blocks throughout year. Many classes done full year. Senior Luge: gone Nov – Apr. Student C: Alpine: misses every Th/F. Periods in winter months; 4 – 6 wks absence Student D: Freestyle – afternoon training Starts sem 1 2 – 3 wks late due to int’l training Miss 4 – 6 wk blocks</p>	4 (for B)

2. From your perspective, what partnerships and opportunities need to be maintained for students in Options A and B?	
Response	Agreement
Opportunity for: working with students in similar situations	

Canada Sport Hall of Fame opportunity to speak to over 40 elem. Groups per year access for sport med, humanities, physics, etc	2
Maintaining the WinSport relationship	4
TA (teacher that understands): These athletes need to be together to support each other as they understand the same stresses they are under	1
Access to a sports psychologist/counsellor! Daily interaction!	7
Students must have opportunities to demonstrate their learning in multiple ways ... opportunities to showcase their success and struggles. Recognition of accomplishments ... opportunities to continue with sport at their full capacity	5
Facility opportunities – (gymnast & figure skaters are often too young to drive), hockey players, freestyle skiers, snowboarders, etc ski jumpers, figure skaters, ie, dancers train here. They come late to some classes, leave early from others – with minimal disruption and time lost for travel. Coaches on site Many parents work and cannot drive back and forth	6
There is not a way to maintain a relationship with these very important partners. How would it be feasible to keep our sport psychologist without WinSport fees and a reduction in student number What would be the incentive for WinSport? School psychologists are VERY different from sport psychologist.	5
Students need to be close to WinSport facilities for easy training – access to nutritionists, physio, sports medicine coaches. Yoga CSF Mental Health training	5
* A reality: if the quality of the program is not worthwhile for the student-athlete, the program will not be worth driving for. * Opportunity to train, to attend classes to train again, esp. for our student-athletes who cannot drive. (or class/train/class...etc)	3
Option A: remaining as a cohort. Understanding community	

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<p>What do you believe are important issues to pay attention to regarding the transition of students to another school? Assimilation into a CBE school Offsite/Digital Learning/Advanced Technologies Hybrid learning environment Travel Schedule Other</p>	
Response	Agreement
<p>Without the resource teachers, so many students would get lost. We are constantly providing students with extensive support Small class sizes allows us to quickly identify student needs and get them into the correct programs/classes very quickly</p>	1
<p>E - Other - Extending Course endings ... Many students need last minute schedule changes that reflect only a temporary extension. Ie Soc. 20 – will need to extend to end of Feb Diplomas 4 times a year Tumbling timetable doesn't work with training schedules</p>	2
<p>D - Travel schedule – 1. Travel plans (advance notice & contact w/teacher) 2. Opportunities to plan ahead 3. Realistic time available when away 4. Contact w/coaches</p>	1 2 2
<p>Many students at NSS have <u>complex</u> needs (ex: social/behavioural, family problems, intellectual), and the small class sizes helps support their HS success</p>	1
<p>Care of grade 9 to be considered</p>	

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dialogue)))

<p>A - Assimilation TA/Adult mentor in building Clear understanding by all staff regarding student needs/demands Set schedule to accommodate training times Clear definition of accommodations are available: flexibility in terms of student needs: how to ask for these accommodations Colleagues – how will NSS staff be integrated into the schools? Options for a test centre Students may be writing exams well after the rest of the class, or ahead of time. Constant schedule adjustments (ex. Shift of diploma for Jan – Apr split A/B, etc)</p>	7
<p>E - Other – Awareness that a few students utilize different diploma settings: Nov, Jan, April, June, at times splitting the exam. ie This year students just made the Youth Olympics 2020/Jan – diplomas now need to be moved. Non-diploma final exams are <u>often</u> written late or early</p>	3
<p>Offsite/Digital Learning/Advanced Technologies. Hybrid Learning Environment These students <u>need</u> face to face, some blended Strictly online will not work for these kids, they need accountability, personal connection, structure encouragement They need to feel a sense of community All courses do need to be online in terms of content videos, resources, audio etc as these students require these supports when away for sport Teachers need to communicate with students via email Any students taking online classes at the current location have opportunities to get in-person support from teachers here</p>	7

**report to
Board of Trustees**

Chief Superintendent's Update

Date	October 13, 2020
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	OE-2: Learning Environment/Treatment of Students OE-3: Instructional Program OE-4: Treatment of Employees OE-5: Financial Planning

1 | Recommendation

This report is being provided for information for the Board. No decision is required at this time.

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-2: Learning Environment/Treatment of Students states that "it is essential to establish and maintain a learning environment that is welcoming, caring, safe, respectful and conducive to effective learning for each student." With other reports submitted to the Board of Trustees, this update meets the requirement of



providing safe and positive learning conditions for each student that fosters a sense of belonging and a respect for diversity.

OE-3: Instructional Program states that "providing high quality programming for all students is essential for student success, as defined in the Results". With other reports submitted to the Board of Trustees, this update meets the requirement of OE-3 in planning for and providing challenging, relevant and high quality programming opportunities that consider the educational needs of students.

OE-4: Treatment of Employees states that "student success and well-being depend upon the recruitment, retention, and fair compensation of highly qualified employees working in an environment that is safe, courteous, and professionally supportive". With other reports submitted to the Board of Trustees, this update meets the requirement of OE-4 in positively impacting the achievement of CBE Results through quality and performance of employees and attending to workplace culture.

OE-5: Finances states that "prudent financial planning and management are essential for student success and public confidence". With other reports submitted to the Board of Trustees, this update meets the requirement of OE-5 in focusing on student learning, incorporating key assumptions and presenting information that furthers understanding of the use of resources.

3 | Timely Information

Strategic Allocation of Resources to Support Student Needs | Energy Management and Solar at the CBE

In September 2018, the CBE revised its Sustainability Framework to incorporate the following energy and renewable energy targets:

- the CBE manages and/or reduces energy consumption to the following energy utilization intensity targets, by 2020: 0.92 GJ/m² for elementary schools and 1.08 GJ/m² for middle/junior and senior high schools; and
- CBE schools reduce their dependency on fossil fuels through the incorporation of photovoltaic systems on schools.

In November 2018, Energy Efficiency Alberta launched two programs: the Strategic Energy Management (SEM) Program and the On-Site Energy Manager (OEM) program. These programs were designed to help participants develop plans to maximize energy savings, lower operating costs and reduce greenhouse gas emissions associated with energy use.

The CBE participates in the SEM and OEM programs. At the conclusion of Year 1 of the program, the CBE had 39 schools participating in the SEM and OEM programs, received \$203,500 in rebates and realized a GHG emissions

reduction of 15,366 tonnes. This is the same as produced by 1,773 homes over one year!

In November 2018, the Municipal Climate Change Action Centre (MCCAC) announced a Solar for Schools (SFS) program. This program provides financial rebates to Alberta Public School Authorities that install grid-connected solar photovoltaic (PV) systems on existing school facilities or land in their jurisdiction, and complete a student education initiative as part of the project. Each school district that applies has a possibility of receiving up to \$3 million in rebates.

Phase 1 of the SFS program saw the CBE invest \$150,000 (\$100,000 Board funding plus \$50,000 grant from Bullfrog Power) and ultimately benefit from a rebate of \$62,500 from MCCAC and an increase of PV capacity of 50 kW (10 kW on five different schools). Phase 2 of the project is to invest \$2.5 million dollars at six different schools with combined PV capacity of 920 kW. With a projected rebate of \$1.1 million dollars, this means a net investment of \$1.4 million dollars. Once installed, the CBE will receive free energy generated by the solar panels that should yield an annual energy payment savings of approximately \$127,000, a payback of approximately 11 years.

In addition to system level initiatives there are a number of school-based projects that focus on energy efficiency and renewable energy. These opportunities take the form of in-class and eco-club initiatives and are led by student sustainability leaders and guided by staff. One example of a school-based initiative is the Energy Revealed project. This is the second year of the pilot project and there are three CBE schools participating. This project involved the installation of circuit meters in the school to show real-time energy use and empowering students to understand and suggest improvements to the energy efficiency of their school.

CBE's participation in SEM, OEM and SFS programs, coupled with continued support of school-based energy efficiency projects, is yet another way our organization demonstrates sound stewardship of public resources while providing additional learning opportunities to students.

Developing Our Employees | Indigenous Education Newsletter

The Indigenous Education Team has created a newsletter to provide CBE staff with resources and teachings that support classroom curriculum. The monthly newsletter will feature significant dates/events, plant and seasonal teachings, language lessons, as well as a variety of other resources related to student learning and wellness. The newsletter can be accessed via the Indigenous Education Insite page and will be shared via *The Week Ahead*.

Developing Our Employees | Orange Shirt Day

The Indigenous Education Team partnered with the Calgary Catholic School District, the City of Calgary, and the Calgary Fire Department to host a virtual event for K-12 students on September 30th to acknowledge Orange Shirt Day. Orange Shirt Day is an annual event that began in 2013 when Residential School survivor Phyllis Webstad shared how her orange shirt was taken away

on her first day at Residential School. Phyllis' story provides an opportunity to reflect on history, discuss stories of survival, & share ways Canadians can work together for Truth & Reconciliation.



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CHIEF SUPERINTENDENT OF SCHOOLS

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