

public agenda

Regular Board Meeting

January 21, 2014

3:00 p.m.

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

PUBLIC AGENDA

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		GC-3	
10 mins	3.1 Lighthouse Award	C. Faber		
	4 Results Focus			
15 mins	4.1 School Presentation – Rosscarrock School	C. Davies	R-2	
	5 Operational Expectations			
20 mins	5.1 OE-7: Asset Protection – Annual Monitoring	N. Johnson	OE-7	Page 5-1
20 mins	5.2 OE-11: Learning Environment/Treatment of Students - Lottery Process	Trustee Hurdman	OE-11	Page 5-12
	6 Public Comment [PDF]		GC-3.2	
Max 15 mins	Requirements as outlined in Board Meeting Procedures			
	7 Matters Reserved for Board Action			
30 mins	7.1 Charter School Facilities	Board F. Coppinger	GC-3 OE-7,8,12	Page 7-1



Time	Topic	Who	Policy Ref	Attachment
	8 Board Consent Agenda	Board		
	8.1 Approval of Minutes <ul style="list-style-type: none"> ▪ Regular Meeting held January 7, 2014 (<i>THAT the Board approves the minutes of the Regular Meeting held January 7, 2014.</i>) 		GC-2.6	
	8.2 Correspondence (<i>THAT the Board receives the correspondence for information and for the record.</i>)		OE-8	Page 8-1
	8.3 Trustee Liaison Report – Alberta School Boards Association, Zone 5 (<i>THAT the Board receives the liaison report for information.</i>)		GC-3	Page 8-5
	8.4 OE-6: Financial Administration – Commendation Arising from Annual Monitoring Report (<i>THAT the Board commends the Chief Superintendent for exceptional organizational performance related to policy OE-6.</i>)		OE-6	Page 8-12
	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 9-1
	10 In-Camera Issues	Board		
6:00 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.

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.

OE-7: Asset Protection

January 21, 2014

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 7: Asset Protection, the Chief Superintendent certifies that the proceeding information is accurate and complete.

Signed: Naomi Johnson
Naomi E. Johnson, Chief Superintendent

Date: Dec 19, 2013

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 7: Asset Protection, 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-7: Asset Protection

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

The Chief Superintendent interprets *all organizational assets* to mean all assets owned by the Calgary Board of Education. This includes all asset categories recorded on the organization's balance sheet.

Currently there are certain inventories of supplies that are not tracked and recorded on the balance sheet of the organization, and which therefore would not be considered as part of the above interpretation of *all organizational assets*. However, the CBE is in the process of developing tracking mechanisms for some of the larger inventories (such as musical instruments and textbooks), and at such time as they are incorporated into the balance sheet, OE-7 would apply.

The Chief Superintendent interprets *adequately protected, properly maintained, appropriately used and not placed at undue risk* to mean that controls and processes are in place to ensure that assets are safeguarded, kept in safe working order, used for the purposes for which they were intended – all within the context of the organization's defined risk tolerance profile. This means that controls and processes are in place to decrease risk to a medium or low level.

The Chief Superintendent will

7.1 Insure against theft and property losses equal to replacement value and against liability losses to the organization itself, the Board of Trustees, individual trustees and staff in an amount at least equal to the average for comparable organizations.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets *comparable organizations* to mean Canadian school districts having similar budget amounts and at least as many schools and employees. The CBE is a member of the Urban Schools Insurance Consortium

("USIC") and insures and manages its risks in cooperation with thirteen other Alberta school districts.

Board-approved Indicator and Evidence of Compliance |

USIC (and therefore CBE) coverage of risks is greater than or equal to the Ontario School Board Insurance Exchange.

The organization is compliant with this indicator.

USIC's coverage of risk is greater than or equal to that of the Ontario School Board Insurance Exchange, as measured by internal tracking.

Evidence demonstrates the indicator in sub-section 7.1 is in compliance.

7.2 Maintain both Errors and Omissions and Comprehensive General Liability insurance coverage protecting board members, employees and the organization itself in an amount that is reasonable for school districts of comparable size and character.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets *school districts of comparable size and character* to mean Canadian school districts having similar budget amounts and at least as many schools and employees. The CBE is a member of the Urban Schools Insurance Consortium ("USIC") and insures and manages its risks in cooperation with thirteen other Alberta school districts.

Board-approved Indicator and Evidence of Compliance |

USIC (and therefore CBE) coverage of risks is comparable to the Ontario School Board Insurance Exchange.

The organization is compliant with this indicator.

USIC's coverage of Errors and Omissions and Comprehensive General Liability is greater than that of the Ontario School Board Insurance Exchange, as measured by internal tracking.

Evidence demonstrates the indicator in sub-section 7.2 is in compliance.

7.3 Protect intellectual property, information, files, records and fixed assets from loss or significant damage.	Compliant with exception of indicator 7.3.1a)
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Board-approved Interpretation |

The Chief Superintendent interprets *protect* to mean that internal control processes and insurance coverage appropriately reflect the risk exposure.

The Chief Superintendent interprets *information* to mean a collection of facts or data, and this sub-section to apply to corporate data – both digital and non-digital information.

The Chief Superintendent interprets Intellectual Property to mean certain intangible rights in works, materials, creations and inventions and includes, without limitation, trademarks, copyright, patents, trade secrets, moral rights and other intellectual property rights that are generated or result from the creation, invention or generation by CBE employees and contractors of such works, materials, creations or inventions in their course of their employment or contractual relationship with CBE or using CBE resources or funding. In such events, all such Intellectual Property rights vest, by statute, in the CBE, except for moral rights that vest in the creator unless waived in writing.

Intellectual Property rights in works, creations, materials and inventions created or generated by a CBE employee outside his or her CBE employment mandate and hours of work with CBE and not using CBE funding or resources will be deemed to vest in such employee, unless the CBE employee has assigned such Intellectual Property rights to CBE or another party.

The Chief Superintendent interprets *fixed assets* to mean assets capitalized on the balance sheet of the CBE's financial statements.

The Chief Superintendent interprets *loss or significant damage* to mean loss or damage sufficient to require replacement or major repair costing in excess of \$25,000.

Board-approved Indicators and Evidence of Compliance |

1. a) 95% of the corporate information created, received, maintained, disposed or preserved by the CBE is in accordance with GARP (Generally Accepted Record Keeping Principles), as measured by internal tracking.

The organization is not compliant with this indicator.

Administration is declaring non-compliance with this indicator, as it is not possible to measure compliance at this time. Efforts are currently directed toward research, design, training and implementation of Generally Accepted Recordkeeping Principles. The Corporate Records Management Program time line is available on the Calgary Board of Education website using the following pathway: www.cbe.ab.ca > students > student records/transcripts .

- b) Targets set for completion of records management tasks required to achieve compliance will be met, as measured by the Records Management time line.

The organization is compliant with this indicator.

Targets were met as reported to the Board of Trustees in Chief Superintendent's written reports dated March 20, 2012, June 19, 2012 and October 2, 2012.

- 2. 99% of all attempted intrusions into the CBE Information Systems will be successfully blocked, as measured by internal tracking.

The organization is compliant with this indicator.

Internal tracking determined that there were no successful intrusion attempts.

- 3. 100% of critical/sensitive/confidential electronic information and data within CBE-managed systems is access controlled with passwords, as measured by internal tracking.

The organization is compliant with this indicator.

The Calgary Board of Education Learning Innovation internal controls confirm that 100 per cent of critical/sensitive/confidential electronic information and data within CBE-managed systems are access controlled with passwords.

- 4. To the extent any agreements or legal documents refer to Intellectual Property rights of CBE, such agreements or documents shall contain a provision clarifying that CBE has custody or control of the documents or materials with respect to which the Intellectual Property rights exist, provided such provision is applicable within the context of such agreements or documents, as measured by internal tracking.

The organization is compliant with this indicator.

All contracts and service agreements executed by the Calgary Board of Education included a provision to protect CBE's intellectual property rights, where applicable.

- 5. 100% of Intellectual Property related to research works produced through the direction of the Board and any other Board produced documents

required by the Chief Superintendent to be copyrighted, shall show the Calgary Board of Education copyright and an acknowledgement of the authors, as measured by internal tracking.

The organization is compliant with this indicator.

All works produced are identified with the Calgary Board of Education's name and logo. All web pages have notice of copyright.

Evidence demonstrates three of four indicators in sub-section 7.3 are in compliance.

7.4 Allow facilities and equipment to be subject to improper use or insufficient maintenance.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets this sub-section to mean managing maintenance requirements within the confines of the funding provided by Alberta Education for the purposes of maintenance.

The Chief Superintendent interprets *improper use* to mean used for purposes other than intended, and excludes acts of vandalism and break and enters.

Board-approved Indicators and Evidence of Compliance |

1. 100% of provincial plant operations and maintenance funding is spent at a minimum on the following: custodial services, maintenance and repair of school buildings and grounds, utilities and facility support services, as measured by internal tracking.

The organization is compliant with this indicator.

In 2012-13, \$85.5 million was spent on custodial services, maintenance and repair of school buildings and grounds, utilities and facility support services. The plant operations and maintenance (PO&M) funding received was \$82.7 million, therefore 104% of PO&M funding was spent on these services.

2. 100% of the rolling three year average for Infrastructure Maintenance Renewal (IMR) funding entitlement is expended on qualified IMR projects, and 90% of these are expended annually, as measured by internal tracking. *The organization is compliant with this indicator.*

Over the three-year period from 2010-11 to 2012-13, \$65.7 million was spent on qualified IMR projects, while \$55.0 million in IMR funding was received (119% of IMR funding spent on IMR projects). In 2012-13, the

spending was \$18.6 million and IMR funding \$18.3 million (102% of IMR funding spent on IMR projects).

- No more than 5% of CBE schools audited by Alberta Infrastructure will have facility condition index of "marginal", as measured by internal tracking.

The organization is compliant with this indicator.

In 2012-13, only 1 of 182 (0.5%) schools had a facility condition index of marginal.

- No more than five instances, per annum, of remedial work exceeding \$10,000 is required to address the impact of improper use, as measured by internal tracking.

The organization is compliant with this indicator.

In 2012-13, there were no instances of remedial work exceeding \$10,000.

Evidence demonstrates all indicators in sub-section 7.4 are in compliance.

7.5 Recklessly expose the organization, the Board or employees to legal liability.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets *recklessly expose* as failure to obtain insurance coverage which is appropriate for the Calgary Board of Education (CBE) or allowing conditions to exist which prevent the Calgary Board of Education from obtaining insurance coverage.

Board-approved Indicators and Evidence of Compliance |

- 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.

The organization is compliant with this indicator.

The CBE purchases its insurance through the Urban Schools Insurance Consortium, which is similar to the insurances available through the Ontario School Board Insurance Exchange.

- The CBE's insurance deductibles are similar to other comparable school districts in Alberta.

The organization is compliant with this indicator.

The CBE purchases its insurance through the Urban Schools Insurance Consortium, and as such, its insurance deductibles are similar to other metro school districts in Alberta.

3. Zero instances of CBE's insurers refusing to insure the CBE due to the existence of hazardous conditions.

The organization is compliant with this indicator.

There were no instances of CBE being refused insure due to the existence of hazardous conditions.

Evidence demonstrates all indicators in sub-section 7.5 are in compliance.

7.6 Invest in financial instruments that are not in accordance with the School Act, the Trustee Act, or as otherwise permitted by the Minister of Education.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets *financial instruments* to mean all investments.

The Chief Superintendent interprets *permitted by the Minister of Education* to refer to ability to invest in accordance with the "prudent person" rule granted by the Minister of Education. This provision restricts discretion in investments to that of a prudent person seeking reasonable income and preservation of capital.

Board-approved Indicators of Compliance |

100% of all investments are in alignment with legislated and ministerial requirements, as measured by internal tracking.

The organization is compliant with this indicator.

Quarterly investment reports received from CBE's investment management firms indicate that all investments were in compliance with legislated and ministerial requirements.

Evidence demonstrates the indicator in sub-section 7.6 is in compliance.

7.7 Acquire, encumber or dispose of real property.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets this sub-section to mean that only the Board of Trustees is permitted to acquire, encumber or dispose of school properties, subject to Provincial and Municipal requirements.

The Chief Superintendent interprets *real property* to mean land and buildings.

The Chief Superintendent interprets *encumber* to mean burden with financial claims (mortgage) or other registrations affecting transferability of the property, but excluding standard property encumbrances such as utility right of way and temporary construction liens.

Board-approved Indicator and Evidence of Compliance |

100% of all real property acquisitions, disposals and encumbrances will be approved by the Board of Trustees, as measured by internal tracking.

The organization is compliant with this indicator.

Below is a summary of real property that was disposed in 2012-13, and the Board of Trustees' approval date:

<u>Transfer date</u>	<u>Name of CBE Property</u>	<u>Board Approval</u>
February 13, 2013	Jerry Potts Property	September 27, 2011
	Fred Seymour Property	September 27, 2011
March 19, 2013	Scenic Acres vacant parcel	January 28, 2003
	Midnapore vacant parcel	January 28, 2003
April 23, 2013	Martindale vacant parcel	February 27, 2007 and September 27, 2011

The Booth Centre transferred to the Calgary Board of Education from the Province on December 21, 2013. The Board of Trustees was informed of the transfer via a letter dated June 22, 2012 from the Minister of Education.

No encumbrances were made against real property other than standard property encumbrances such as utility right of way and temporary construction liens.

Evidence demonstrates the indicator in sub-section 7.7 is in compliance.

7.8 Take any action that damages the organization's public image or credibility.	Compliant
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Board-approved Interpretation |



The Chief Superintendent interprets this sub-section to mean that the Board of Trustees considers the organization's public image and credibility to be an asset that requires protection and preventative measures.

The Chief Superintendent interprets *take any action* to mean specific acts by employees of the Calgary Board of Education in the performance of their role within the organization.

The Chief Superintendent interprets *take any action that damages the organization's public image or credibility* to have the same meaning as *does not take action that endangers the organization's public image or credibility* as defined in OE-1, that is, to mean that administration leads the Calgary Board of Education and its operations in a way that meets or exceeds the community's expectations for the conduct of a public institution.

Board-approved Indicator and *Evidence of Compliance* |

Calgary Board of Education employees are alerted to the expectations for their conduct in the context of their employment with the CBE through Administrative Regulation 4027 – Code of Conduct for Employees:

- a) at the point of hire;
- b) annually by school principals;
- c) annually by supervisors.

The organization is compliant with this indicator.

Human Resources confirmed that all new employees hired or re-hired in 2012-13 acknowledged Administrative Regulation 4027. 100% of principals confirmed that their employees were informed of the expectations for their conduct within the context of their employment. 100% of service units confirmed that their employees acknowledged Administrative Regulation 4027.

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**

**OE-11: Learning Environment/Treatment of Students –
Lottery Process**

Date	January 21, 2014
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Hurdman,
Purpose	Decision
Originator	Trina Hurdman, Trustee
Governance Policy Reference	Governance Culture GC-2: Governing Commitments Operational Expectations OE-11: Learning Environment/Treatment of Students
Resource Person(s)	Darlene Unruh, Director, Planning and Transportation Services

1 | Recommendation

It is recommended:

- THAT policy OE-11: Learning Environment/Treatment of Students” be amended to include subsection 11.6 as follows:

11.6 Prioritize siblings when lotteries are required for school enrolment.



2 | Issue

With the lack of new school construction and significant growth in the school-age population, a number of CBE schools can no longer accommodate all students designated to them.

There is a need for the Board of Trustees to clarify its values around student prioritization in cases where the number of students wishing to register in a school exceeds its capacity to accommodate them.

3 | Background

On May 28, 2013, the Board of Trustees received a report for information, “Over Flow Lottery Process” (Attachment I) which was the CBE's response to the need for a common system-wide lottery method when:

- regular program schools are unable to accommodate all designated students, and
- alternative programs have application rates that exceed available space.

This new system-wide lottery process will be implemented for enrolment in the 2014-15 school year for the regular program lotteries that will be held in February 2014 and the alternative program lotteries that will be held in March 2014. These new guidelines have led to improved clarity and consistency for parents and administrators who face a space/demand issue.

In the “Over Flow Lottery Process” report, it states that when the Superintendents' Team discussed this issue, two of the values that were considered were:

- acknowledging a priority for student in the walk limit for a given school-age, and
- honouring sibling and family rights

As these are sometimes competing values, there is unlikely to ever be complete agreement on student prioritization. In the current lottery process for both regular and alternative programs, students within the walk zone who have a sibling returning to the school have first priority. However, second priority does not distinguish between:

- students residing in the walk zone and
- siblings of students returning to the school who live in the bus zone.

Royal Oak/Rocky Ridge is the only regular-program exception to this. In their case, siblings are prioritized first and all other students within the designated boundaries are entered into the lottery.

While it is unlikely for many schools to be in the position of having to conduct a lottery at this second priority level this year, due to the lack of new schools in Calgary, it has already been raised as a possibility. According to the CBE projections in the Three-Year School Capital Plan, school utilization will be 86% across our system by 2015, so the likelihood of this situation will only increase.

In order to provide leadership and direction to the CBE, the Board of Trustees needs to clarify its values around student prioritization in cases where the number of students wishing to register in a school exceeds its capacity to accommodate them.

4 | Analysis

Trustees may want to consider the following factors when considering the issue of student prioritization for enrolment into programs which cannot accommodate the demand. These factors are not listed in any particular order.

Family unit

As a strong family unit is important for childhood development, the CBE has long valued allowing siblings to attend the same school.

Proximity to school

Walk zones comprise community areas that are within 1.2km to 2.4km of a school, although for elementary age students, it is as close as possible to 1.2km while taking into consideration natural boundaries and roadways.

School transitions

Many research studies have shown that transitions between schools negatively impact academic achievement as well as behaviour. It is always preferable to minimize the number of school transitions throughout a student's school experience.

School community

Parents and school staff develop relationships over time that positively contribute to the school community. The longer that families remain within a school, the more they become invested in supporting school success.

Parental involvement in schools

The amount of time and resources that parents have to devote to school events, volunteering, and fundraising is limited. Parental involvement in schools has been shown to increase academic and behavioural outcomes. When siblings are able to attend the same school, it makes it easier for parents to be involved.

Family Stress

Families with children face many challenges around arranging and coordinating child care, school schedules and work schedules. These challenges become



more difficult when there are multiple children involved, especially if those children are in separate schools.

Past CBE practice

Prior to this year, individual school enrolment practices generally gave first priority to siblings within the school's designated attendance area.

Other school jurisdictions

Limited information regarding student prioritization can be found on the websites of other Alberta school jurisdictions. Rather, lottery processes seem to be done on a school by school basis. The Calgary Separate School District planned community consultations this school year to determine their "restricted enrolment process" for five of their schools. Of the three where a decision has been made, all prioritize siblings first.

5 | Financial Impact

As per the "Over Flow Lottery Process" report, there is no specific financial impact.

6 | Implementation Consequences

The new lottery process has already been communicated to school administrators and many parents. Any changes to the prioritization would need to be communicated prior to the lotteries in February and March.

7 | Conclusion

The decision to move towards a common system-wide lottery process for regular and alternative programs is a positive step towards providing more clarity and consistency to parents and administrators within the CBE. However, it does not provide sufficient clarification as to whether siblings of returning students should have priority over new students to the school. These competing values between honouring sibling and family rights and acknowledging that students within the walk zone should have priority, require the Board of Trustees to clarify its values in order to provide appropriate leadership and direction to the CBE administration.

ATTACHMENTS

Attachment I: Over Flow Lottery Process (Board report from May 28, 2013)



report to
Board of Trustees

Over Flow Lottery Process

Date	May 28, 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-9: Communication with the Public OE-10: Instructional Program OE-11: Learning Environment/Treatment of Students
Resource Person(s)	Dr. Donna Crawford, Acting Director, Planning, Transportation and Environmental Services Directors, Areas 1, II, III, IV, and V

1 | Recommendation

It is recommended:

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

2 | Issue

With the lack of new school construction and significant growth in the school- age population, a number of CBE schools can no longer accommodate all students designated to them.

Similarly, with increased demand for a number of alternative programs, many CBE schools can no longer accommodate all students designated to them for alternative programs.



As a result, there is a need for lottery guidelines to inform parents and direct the work of administrators, in the best interests of student learning.

3 | Background

Regular program schools that are unable to accommodate all designated students have one or more overflow sites to which students are assigned. Over time, each school has developed their own methods for managing this situation, but there has been no system-wide set of operating guidelines to which either parents or administrators can refer. Although a first choice is re-drawing boundaries to manage such situations, this is not always practical, nor is it the wish of the majority of parents in such situations.

Many alternative programs have application rates that exceed available space. Over time, if there are sufficient resources and a desire by Superintendents' Team, new sites can be designated. In the interim, there is no systemic or even program consistent, method for managing demand.

All such schools use a lottery system, but there is no common method of implementation.

4 | Analysis

Superintendents' Team has previously discussed at length the values and assumptions that are the basis for the attached recommended guidelines. Along with the general CBE and Alberta Education values, the assumptions include but are not limited to: acknowledging a priority for students in the walk limit for a given school; honouring sibling and family rights; aligning regular and alternative program lottery guidelines to the degree that is possible and generally allowing schools to plan for student learning in reasonably predictable ways.

A lack of guidelines has led to a lack of clarity and consistency for parents and administrators who face a space/demand issue. Some schools face this situation for the first time, others have been following a personal protocol for many years, and have had promises made to parents along the way. Continuing in this fashion is neither good planning nor does it lead to optimal education for students.

Although there is unlikely to ever be complete agreement on the content of the guidelines, those that are being recommended have been well discussed by principals, education directors, planning, transportation, a sampling of school councils, and Superintendents' Team.

Writing the report is not the full value of the process. The greatest value comes from thinking and reflection. The analysis section may contain recommendations to continually improve.

5 | Financial Impact

There is no specific financial impact to having guidelines to manage situations where a lottery process needs to be implemented. Every child needs to have a designated school by law, and transportation to that school if they are eligible. By ensuring through these guidelines that students who can walk to school do so, and families all go to the same school where possible, some transportation costs are mitigated.

6 | Implementation Consequences

All schools will need to make the new guidelines clear to existing and prospective parents. In some cases, the guidelines will represent a change of process for students attending the 2014-15 school year.

For the 2013-14 school year, school administration will have to pay particular attention to the cut-off dates for call back of students, to ensure stability within sending and receiving schools.

Planning and area directors will continue to monitor each overflow situation, to determine if lottery is the only solution to the problem, or alternatives can be presented to Superintendents' Team.

Administrative Regulations with regard to student registration will need adjustment for the guidelines to be in compliance. This work is already scheduled to take place in fall of 2013.

A communication plan for rolling out the overflow protocols to all stakeholders has been developed.

7 | Conclusion

School administration, area directors and parents need guidance with regard to the fair treatment of students, when there is an excess of demand over available space for a particular school or alternative program. The attached guidelines are a first step to providing such direction, and will be reviewed after a full year of implementation. These guidelines represent the best collaborative and collective wisdom on this contentious issue and a positive step forward from current practice.

NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

- Attachment I: Regular Programs Lottery Process
Attachment II: Alternative Programs Lottery Process

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.



regular programs lottery process

Once a student qualifies by residence, follow these steps.

Students residing in walk zone, with sibling in school are accepted before lottery. ¹

Students residing in walk zone OR with sibling in the school accepted before lottery. IF both cannot be accommodated, consult Director of PTES and Area Director. ²

All other students within designated residential district are entered into lottery.

Lottery is drawn the last day before Teacher's Convention, or a day that week as advertised to the public.

Students must confirm acceptance within 10 days of the acceptance letter date. Follow up for those sending no response is discretionary, based on numbers and circumstances of the school.

IF a student is accepted into a school by lottery, any other siblings wanting into the same school go to the top of that grade wait list after other such siblings and be accepted as space is available.

IF an acceptance or call back is refused, the student is removed from the list. IF the refusal is based on the inability to accept all siblings, the student can be recalled again when there is space for all siblings.

IF a student is unsuccessful in the lottery, they are designated to the overflow school and called back as space is made available, if they are in a CBE school or Kindergarten/grade one.

Students residing within the walk zone who register after the lottery date are put into the buffer zone spots or moved to the top of the wait list.

Students not residing within walk zone who register after the lottery date are added to the lottery list in order of registration.

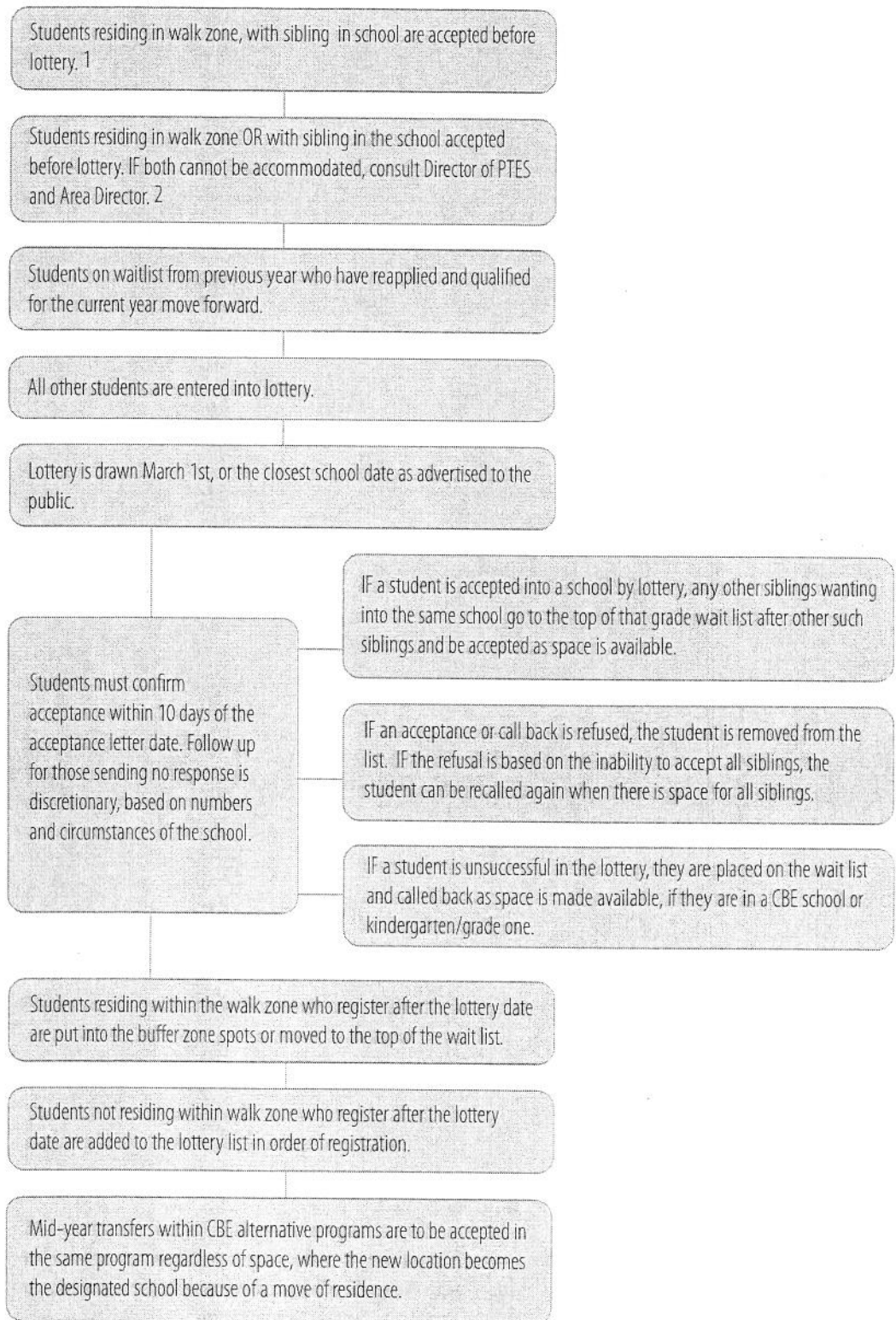
notes

1 | A sibling is a brother/sister (half or step, but not cousins) designated to and attending the school at the time the next sibling registers in a regular program. If a principal is unsure as to whether a student qualifies as a sibling by relationship, they are to consult with the Area Director.

2 | Royal Oak/Rocky Ridge do not have a walk limit for lottery purposes. Siblings are the only category outside the lottery.

alternative programs lottery process

Once a student qualifies by residence or other application criteria, follow these steps.



notes

- 1 | A sibling is a brother/sister (half or step, but not cousins) designated to and attending the school at the time the next sibling registers. If a principal is unsure as to whether a student qualifies as a sibling by relationship, they are to consult with the Area Director. For an alternative program where entrance can occur after grade 1, siblings must be attending the same school, or grades k-4, or no more than two grades apart in the same program, even if located at different sites.
- 2 | Community is best defined as the area for which the school would have drawn the regular program. Where this is unclear, the Area Director and Principal shall inform applicants what constitutes community, based upon agreements previously made. This applies to: Willow Park: Willow Park or Maple Ridge. Glamorgan: Glamorgan residential community.

report to Board of Trustees

Charter School Facilities

Date	January 21, 2014
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 & Environmental Services
Governance Policy Reference	Operational Expectations OE-7: Asset Protection OE-8: Communication With and Support for the Board OE-12: Facilities
Resource Person(s)	Eugene Heeger, Director, Design & Property Development Sherri Lambourne, Manager, Real Estate & Leasing

1 | Recommendation

It is recommended:

- THAT the Board of Trustees agrees, in principle, to the Minister's request to transfer certain existing CBE school properties to charter school authorities, subject to the provision of adequate school facilities being made available for Calgary Board of Education students.

2 | Issue

Alberta Education has requested the Board's commitment to the principle of transferring the facilities currently occupied by charter schools to their respective charter school authorities for a nominal fee.



The loss of fourteen school facilities, which could be reclaimed by the CBE at some time, could potentially inhibit the ability of the Board to provide for the growth in Calgary students in the future.

3 | Background

On May 31, 2013, Alberta Education announced the approval of six new schools for the Calgary Board of Education (CBE), conditional upon the Board of Trustees supporting and cooperating with Educational officials in achieving facility stability for charter school authorities, by means of transfer of school facilities to charter schools, long term lease, or otherwise. Refer to **Attachment I**.

On December 30, 2013, Alberta Education wrote seeking the Board of Trustees' commitment to the principle of transferring facilities currently occupied by charter schools to their respective school authorities. It was understood that this would take time and that there may be some exceptions.

The Minister further requested a written response confirming the Board's commitment to transferring all facilities occupied by charter schools to their respective charter school authorities, where desired by those authorities, prior to the next round of capital announcements. Refer to **Attachment II**.

In the same December 30 letter, the Minister indicated his awareness of the student enrolment increases the Calgary Board of Education is experiencing, and assured the Board that "every effort will be made to meet the school facility needs of our growing communities ..."

As detailed in the chart in **Attachment III**, there are 14 school facilities currently occupied by the following six charter school authorities.

- Foundations for the Future Charter Academy (5 Schools)
- Calgary Girls' School Society (2 schools)
- Calgary Arts Academy Society (2 schools)
- Connect Charter School (1 school)
- Westmount Charter School (2 schools)
- Almadina Language Charter School (2 schools)

The chart indicates the following key statistics – building area, student capacity, deferred maintenance value, replacement cost, facility condition index, property reserve status, city land obligation and expiry date of the current leases which the charter school authorities have with the Calgary Board of Education.

The last column in the table indicates the proposed lease expiry dates, which correspond with the length of their current charter terms. Although Westmont Charter School and Almadina Language Charter Academy currently have five year charters, they are expected to submit applications for 15 year leases.

The locations of the charter schools are shown on the Calgary Map. Refer to **Attachment IV**.

4 | Analysis

The following five schools, Andrew Davison, Lakeview, Bel-Aire, Knob Hill and Sir William Van Horne, have been identified as the proposed first step in implementation of the Province's charter school facility vision.

These five schools, with a total capacity of 2,625 students, are located in the inner city area, where there currently is an underutilization of CBE schools.

The remaining nine schools, with a capacity of 5,425 students, are located in the intermediate city area, where there will be a demand for school spaces should the 25 new schools listed in the 2014/2017 School Capital Plan not be built on schedule.

It is anticipated that Glenmeadows School may become available for CBE should the Province approve another location for the Calgary Arts Academy Society

Montgomery School was leased to the Foundations for the Future Charter Academy for 15 years until July 31, 2027, as the Province provided the downtown Booth Centre to the CBE.

Only a part of the Parkdale School is leased to Westmount Charter School as the CBE is sharing this facility with the charter school.

The CBE continues to face significant student accommodation challenges which require the Board to make difficult decisions about where to locate programs and students. These decisions attempt to identify the best solutions for the most students for the longest possible time, in an environment of scarce resources and increasing student enrolment. However, it is inevitable that the solutions are unable to satisfy every need.

The commitment of the CBE to offer choice within the system also has consequences for student accommodation. Special programs need to be located somewhere, and parents are legitimately seeking consistency and predictability in program locations.

The number of students in the CBE continues to grow. In addition to the growth of 3,631 students from 2012 to 2013, we are expecting growth of 6,500 more students over the coming two years. Accommodating these students will require more shifts and adjustments within the system. The six new CBE schools, identified by the Minister as being subject to the transfers to the Charter School Authorities, will not come on stream until after this student enrolment growth is realized.

However, when completed by the Province, the new schools will be in the locations of greatest need as identified by the 2013 School Capital Plan, and will represent important first steps in addressing our long-term student accommodation requirements.



Although the Minister is unable to absolutely guarantee capital funding for additional new schools, because these decisions are subject to other provincial government processes, he has offered strong assurances in his correspondence.

5 | Financial Impact

In July 2011, the CBE was advised by Alberta Education that as leases to charter school authorities expired, they were to be reissued with a \$1.00 agreement. In 2010/2011, the CBE received \$5,902,444 lease revenue from the charter schools. This amount has declined to \$1,948,070 in 2013/2014 and will be eliminated by 2016/2017.

At this time, it is unknown what capital financial contribution the CBE has made to these charter schools in the past.

On eleven of these charter school sites, the land is jointly owned by the City of Calgary and the CBE. Montgomery school site is fully owned by CBE and major portions of the Parkdale and Ogden sites are also owned by the CBE. The CBE could dispose of these properties at market value. The approximate value of these lands is \$16 million.

6 | Implementation Consequences

There are a number of legislative issues that would need to be addressed in any transfer of CBE facilities to charter School authorities. For example, charter schools do not meet the definition of School Board purposes under the Municipal Government Act (MGA) and therefore are not an allowable use on reserve land. Another issue is that the transfer would be considered a disposal under the MGA. This would need standard, Board, Municipal and Provincial procedures/ protocols to be followed.

The City of Calgary has a Joint Use Agreement with the two Calgary School Boards. The City has indicated that they would wish to see a number of provisions incorporated in any lease giving charter school authorities ownership of a school building on reserve land, or held in title by the school board.

The transfer of schools to charter school authorities may lead to additional competition for school capital funding in the future.

Other factors that will need to be considered include building insurance, environmental considerations, regulatory inspections, public use, record keeping and building security.

7 | Conclusion

The Calgary Board of Education could confirm its willingness to support and cooperate with Alberta Education officials in providing facility stability for charter school authorities through means of a facility transfer, long term lease or other mutually agreeable arrangement.

The transfer of the five identified schools could be accomplished following the meeting of legislative and City requirements. The transfer of further schools should be contingent on the availability of school spaces to accommodate the expected student enrolment increases resulting from the population growth in Calgary.

Although the transfer of these five schools will remove needed accommodation capacity from the CBE system, that capacity is currently being utilized by the Charter schools, and the transfer could improve the conditions for additional new schools to be funded by the Province.



NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

- Attachment I: Minister's letter – May 31, 2010
- Attachment II: Minister's letter – December 30, 2010
- Attachment III: Charter School Occupied Facilities Chart
- Attachment IV: CBE Leased Schools Map

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.





Attachment I



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

AR80448

MAY 3 1 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.

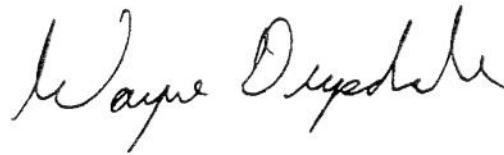
Should your jurisdiction staff have any questions prior to this meeting, please have them contact Dr. Avi Habinski, Director, Capital Planning South, at 780-427-2272 (toll-free by first dialing 310-0000) or avi.habinski@gov.ab.ca.

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



ALBERTA
EDUCATION

*Office of the Minister
M.L.A. Athabasca-Sturgeon-Redwater*

AR82806

DEC 3 0 2013

Ms. Sheila Taylor
Chair
Calgary Board of Education
1221 - 8 Street SW
Calgary, AB T2R 0L4

Dear Ms. Taylor:

On May 31, 2013, Honourable Wayne Drysdale, Minister of Infrastructure, and I wrote to your board advising of the approval to construct six new schools for the Calgary Board of Education. We also shared the vision of the Government of Alberta to ensure stable and permanent access to school facilities for charter schools. In support of this goal, I seek your board's commitment to the principle of transferring the facilities currently occupied by charter schools to their respective school authorities at a nominal fee. I understand that this would be implemented over time, and that there may be some exceptions.

As a first step toward the implementation of this vision, I ask that our respective staff work toward the transfer of Knob Hill, Bel-Aire, Lakeview, Andrew Davidson and Sir William Van Horne schools to the charter schools that occupy these facilities. I understand that some of the schools are located on reserve land, and that presently charter schools are not permitted to own such property. Should the *Municipal Government Act* be amended to allow charter schools to own these facilities, I expect your school jurisdiction would comply with the transfer of the facilities they currently occupy.

As an interim measure, I ask that lease agreements with charter schools be aligned with the term of the charter. The length of the lease would range from up to five years for Almadina to up to 15 years for Foundations for the Future Charter Academy. I expect the terms of the lease between your jurisdiction and the charter schools would require compliance with the terms of the Calgary Joint Use Agreement and, most importantly, with the requirement to allow community access to school buildings and playing fields. I further expect that the terms of the lease would provide that if the charter should cease to function as a public school, the lease would be terminated.

.../2

Ms. Sheila Taylor
Page Two

Similarly, subsequent to any amendment allowing the transfer of reserve properties to a charter school, it would be expected that the property would be transferred back to the original owner for a nominal fee if the charter school ceased to function as a publicly funded school.

I am aware of your jurisdiction's concern that it may run out of school space, considering the enrolment increases experienced in the past two years and the projection for continuous population growth. I assure you that investment in school infrastructure remains a high priority for the Government of Alberta, and every effort will be made to meet the school facility needs of our growing communities across the province, including Calgary.

I ask that you provide a written response by January 15, 2014 confirming your commitment to transferring all facilities currently occupied by charter schools to their respective charter school authorities where desired by those authorities, so that implications can be assessed prior to the next round of capital announcements.

Should your staff have any questions, please have them contact Dr. Avi Habinski, Director, Capital Planning South, at avi.habinski@gov.ab.ca or 780-427-2272 (dial 310-0000 first for toll-free access).

I look forward to receiving your response to my request.

Sincerely,



Jeff Johnson
Minister
MLA, Athabasca-Sturgeon-Redwater

cc: Honourable Ric McIver
Minister of Infrastructure

Honourable Wayne Drysdale
Minister of Transportation

CHARTER SCHOOL OCCUPIED FACILITIES

BUILDING NAME	LESSEE NAME	SQ. M	# ROOMS	STUDENT CAPACITY	DEFERRED MAINTENANCE	REPLACEMENT COST	FCI**	RESERVE STATUS	\$1.00 LAND	CURRENT LEASE EXPIRY	PROPOSED LEASE EXPIRY
Andrew Davison School 8710 Ancourt Road SE	Foundations for the Future Charter Academy	4,629	24 + 4 ^	700	\$ 1,691,845	\$ 13,142,000	12.9%	Reserve	Yes	July 31, 2017	August 31, 2027
Alice M. Curtis School 9711 Academy Drive SE	Foundations for the Future Charter Academy	3,442	20	500	\$ 290,644	\$ 10,497,000	2.8%	Reserve	N/A	July 31, 2017	August 31, 2027
Greenview School 211 McKnight Boulevard NE	Foundations for the Future Charter Academy	4,669	22	550	\$ 837,463	\$ 14,242,000	5.9%	Reserve	Yes	July 31, 2017	August 31, 2027
Southwood School 898 Sylvester Crescent SW	Foundations for the Future Charter Academy	4,192	23	575	\$ 2,074,935	\$ 12,787,000	16.2%	Reserve	N/A	July 31, 2017	August 31, 2027
Montgomery School 2116 MacKay Road NW	Foundations for the Future Charter Academy	7,082	30 + 8 ^	950	\$ 3,288,366	\$ 19,648,000	16.7%	Non-Reserve	No	July 31, 2027	August 31, 2027
Lakeview School 6304 Larkspur Way SW	Calgary Girls' School Society	3,754	15 + 4 ^	475	\$ 689,771	\$ 10,962,000	6.3%	Reserve	N/A	July 31, 2018	August 31, 2028
Bel-Aire School 1011 Beverly Boulevard SW	Calgary Girls' School Society	1,522	7 + 2 ^	225	\$ 29,856	\$ 3,819,000	0.8%	Reserve	N/A	July 31, 2018	August 31, 2028
Knob Hill School 2036 - 20 Avenue SW	Calgary Arts Academy Society	2,431	9 + 2	275	\$ 1,047,370	\$ 6,926,000	15.1%	Non-Reserve	Yes	July 31, 2017	August 31, 2028
Glenmeadows School 4931 Grove Hill Road SW	Calgary Arts Academy Society	2,875	11 + 6 ^	425	\$ 877,626	\$ 6,926,000	12.7%	Reserve	N/A	July 31, 2014	August 31, 2028
Clem Gardner School 5915 Lewis Drive SW	Connect Charter School (formerly Calgary Science Charter School)	7,107	28	700	\$ 674,692	\$ 21,677,000	3.1%	Non-Reserve	Yes	July 31, 2014	August 31, 2027
Sir William Van Horne School 2215 Uxbridge Drive NW	Westmount Charter School	9,670	38	950	\$ 1,469,874	\$ 32,089,000	4.6%	Non-Reserve	Yes	July 31, 2016	August 31, 2021
Parkdale School 728 - 32 Street NW	Westmount Charter School	5,805	24	600	Not Available	\$ 17,706,000	N/A	Non-Reserve	Partial	July 31, 2016	August 31, 2021
Mountain View School 2031 Sable Drive SE	Almadina Language Charter Academy	4,025	20 + 6 ^	650	\$ 2,129,774	\$ 10,495,000	20.3%	Reserve	N/A	July 31, 2016	August 31, 2021
Ogden School 1919 - 76 Avenue SE	Almadina Language Charter Academy	4,888	19	475	\$ 1,217,160	\$ 14,908,000	8.2%	Non-Reserve	Partial	July 31, 2017	August 31, 2022

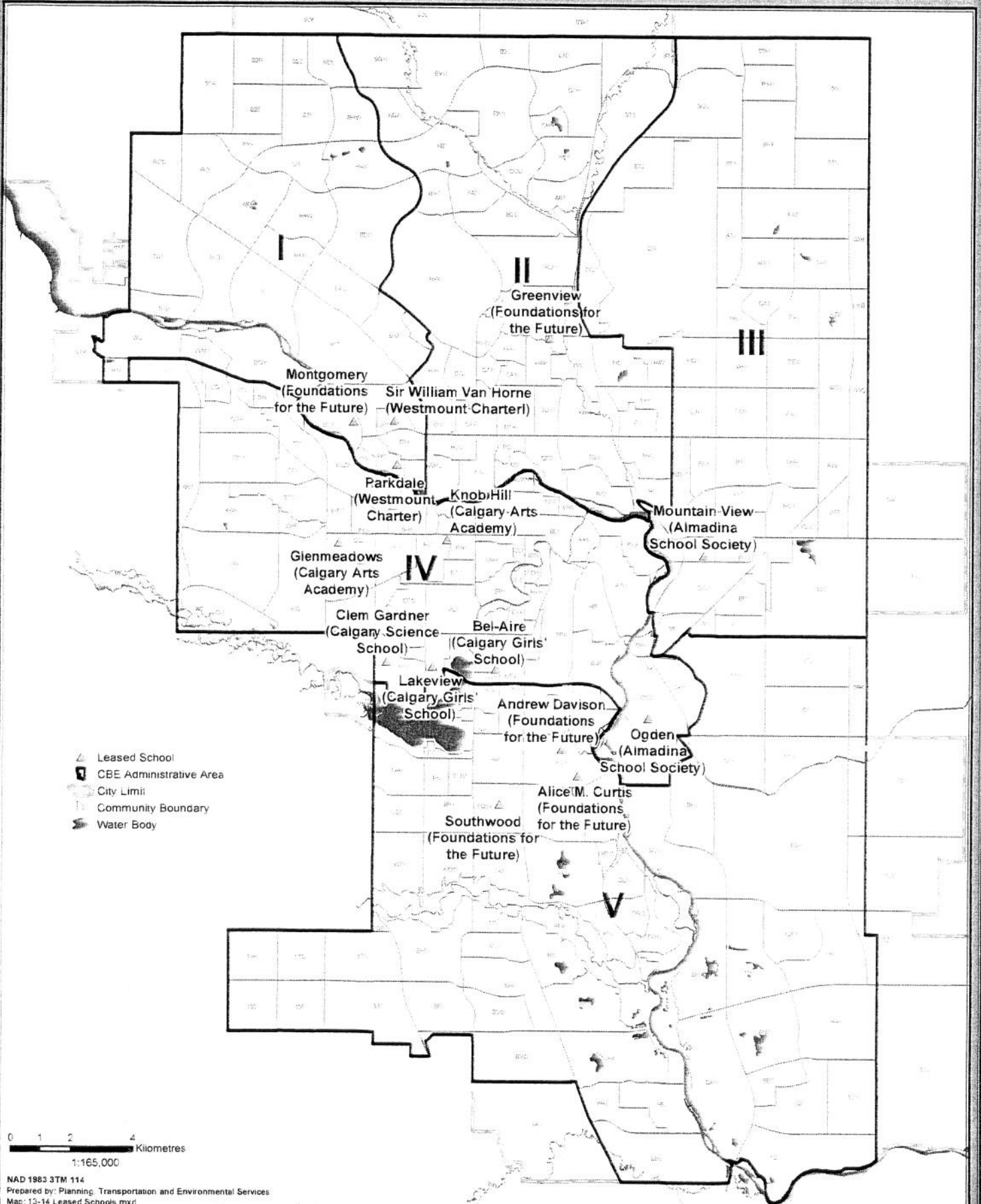
^ Building square meters and number of classrooms includes portables as added by the tenant

* Capacity calculated based on assumption of 25 students per room (including portables)

** FCI Category: 0%-15% = GOOD, 15%-40% = FAIR, >40% = POOR

Note: Almadina Charter School and Westmount Charter School are expected to submit applications for a 15 year lease

CBE Leased Schools 2013-14



0 1 2 4 Kilometres
1:165,000

NAD 1983 3TM 114
Prepared by: Planning, Transportation and Environmental Services
Map: 13-14 Leased Schools.mxd
Date: June 19, 2013

report to Board of Trustees

Correspondence

Date	January 21, 2014
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 received January 3, 2014 from Honourable J. Johnson, Minister of Education regarding the 12 modular units received to accommodate students from Elbow Park Elementary School.
- Letter dated January 6, 2014 from Calgary Heritage Authority regarding the demolition of the Elbow Park School.

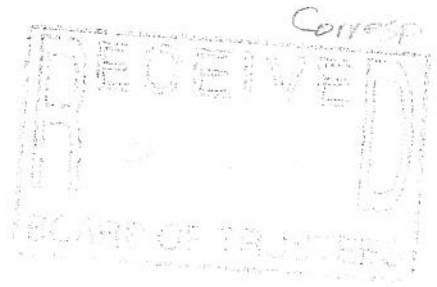
Attachments: Relevant Correspondence





ALBERTA
EDUCATION

Office of the Minister
MLA, Athabasca-Sturgeon-Redwater



AR82970

Ms. Sheila Taylor
Chair
Calgary Board of Education
1221 - 8 Street SW
Calgary, AB T2R 0L4

Dear Ms. Taylor:

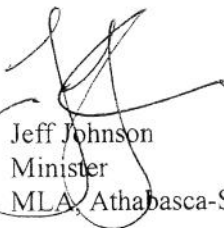
As part of the Government of Alberta's response to the 2013 floods in southern Alberta, Calgary Board of Education received 12 modular classrooms to accommodate students from Elbow Park Elementary School. As Minister of Education, I am pleased to confirm approval of the following capital decision for your board:

- 12 modular units sited at Earl Grey School.

Your school jurisdiction is not required to incur any costs associated with these modular classrooms. Education has covered 100 per cent of the costs to manufacture the units and the costs related to the site preparation, transportation and setup of the units. Please note that when these units are no longer required for flood relief purposes, they will revert back to the Government of Alberta to be redeployed to school jurisdictions with the greatest need. At that time, Education will cover 100 per cent of the costs to relocate the modular classrooms.

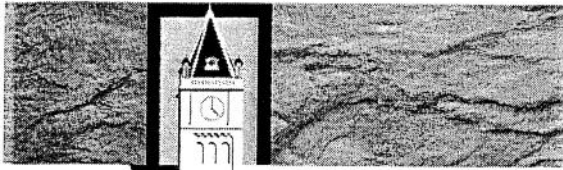
Should your staff have any questions, please have them contact Dr. Avi Habinski, Director, Capital Planning South, at avi.habinski@gov.ab.ca or 780-427-2272 (dial 310-0000 first for toll-free access).

Sincerely,



Jeff Johnson
Minister
MLA, Athabasca-Sturgeon-Redwater

cc: Naomi Johnson
Superintendent, Calgary Board of Education



Calgary Heritage Authority

January 6, 2014

To: Elbow Park School Parents Council, James Bell and Nathan MacBey, Co-Chairs

Cc:

Calgary Board of Education, Sheila Taylor, Chair, Wards 11 & 13

CBE Board of Trustees

Education Minister Jeff Johnston

Culture Minister Heather Klimchuk

Brian Pincott, Councillor Ward 11

Elbow Park Residents Association, Paul Bryden, President

Senior Heritage Planner Darryl Cariou, City of Calgary

Re: Elbow Park School – 721 38 Ave SW

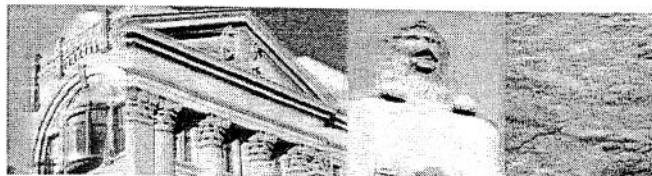
In accordance with our role to advise on heritage matters in the City of Calgary, The Calgary Heritage Authority (CHA), would like to take this opportunity to comment on options currently under consideration for the flood-damaged Elbow Park School.

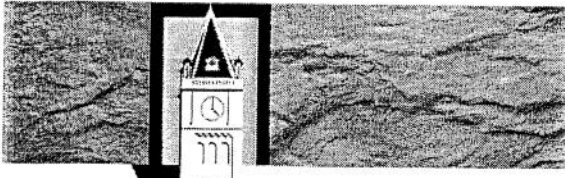
The Elbow Park School is a well known Calgary landmark listed on the Inventory of Evaluated Historic Resources. It is recognized as a “City Wide Historic Resource”, meaning that its significance extends beyond the immediate community to all of Calgary.

The 1926 Tudor Revival building exemplifies the finest architectural and building trades standards of the era. Calgarians have long associated the building with the Elbow Park community. Generations of children have experienced their first educational discoveries within its walls.

In February 2008, City Council approved the Calgary Heritage Strategy. The purpose was to create a visionary, credible, corporately aligned strategy which positions Calgary as a Canadian leader in historic preservation. Since then, many communities and building owners have recognized that heritage assets provide a premium value and make a crucial contribution to local identity and distinctiveness.

PO Box 2100 Stn M #8117
Calgary, AB Canada T2P 2M5
calgary.ca





Calgary Heritage Authority

The CHA does not support the demolition of this important heritage asset. Instead, we advocate for restoration of the existing structure. This restoration does not necessarily preclude replacement or expansion of the 1971 gymnasium or other capacity improvements that do not impact the heritage footprint or significant interior features of the building.

This building deserves to survive for another generation of school children and another generation of Calgarians.

The CHA thanks everyone for their consideration of this matter and looks forward to further discussion regarding the future of this important heritage resource.

Yours truly,

Scott M. Jolliffe
Chair, Calgary Heritage Authority
scottiolliffe@shaw.ca
cell 403-519-9892

To:

To: Elbow Park School Parents Council, James Bell and Nathan MacBey, Co-Chairs
c/o Mary-Lou Hodgson, Elbow Park School, mahodgson@cbe.ab.ca

Cc:

Calgary Board of Education, Sheila Taylor, Chair, Wards 11 & 13, sltaylor@cbe.ab.ca
CBE Board of Trustees

Education Minister Jeff Johnston, education.minister@gov.ab.ca

Culture Minister Heather Klimchuk, culture.minister@gov.ab.ca

Brian Pincott, Councillor Ward 11, brian.pincott@calgary.ca

Elbow Park Residents Association, Paul Bryden, President, president@elbowpark.com

Senior Heritage Planner Darryl Cariou, City of Calgary, Darryl.cariou@calgary.ca

PO Box 2100 Stn M #8117
Calgary, AB Canada T2P 2M5
calgary.ca



THE CITY OF
CALGARY

report to
Board of Trustees

Trustee Liaison Report - Alberta School Boards Association
Zone 5

Date	January 21, 2014
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Hehr Board Liaison, ASBA Zone 5
Purpose	Information
Governance Policy Reference	Governance Culture GC-3 Board Job Description

1 | Recommendation

THAT the Board of Trustees receives the Alberta School Boards Association (ASBA) - Zone 5 Meeting Minutes dated December 6, 2013 for information.

2 | Background

Trustee Hehr, as the CBE Trustee representative for ASBA Zone 5, provides this report for information of the Board.

Attachment 1: Minutes of December 6, 2013 Zone 5 Meeting



**Alberta School Boards Association – Zone 5
Friday, December 6, 2013
Rocky View Schools
2nd Floor, 100 Country Village Road N.E.
Calgary, AB**

In Attendance:

Sylvia Eggerer (Chair)	Rocky View Schools
Anne-Marie Boucher (Vice-Chair)	Conseil FrancoSud
Helen Clease	ASBA
Angie Warwick	Prairie Land
David Anderson	ASBA
Sharon Rhodes	Alberta Ed
Sheila Taylor	Calgary Board of Education
Bev LaPeare	Rocky View Schools
Larry Tucker	Golden Hills School Division
Judy Hehr	Calgary Board of Education
Colleen Munro	Rocky View Schools
Joanne Van Donzel	Christ the Redeemer Catholic
Cheryl Lowe	Calgary Catholic
Arlene Rheaume	Canadian Rockies
Jeanine Tucker	Foothills School Division
Doug Gardner	Foothills School Division
Todd Brand	Rocky View Schools
Pamela King	ASBA (CBE Director)

Call to Order

Chair Sylvia Eggerer called the meeting to order at 9:35 a.m.

Approval of Agenda

Moved by Bev LaPeare that the agenda for December 6, 2013 be approved as submitted. **Carried**

Approval of Minutes

The Minutes of the October meeting were reviewed. Changes that needed to be made were:

- Bev LaPeare's years of service should read **9 years** (not 12 years)

Moved by Joanne Van Donzel that the Minutes dated October 4, 2013, be approved as amended. Carried

Business Arising from the Minutes:

None

Correspondence

- Received an email about a presentation that David Anderson had done in other zones re “Role of Board Chairs”. Sylvia suggested that the Board Chairs be invited to join at a future meeting (January) to hear David’s presentation to Zone 5.

Chair Report (*Sylvia Eggerer*)

- Topic of conversation over coming months – Role of Trustees.
- Handbook needs to be reviewed as there are some changes that need to be made (work in progress). Please keep this in mind and bring forward any items that may need to be reviewed.
- Reviewed Financial Statement to date. Discussion re mileage rate.

Call for Directives for Action

- Anne-Marie suggested leaving this issue until next meeting as she would like to provide a written definition as to the difference between a Policy and Directive for Action. David explained that a Policy = “something we believe in”. Directive for Action = something we can do to make a change. The simpler the Directive for Action, the better. Question re state of funding for private schools. Helen responded that this hasn’t been dealt with as yet and advised of the process.

Nomination of Zone 5 Director

Sylvia advised that since Helen Cleese has now been elected as the ASBA President, we need to refill the position of Zone 5 Director. David Anderson stated that this is a great position for this zone to be in. David called for nominations. Anne-Marie Boucher nominated Kim Bater. Two more calls for nominations were extended, however, none received

Moved by Doug Gardner that nominations cease.

Carried

Congratulations to Kim Bater of Canadian Rockies. Doug Gardner, as alternate, will attend the next Board of Directors meeting (December 12 & 13) as Kim is on vacation this month.

REPORTS

ASBA Zone Director, Helen Clease

- Helen referred to the written report submitted. Pamela King, who is the CBE rep on the Board of Directors, stated she was looking forward to working with ASBA in making sure education in Alberta is the best it can be for our students.

ASBA Executive/Staff, Helen Clease/David Anderson

- Helen shared that she was very humbled to have been elected as the President. Impressed with the quality of the candidates for this position. She wants to focus in on everyone's strengths and draw on that because that is how ASBA becomes stronger.
- She is looking forward to meeting all aspects of provincial government and reported on the various meetings she has attended in the first two weeks in her new role.
- Boards were encouraged to please complete the FGM surveys.
- Resolutions from the floor – have a plan to address them.
- Governance Task Force document – want the government to work with us (David).
- Teaching Excellence Task Force – next step is for ASBA, CASS, ATA, and Alberta Ed to further support the findings from the committee.
- Zone Chairs meeting on December 18. Want feedback from the chairs re Strategic Planning Session. Have until January 6 to get your feedback into ASBA. Email re Strategic Planning Session – Sylvia would like the email resent – perhaps to Rita who will resend to reps. Also suggested that ASBA send it out again to Board Chairs. David added that this is very important because ASBA is driven by the Strategic Plan.
- Jamie Volmer will be opening the new trustees and board chairs conference scheduled for January 19-21, 2014 in Edmonton.
- Engaging Matters: Community Engagement for School Boards Conference scheduled for January 21-22, 2014 in Edmonton.
- Task Force for Strengthening the Provincial Voice – looking for volunteers.

Alberta Education, Sharon Rhodes

- Curriculum Redesign – information on the curriculum development prototyping can be found at <http://education.ablerta.ca/departement/ipr/curriculum/curriculum-development-prototyping.aspx>
- Sample Individualized Program Planning (IPP) Templates – not mandatory but there to help boards if they wish.
- Professional Learning through the Alberta Regional Professional Development Consortia – ARPDC will be providing professional learning opportunities across the province in the 2013-14 school year. Curriculum redesign will be the primary focus of professional learning.
- Inspiring Education Demonstration Schools – 2 schools in Edmonton have been exploring ways to develop student competencies and align their classroom practices with the shifts outlined in *Inspiring Education*.

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- Learning and Technology Policy Framework Released – The policy framework, along with a quick reference guide and FAQs document, is available on Education’s website at www.education.alberta.ca/LTPF
- Implementation of Provincial FNMI Professional Learning Strategy – three school authorities are participating in a pilot implementation of the strategy.
- *Speak Out* is committed to supporting students and schools in increasing student engagement and improving student learning experiences. Individuals interested in hosting a *Speak Out* forum can send an email to the Speak Out Team at speakout@gove.ab.ca to receive a DVD Tool Kit and supplies. General information can be found at <http://www.speakout.alberta.ca/>
- Various Workshops are being planned including the Capital Planning Workshop.
- Accountability Pillar Surveys – will be conducted from January to early March 2014.
- TELL them FROM me Survey – Feedback from schools and school authorities in the pilot has been extremely positive, with strong recommendations for the Ministry to support provincial implementation of an online survey that measures student engagement.

Discussion. Helen recommended trustees attend the Rural Education Symposium – very worthwhile conference even if you’re not from a rural board.

SLA’s (Student Learning Assessment) – still working on the framework. In the hands of whoever is developing it at this time. Bev LaPeare described how PATs might look as she discovered at the Learning and Technology workshop. Sharon Rhodes suggested that Ken Marsalas would be willing to do a session if interested. Zone reps expressed great interest in having them come to zone 5 to do a presentation.

Discussion re Alberta’s student results in relation to the rest of the country and the world. Alberta Education is looking at this. David commented that we want the best education possible for our students.

Second Language Caucus, Joanne Van Donzel

- Each board should designate one representative to be involved in this caucus.
- Had a great presentation at the FGM.
- Will meet again in the spring. Any information you need can be found through the link on the ASBA website.
- FNMI languages are also included.

Discussion re qualified teachers for the various languages.

Networking Group, Doug Gardner

Sylvia advised that this committee was once called the “Advocacy Committee” but this really wasn’t what we were looking at doing. Changed name to “Networking” to work in increasing our visibility with other educational bodies and government. This could have a very interesting mandate and we need others to help on this committee. Doug commented that we are still trying to define what we really need to work on. Trying to use the Edwin Parr Banquet as a way to

invite MLAs to discover what great people we have who are working in the education system. Terms of Reference? Cathie Williams was taking the leadership on this, however, she is now involved in other things. Doug suggested perhaps we could focus in on community engagement. Judy Hehr will add her name to the 'group'. Sylvia will see if she has the Terms of Reference.

Coalition for Healthy Schools, Sheila Taylor

- Gave a detailed report last time.
- CSBA is also getting involved in this.

Edwin Parr, Anne-Marie Boucher

This is a committee to help celebrate great first year teachers. One teacher is nominated from each Board and the committee interviews each candidate. One is selected as the Zone 5 nominee. Would like one more member and it doesn't have to be a zone rep – Angie Warwick volunteered. Jeanine Tucker also volunteered. Colleen volunteered to be the 'alternate'.

Field Experiences Policy Advisory, Joanne Van Donzel

- *Refer to notes sent out.*

Regional Consortium, Joanne Van Donzel

- Idea suggested was to connect with the school boards through the three-year plans.

Recessed at 11:19 a.m.

Reconvened at 11:26 a.m.

PRESENTATION

Alberta Education, Hon. Don Scott, Associate Minister for Accountability, Transparency, and Transformation

Erin Morris, Executive Assistant, introduced Hon. Don Scott. He is trying to get together with as many school boards as possible to clarify what FOIP is and what it entails. A lot of people believe the Act is saying something that it actually doesn't. He shared information regarding some changes coming forward, including: FOIP requests; duty to clarify on the part of the applicant; public/personal information; cost of responding to a request; calendar days/business days; waiving fees; updating to electronic requests; clarifying the Act to share the information when available and to simplify the Act; FOIP Helpline; penalties. Want the review of the Act to be meaningful and encourage boards to contact his office with issues they feel need to be addressed.

Discussion re "Sunshine List" – a list of what government/public employees make and their names that have been published (with thresholds). The Premier of Alberta has instructed Hon. Scott to have this implemented in this province as well. Trustees would welcome financial

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support to help build this 'list' if it implemented. Hon. Scott recognized the cost of such a project. Suggestion – be proactive about 'putting things out there'.

Sylvia thanked Hon. Scott and Ms. Morris for the presentation and invited them to stay for lunch.

Recessed for lunch at 12:05 p.m.

Reconvened at 12:17 p.m.

Moved by Angie Warwick to go into in-camera at 12:19 p.m.

Moved by Arlene Rheame to come out of in-camera at 12:57 p.m.

Moved by Joanne Van Donzel to support the Directive for Action made by Zone 2/3 to have funding restored for installation of modular classrooms. Carried

ADJOURNMENT

Moved by Angie Warwick that the meeting be adjourned at 12:59 p.m. Carried

**report to
Board of Trustees**
**OE-6: Financial Administration – Commendation Arising
from Annual Monitoring Report**

Date	January 21, 2014
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Ferguson
Purpose	Decision
Governance Policy Reference	Board/Chief Superintendent Relationship B/CSR-5: Chief Superintendent Accountability

1 | Recommendation

It is recommended:

- THAT the Board of Trustees commends the Chief Superintendent for exceptional organizational performance related to policy OE-6: Financial Administration including:
 - implementation of the Public Sector Accounting Standards;
 - restatement of the prior year's financials in addition to the completion of the current year's statements;
 - assisting with clarification regarding interpretation of the requirements applicable to all school districts; and
 - restructuring services so as to reduce planned expenditures, which resulted in a more favourable financial outcome than anticipated.

2 | Background

Board/Chief Superintendent Relationship (B/CSR-5): Chief Superintendent Accountability requires that the Board considers Chief Superintendent performance to be identical to the organization's performance. When governance policies are monitored motions of commendation will be useful as a record to inform the Board discussion during the Chief Superintendent's summative evaluation. The Board monitored OE-6 at its last meeting; however, there were no motions arising. This motion will provide further information for the Chief Superintendent's annual evaluation.



report to Board of Trustees

Chief Superintendent's Update

Date	January 21, 2014
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.



3 | Timely Information

Finance

Administrative Response

During the presentation of the Audited Financial Statement at the December 17, 2013 public meeting of the Board of Trustees, Administration was asked to provide a response to the following question:

Is the expectation of bad debt costs calculated in the transportation costs?

The information below is offered in response:

The CBE is fully compliant with the *School Act* in determining transportation fees.

Further, the CBE's approach to establishing transportation fees was confirmed by the October 2012 Report to the Minister. The report concluded, in part, that, "...the fee for bus transportation being assessed is appropriately determined and reasonable." (see page 7 of the report)

With specific regard to the cost of bad debts, those costs, as well as the cost of transportation fee waivers, are included in the determination of the annual transportation fee.

This treatment is consistent with the self-balancing nature of the transportation envelope.



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.

