

public agenda

Regular Meeting of the Board of Trustees

October 27, 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			
	4 Results Focus			
	5 Operational Expectations			
	6 Public Comment [PDF]		GC-3.2	
	Requirements as outlined in Board Meeting Procedures			
	7 Matters Reserved for Board Information	Board	GC-3	
	7.1 Positive COVID-19 Cases	C. Usih	OE-7	Page 7-1
	8 Matters Reserved for Board Decision	Board	GC-3	
8.1 2021/22 Modular Classroom Program	D. Breton	OE-7, 8, 9	Page 8-1	
8.2 Proposed Amendment to Operational Expectation 1 and 5 Reasonable Interpretations and Indicators	C. Usih	B/CSR-5, OE-7	Page 8-79	
8.3 Recommendation to Commence Public Input to Consider Closure of Rosscarrock School	C. Usih	GC-3E	Page 8-11	



Time	Topic	Who	Policy Ref	Attachment
	9 Consent Agenda	Board	GC-2.6	
	9.1 Items Provided for Board Decision			
	9.1.1 OE-1: Global Operational Expectations - Annual Monitoring Report <i>(THAT the Board approves that the Chief Superintendent is in compliance with the provisions of OE-1.)</i>		OE-1	Page 5-1-A (Oct. 13/20)
	9.1.2 Roster for Second Vice-Chair <i>(That the Board approves the roster for Second Vice-Chair as submitted.)</i>		GC-4	Page 9-1
	9.1.3 Meeting Minutes <ul style="list-style-type: none"> • September 15, 2020 Regular Meeting • September 21, 2020 Special Meeting • September 29, 2020 Regular Meeting <i>(THAT the Board approves the minutes of the Regular Meetings held September 15 and 29, 2020 and the Special Meeting held September 21, 2020 as submitted.)</i>			Page 9-2 Page 9-8 Page 9-10
	10 In-Camera Session			
4:30 p.m.	17 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.

**report to
Board of Trustees**

Positive COVID-19 Cases

Date	October 27, 2020
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Information
Originator	Joanne Pitman, Superintendent School Improvement
Governance Policy Reference	Board/Chief Superintendent Relationship B/CSR-2: Single Unit Control Operational Expectations OE-7: Communication With and Support for the Board



1 | Recommendation

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

2 | Issue

The Board of Trustees have requested regular reports for information documenting the Calgary Board of Education's operational planning in specific areas in response to the global COVID-19 pandemic.

This report outlines the process for managing positive COVID-19 cases in schools and the impacts on schools thus far.

3 | Background

Alberta Education and Alberta Health Services (AHS) have provided guidance and direction to school authorities in planning for school re-opening for the 2020-21 school year. This guidance is regularly revisited and updated based on the status of the pandemic.

The Calgary Board of Education (CBE) utilizes these guidelines to develop and update the 2020-21 School Re-Entry plan. This plan provides guidance and direction specific to CBE schools related to school operations, programming expectations, and health and safety measures. CBE staff continually review the plan based on new information provided by Alberta Education and / or AHS and also take into account the context of the City of Calgary.

4 | Analysis

Central to the re-opening of schools is the response to and implications of confirmed COVID-19 cases. AHS provides direction for the responsibilities of stakeholders related to positive cases in their publication: [COVID-19 in school \(K-12\) settings: a resource guide for schools before, during, and after a COVID-19 outbreak](#).

AHS directs the CBE on necessary actions when positive COVID-19 cases are identified in a school. This involves confirming the following information:

- date(s) of contagion
- close contacts
- date(s) quarantine is lifted for impacted students and staff.

The CBE has created a centralized management process for all positive COVID-19 cases in schools and service units. This approach provides important support and coordination for school administrators. A centralized process ensures the consistent application of AHS requirements, information, and communication in response to each case. It also allows for the review of system-wide procedures and ensures all CBE schools benefit from the lessons learned from each incident.

In the eight weeks since school started, more than 75 schools have been impacted by over 110 positive COVID-19 cases.

Over 10 CBE schools have received outbreak notices from AHS. This means that 2 or more cases have been identified within 14 days or 2 or more cases are epidemiologically linked. Outbreak notices are rescinded by AHS after 28 days with no additional cases.

Currently, 5 CBE schools are listed on the [COVID-19 School Status Map](#) as being on watch. This means that there have been 5 or more cases in students or staff at the school.

Close Contacts

AHS defines [close contacts](#) in schools. Close contacts include people who:

- take care of someone with COVID-19 or had contact through touch with the person with COVID-19,
- were close to that person for a long time, or
- were coughed or sneezed on by that person.

AHS will confirm and contact close contacts when there is a case at school and will contact parents and staff.

Generally, the entire classroom is considered to be close contacts of the case. This is a cautious approach to identifying close contacts in order to minimize the risk of transmission.

Quarantine

When individuals are identified as a close contact, they are required to quarantine. The table below summarizes the numbers of impacted students and staff required to quarantine to date in the CBE.

	September	October (to date)	TOTAL
Students	2100+	2200+	4300
Staff	185+	225+	410

NOTE | the calculations do not include students and staff who have had to quarantine as a result of a community exposure.

Thus far, one school, Coventry Hills School, has had to pivot to online learning for one school day as a result of operational capacity challenges related to required quarantine for staff.

Learning Continuity

All teachers are required to maintain an online presence utilizing Google Classroom or D2L. When students are at home as a result of a required quarantine, they will continue to be supported with access to learning materials, assignments and depending on the context, access to scheduled synchronous sessions or recorded instructional supports. While this does not replace in person learning, it is an important support for students.

5 | Financial Impact

The requirements for staff to quarantine when identified as a close contact of a positive COVID-19 case requires that necessary coverage for instructional and support staff is provided. This will result in additional cost over and above typical costs associated with coverage of absences. At this time, it is challenging to predict the full cost of absences related to requirements for staff to quarantine.

6 | Conclusion

The CBE follows the direction of AHS in responding to positive COVID-19 cases in schools. In order to support schools and the system as a whole, a centrally managed process is important. CBE is appreciative of the ongoing and regular communication with AHS and Alberta Education in support of the health and safety of students and staff.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

report to Board of Trustees

2021/22 Modular Classroom Program

Date	October 27, 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-7: Communication With and Support for the Board OE-8: Communicating and Engaging With the Public OE-9: Facilities
Resource Person(s)	Marc Aquin, Director, Facility Projects Latosia Campbell-Walters, Director Planning Conor McGreish, Planner, Planning Erin Hafichuk, Project Manager, Capital Projects

1 | Recommendations

It is recommended:

- THAT the Board of Trustees approves the 2021/22 Modular Classroom Program submission.

2 | Issue

The Provincial Government requires a prioritized list of modular classroom requests from all school boards annually. The deadline to submit this request is November 1, 2020.



3 | Background

By relieving accommodation pressures within a school, modular classrooms can make an important contribution to bettering the student learning experience. In May 2014, the CBE undertook a public engagement to solicit input on considerations for prioritizing modular classroom requests. Informed by this feedback, a set of filters and ranking criteria were developed and approved by the Board of Trustees in October 2014 and consist of the Eligibility Filters for Modular Classrooms (**Attachment I**) and the Modular Classroom Ranking Criteria (**Attachment II**).

Preliminary opening day enrolment is used in the initial establishment of CBE priorities for modular classrooms. This aligns with the Alberta Education reporting timeline and provides time to do site assessments for schools that meet all eligibility filters. Since the Province uses the official September 30 enrolment numbers, the CBE modular classroom priorities identified when this report was written will be vetted against the official count before the public Board Meeting to ensure accuracy.

The addition of modular classrooms is dependent upon Provincial approvals and funding. For the past three years, the province has only approved new modular classroom requests for schools with a utilization rate that exceeds 100%. Of note, Alberta Education retains ownership of modular classrooms provided to school jurisdictions, which means that in addition to approving the requests, Alberta Education must also approve requests to relocate or demolish existing modular classrooms.

Since the provincial utilization rate threshold is not made known until after the modular classroom program submission deadline, a thorough review and assessment of schools with a utilization rate over 90% was conducted by the CBE last year. Prior to submission to the province, the September 30, 2019 enrolment numbers allowed the CBE to determine that only Elboya School met the modular classroom criteria with a utilization rate above 90%. This determination resulted in the request to relocate three modular classrooms from Dalhousie School to Elboya School. The Province approved the request, and the modular units were relocated for the beginning of the 2020-21 school year. This approval is in addition to the three previous modular units approved for Elboya on February 22, 2018 and installed for the 2018-2019 school year.

4 | Analysis

New Modular Classroom Additions

A Modular Classroom Eligibility Filter Review was conducted using preliminary opening day enrolment in early September 2020, and a list of all schools over 90% utilization (based on provincial capacity) was assembled. (**Attachment III**)

Two schools had a utilization of 90% or more based on their opening day enrolment and met all the filters to be eligible for points ranking. They are as follows:

- Elboya School
- Ian Bazalgette School

The Modular Classroom Points Assignment (**Attachment IV**) summarizes the point assignments for the schools listed above.

Additional factors considered in recommending locations for new modular classrooms include whether:

- there is firefighting access to the proposed location;
- the proposed location maintains access to existing garbage enclosures and parking areas;
- there is unrestricted access for modular delivery;
- the proposed location impinges the buffer zone of existing City or CBE playfields; and
- connection corridors can be used to tie new modular classrooms into existing schools.

These are all additional factors that affect the viability and cost of the units.

The priority for new modular classrooms for the 2021/22 modular classroom program submission is as follows:

School	New or Existing	Attached with Corridor or Stand Alone	Number of Modular Units Requested
Elboya	Existing	Stand-alone	2
Ian Bazalgette	Existing	Stand-alone	4

The Elboya School utilization rate based upon 2020-2021 September 30 enrolment numbers is 93%. Elboya School offers a kindergarten to Grade 9 regular program as well as a Grade 5 to 9 French Immersion program. Without the addition of two modular classrooms, the utilization rate is projected to remain between 90-95% for the next 10 years. With the addition of the two requested modular classrooms, the school utilization rate is projected to be 85% for the 2021/2022 school year and approximately 88% by 2030.

The Ian Bazalgette School utilization rate based upon 2020-2021 opening day enrolment numbers is 100%. Ian Bazalgette School offers a Grade 6 to Grade 9 regular program as well as a Grade 6 to 9 Science program. Without the addition of modular classrooms, the utilization rate is projected to remain above 105% for the next 10 years. With the addition of the four requested modular classrooms, the school utilization rate is projected to be 93% for the 2021/2022 school year and increase to approximately 91% by 2030.

To steward limited resources during times of fiscal restraint, it has been determined that there is an opportunity to move existing modular classrooms to Ian Bazalgette School rather than request all new modular units.

Donor School	Number of Modular units	Destination School
Dalhousie	1	Ian Bazalgette
Midsun	1	Ian Bazalgette
Robert Warren	2	Ian Bazalgette
Samuel W. Shaw	2	Elboya

Site remediation work will be required at the donor schools where the modular classrooms were relocated from.

5 | Financial Impact

Typically, Alberta Education funds the building and installation of the modular classrooms, construction of a firewall (if necessary), municipal requirements, grading and general site development. Alberta Education also typically funds approximately \$12,000 per modular classroom for built-in millwork, blinds, white boards, tack boards, and wireless access points.

The CBE has been responsible for the cost of furniture and equipment estimated at approximately \$15,000 per modular classroom. CBE also typically funds approximately \$15,000 per modular classroom for installation of air conditioning units and other commissioning costs. Additional costs of \$80,000 per site are associated with the development of a connection corridor where required.

In this year's modular classroom request, CBE is requesting funding to relocate existing modular classrooms from one school to another school along with the restoration of the donor school's grounds. The modular classrooms that will be relocated have air conditioning and security system interfaces. CBE will be responsible to pay approximately \$4,000 to re-connect air conditioning units following relocation.

The anticipated costs are as follows:

Schools	New modular unit cost	Estimate of relocation costs (typically covered by the province)	Estimate of costs (typically covered by CBE)
Elboya School <i>Two units</i>	-	\$520,000	\$30,000
Ian Bazalgette School <i>Four units</i>	-	\$820,000	\$55,000
	\$0	\$1,340,000	\$85,000

6 | Implementation Consequences,

Alberta Education normally requires school jurisdictions to submit their annual modular classroom program requests by November 1 each year. If Provincial approval is obtained before February 2021, it is assessed that there would be adequate time to tender, award and install modular classrooms in time for the 2021-2022 school year. If funding for the relocation of modular classrooms is not approved, alternative accommodation plans to reduce the number of students designated to Elboya School and Ian Bazalgette School may be required.

7 | Conclusion

A thorough review and assessment of all schools that are over 90% utilization has been conducted. Elboya School and Ian Bazalgette schools were the only schools that meet the eligibility filters. The relocation of six existing modular units is requested for these schools for the 2021-2022 school year.

The initial assessment was conducted using opening day enrolment and subsequently verified using September 30 enrolment.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

Attachment I: Eligibility Filters for Modular Classrooms
Attachment II: Modular Classroom Ranking Criteria
Attachment III: Modular Classroom Eligibility Filter Review September 2020
Attachment IV - Modular Classroom Points Assignment September 2020

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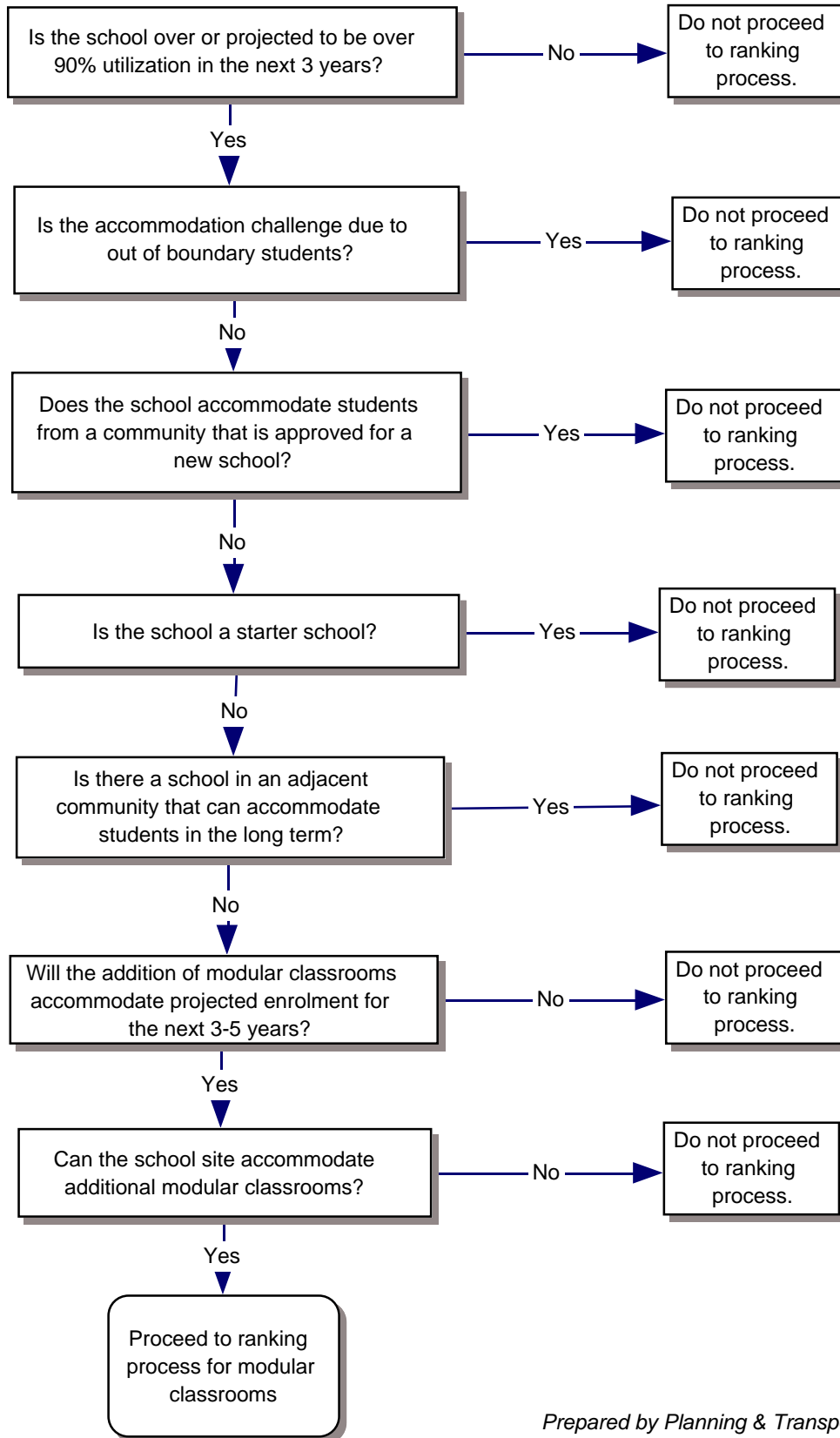
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Attachment I: Eligibility Filters for Modular Classrooms



Prepared by Planning & Transportation Sept.2014

Category A	Points
Enrolment, Utilization, Projection	
Strength of enrolment and utilization into the future (Projected 5 Year Utilization)	
Projected Utilization is less than 79%	0
Projected Utilization is between 80 to 84%	5
Projected Utilization is between 85 to 89%	10
Projected Utilization is between 90 to 94%	15
Projected Utilization is between 95 to 99%	20
Projected Utilization is greater than 100%	25

Category B**Site Features, Location****Ability to add modular units to the site**

Site Size - ability to accommodate portables	1
Physical Obstructions (large trees, playground equip, catch basins, elec. Transformers, etc)	1
Site Grading, contours (slope to portables not good)	1
Additional Parking Requirements	1
Additional Washroom stall / sink requirements	1
Sight lines for Security, creates concealed areas	1
Ability to locate portables near entrance	1
Ability to connect with a corridor	1
Ease of connecting services, ie gas, power, data	1
Proximity to underground services restricting placement (ie: main elec, water, sewer)	1
Proximity and quantity of windows opposite the modulars	1
Fire rating of school exterior wall	1
Existing Firewall on school to accommodate addition	1
Distance from Street (within 15m will allow for more)	1
Location on site for aesthetics.....front vs. rear vs. side	1
Existing catch basins in vicinity to portables for roof drainage	1
Proximity to main sidewalks (downspouts cause icing)	1

Ranking Range: 0 (difficult) to 1 (easy)**Category C****Cost to Add Modular Units Compared to Average Cost to Add Modular Units to a Site****What is the anticipated cost of modular units at this site?**

1 = Poor	\$\$\$\$\$ (more than 25% more)	5
2= Fair	\$\$\$\$ (Between 20 to 24% more)	10
3 = Good	\$\$\$ (Between 15 to 19% more)	15
4 = Very Good	\$\$ (Between 10 to 14% more)	20
5 = Excellent	\$ (Less than 9% more)	25

2020 School	2020 Proj Utilization	Is school over or projected to be over 90% utilization in next 3 years?	Is accommodation challenge due to out of boundary students?	Does school accommodate students from a community that is approved for a new school?	Is the school a starter school?	Is there a school in an adjacent community that can accommodate students in the long term?	Will the addition of modular classrooms accommodate projected enrolment for next 3-5 years?	Can the school site accommodate additional modular classrooms?	Does the school meet all the filters to proceed to the ranking process for modular classrooms?
FALCONRIDGE	90%	No	-	-	-	-	-	-	-
PATRICK AIRLIE	92%	No	-	-	-	-	-	-	-
ALTADORE	93%	No	-	-	-	-	-	-	-
ARBOUR LAKE	92%	No	-	-	-	-	-	-	-
BUFFALO RUBBING STONE	105%	No	-	-	-	-	-	-	-
CAPTAIN NICHOLA GODDARD	101%	No	-	-	-	-	-	-	-
CECIL SWANSON	97%	No	-	-	-	-	-	-	-
MARSHALL SPRINGS	92%	No	-	-	-	-	-	-	-
NOSE CREEK	101%	No	-	-	-	-	-	-	-
PANORAMA HILLS	92%	No	-	-	-	-	-	-	-
SIMONS VALLEY	93%	No	-	-	-	-	-	-	-
SIR WILFRID LAURIER	92%	No	-	-	-	-	-	-	-
STANLEY JONES	95%	No	-	-	-	-	-	-	-
WEST RIDGE	97%	No	-	-	-	-	-	-	-
WILLIAM D. PRATT	103%	No	-	-	-	-	-	-	-
BALMORAL	106%	Yes	Yes	-	-	-	-	-	-
CENTENNIAL	102%	Yes	Yes	-	-	-	-	-	-
DR E P SCARLETT	95%	Yes	Yes	-	-	-	-	-	-
FISH CREEK	100%	Yes	Yes	-	-	-	-	-	-
JOHN G DIEFENBAKER	101%	Yes	Yes	-	-	-	-	-	-
LESTER B PEARSON	101%	Yes	Yes	-	-	-	-	-	-
MARION CARSON	91%	Yes	Yes	-	-	-	-	-	-
RIDEAU PARK	106%	Yes	Yes	-	-	-	-	-	-
ROSEDALE	94%	Yes	Yes	-	-	-	-	-	-
SIR JOHN A MACDONALD	92%	Yes	Yes	-	-	-	-	-	-
SIR WINSTON CHURCHILL	113%	Yes	Yes	-	-	-	-	-	-
AUBURN BAY	108%	Yes	No	Yes	-	-	-	-	-
RIVERBEND	103%	Yes	No	Yes	-	-	-	-	-
ANNIE GALE	95%	Yes	No	No	No	Yes	-	-	-
COLONEL IRVINE	96%	Yes	No	No	No	Yes	-	-	-
DOUGLAS HARKNESS	91%	Yes	No	No	No	Yes	-	-	-
DR GLADYS M EGBERT	100%	Yes	No	No	No	Yes	-	-	-
DR ROBERTA BONDAR	91%	Yes	No	No	No	Yes	-	-	-
EDGEMONT	93%	Yes	No	No	No	Yes	-	-	-
GRIFFITH WOODS	104%	Yes	No	No	No	Yes	-	-	-
JENNIE ELLIOTT	93%	Yes	No	No	No	Yes	-	-	-
JOHN WARE	98%	Yes	No	No	No	Yes	-	-	-
KENNETH D. TAYLOR	102%	Yes	No	No	No	Yes	-	-	-
MANMEET SINGH BHULLAR	101%	Yes	No	No	No	Yes	-	-	-
MCKENZIE HIGHLANDS	94%	Yes	No	No	No	Yes	-	-	-
NEW BRIGHTON	95%	Yes	No	No	No	Yes	-	-	-
THOMAS B RILEY	113%	Yes	No	No	No	Yes	-	-	-
THORNCIFFE	115%	Yes	No	No	No	Yes	-	-	-
TWELVE MILE COULEE	104%	Yes	No	No	No	Yes	-	-	-
DR MARTHA COHEN	109%	Yes	No	No	No	No	-	-	-
ERNEST MANNING	116%	Yes	No	No	No	No	-	-	-
HAWKWOOD	97%	Yes	No	No	No	No	-	-	-
HUGH A. BENNETT	102%	Yes	No	No	No	No	-	-	-
JOANE CARDINAL-SCHUBERT	112%	Yes	No	No	No	No	-	-	-
KILLARNEY	100%	Yes	No	No	No	No	-	-	-
NELSON MANDELA	110%	Yes	No	No	No	No	-	-	-
PETER LOUGHEED	108%	Yes	No	No	No	No	-	-	-
RUNDLE	96%	Yes	No	No	No	No	-	-	-
WEST DALHOUSIE	98%	Yes	No	No	No	No	-	-	-
WESTERN CANADA	103%	Yes	No	No	No	No	-	-	-
ANNIE FOOTE	119%	Yes	No	No	No	No	Yes	No	-
CHAPARRAL	97%	Yes	No	No	No	No	Yes	No	-
CHIEF JUSTICE MILVAIN	94%	Yes	No	No	No	No	Yes	No	-
CHRIS AKKERMAN	106%	Yes	No	No	No	No	Yes	No	-
COLONEL J F SCOTT	103%	Yes	No	No	No	No	Yes	No	-
COLONEL SANDERS	97%	Yes	No	No	No	No	Yes	No	-
CROSSING PARK	113%	Yes	No	No	No	No	Yes	No	-
DR J K MULLOY	97%	Yes	No	No	No	No	Yes	No	-
GLAMORGAN	101%	Yes	No	No	No	No	Yes	No	-
LANGEVIN	102%	Yes	No	No	No	No	Yes	No	-
LOUIS RIEL	101%	Yes	No	No	No	No	Yes	No	-
MOUNTAIN PARK	95%	Yes	No	No	No	No	Yes	No	-
TARADALE	107%	Yes	No	No	No	No	Yes	No	-
TED HARRISON	92%	Yes	No	No	No	No	Yes	No	-
TOM BAINES	116%	Yes	No	No	No	No	Yes	No	-
WEST SPRINGS	92%	Yes	No	No	No	No	Yes	No	-
WILLOW PARK	90%	Yes	No	No	No	No	Yes	No	-
ELBOYA	93%	Yes	No	No	No	No	Yes	Yes	Yes
IAN BAZALGETTE	100%	Yes	No	No	No	No	Yes	Yes	Yes

Attachment IV: Modular Classroom Points Assignment

SCHOOL	Program	CATEGORY A Enrolment/Projection/Utilization	CATEGORY B Site Features/Location	CATEGORY C Cost Compared to Average	TOTAL
ELBOYA	Regular and French Immersion	15	9	20	44
IAN BAZALGETTE	Regular and Science	25	10	5	40

report to Board of Trustees

Proposed Amendment to Operational Expectation 1 and 5 Reasonable Interpretations and Indicators

Date	October 27, 2020
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Decision
Governance Policy Reference	GC-2: Governing Commitments GC-3: Board Job Description OE-1: Global Operational Expectations OE-5: Financial Planning

1 | Recommendation

It is recommended:

THAT the Board of Trustees approves the revised Reasonable Interpretations and Indicators of Operational Expectations 1: Global Operational Expectations policy and Operational Expectations 5: Financial Planning policy as provided in the Attachments to the report.

2 | Background

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) of the *Education Act* mandates that the Board establish governance and organizational structures for the CBE. Day-to-day operations and leadership of the system is the responsibility delegated to the Chief Superintendent. The Board governs the system through policies that set out Results (learning outcomes), Operational Expectations (the boundaries of day to day operations), Governance Culture (how the Board functions) and the Board/Chief Superintendent Relationship (delegation to and evaluation of the Board's single employee).

On May 21, 2020, the Minister of Education issued Ministerial Order #016/2020 that 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 Operational Expectation Policy 5 (OE5) 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.

In addition, the CBE was directed to enhance its risk management practices through the following directive:

- Directive 1(a)(iii): CBE shall implement with respect to financial risk oversight and the assessment of risk relating to strategic and operational objectives, some level of risk identification, prioritization, assessment and reporting to ensure a clear understanding of both management and the board of trustees the level of financial and operational risk accepted by the CBE.

This directive initiated amendments to the Board of Trustees' Operational Expectations: OE 1- Global Expectation Policy.

From May to October 2020, the Board engaged in a policy review process to address the directives arising from the Ministerial Order. This included meeting with CBE administration to review policies, assessing current risk management practices within CBE, consulting with external advisors, and formulating new policy language to provide greater clarity to the Chief Superintendent. The Board and members of CBE administration attended risk management training as part of this process.

The Board of Trustees approved revised policy statements for Operational Expectations: OE 1 – Global Expectations at its September 15, 2020 public meeting. Amendments to Operational Expectations: OE 5 – Financial Planning were adopted at the Board of Trustees' October 13, 2020 public meeting.

3 | Analysis

The Board, on an annual basis, monitors the Board Operational Expectations policies. The monitoring reports provide the Board with evidence of compliance with its policy expectations. With the Board's approval of the revised OE 1 and OE 5 policy statements, CBE administration developed Reasonable Interpretations and Indicators to interpret and identify evidence of reasonable compliance with the Board's Policies. The Reasonable Interpretation of policy statements allows the Chief Superintendent to interpret and explain each individual policy statement to support of common understanding of the policy requirements. Indicators are used to provide evidence to support the determination of compliance within the organization.

This report contains proposed Reasonable Interpretations and associated Indicators for Operational Expectation: OE 1 – Global Expectations and Operational Expectations: OE 5 – Financial Planning. It is anticipated that on completion of the Reasonable Interpretations and Indicators, proposed for approval in this report, that the Board will have responded to the directives contained in the Ministerial Order.

Subject to Board approval, for the 2020/2021 school year CBE administration will commence collection of data and evidence to demonstrate compliance and identify areas

for growth within the organization. Monitoring of revised policies will commence in the 2021-2022 school year.

4 | Financial Impact

The proposed Reasonable Interpretation and Indicators related to each Operational Expectation Policy statement addressed in this report will have a financial impact to the organization. These costs, in human and material resources, will be incurred through the process of revising data collection methods as well as the development and utilizing of communication strategies and messages to inform impacted stakeholders of the changes.

5 | Implementation Consequences

The development of Reasonable Interpretation and Indicators related to amended Operational Expectations Policies provides the Board with better oversight in relation to risk identification, risk prioritization, and risk management and management of strategic and operational objectives of the CBE. The Board will be better positioned to assess the short-term and long-term financial health of the organization. The opportunity to revise and develop new indicators allows for the collection of data that presents evidence of compliance and of strengths and areas for growth within individual service units and the organization as a whole.

Completion of the Reasonable Interpretation and Indicators also ensures that the CBE is compliant with Ministerial Order #16/2020, and specifically directives 1(a)(i), 1(a)(ii), and 1(a)(iii).

6 | Conclusion

This report contains the proposed Reasonable Interpretations and Indicators related to the amended Operational Expectations: OE 1 – Global Expectation and Operational Expectations: OE 5 – Financial Planning. Approval of the Reasonable Interpretations and Indicators will allow CBE administration to begin collecting data that is aligned with the amended Operational Expectation policies. This data will be considered as evidence related to specific policy statements in the monitoring reports for each individual Operational Expectation and will assist the Board in determining compliance with its stated expectations. If these proposed Reasonable Interpretations and Indicators are approved, it is anticipated that monitoring reports related to the amended Operational Expectations Policies would be presented to the Board of Trustees for their determination of compliance commencing with the 2021/2022 school year.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: OE-1: Global Operational Expectations Reasonable Interpretations and Indicators with proposed changes

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

Operational Expectations

OE – 1E: 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.

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.

Interpretation |

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; and
- *practice, activity, decision or organizational condition* to mean the day-to-day operations of The Calgary Board of Education.

Indicators |

1. Employees are informed of the expectations for their conduct in the context of their employment through the CBE Employee Code of Conduct:

- a) at the point of hire, as evidenced by new employee acknowledgement;
- b) annually by school principals; and
- c) annually by supervisors.

2. Administrative Regulations are reviewed and revised according to the identified work plan.

1.2 Appropriately manage risks related to the strategic and operational objectives of The Calgary Board of Education, including but not limited to risk identification, prioritization, assessment, mitigation, monitoring and reporting.

Interpretation |

The Chief Superintendent shall ensure that activities and conditions within the CBE support the reliable achievement of strategic and operational objectives over time and within available financial resources.

The Chief Superintendent interprets:

- *appropriately manage risks* to mean that the effects of uncertainty on strategic and operational objectives are addressed through the coordinated allocation and prioritization of resources and investments to minimize, and control risk likelihood and/or impact, or to maximize the realization of opportunities within the CBE's agreed risk appetite and risk tolerance levels;
- *strategic and operational objectives* to mean the Board of Trustees' Results priorities as well as the strategic objectives and outcomes set out in the CBE's Three-Year Education Plan;
- *risk identification* to mean a wide-ranging analysis of activities and occurrences that could impede the CBE from achieving its strategic and operational objectives over the short term and long term;
- *risk prioritization* to mean the ranking of identified risks based on a combination of the risks likelihood of occurrence and impact on the achievement of the CBE's strategic and operational objectives;
- *risk assessment* to mean identifying the significance of events that might affect the achievement of the CBE's strategic and operational objectives. Risk assessment includes consideration of the likelihood of a risk occurring and the impact or consequence of the risk on the achievement of the CBE's strategic and operational objectives and outcomes;
- *risk mitigation* to mean a risk modification process to bring the amount of risk within the CBE's overall risk appetite or specific risk tolerance levels;
- *risk monitoring* to mean planning, gathering, and analyzing information, recording results, and providing feedback;
- *risk reporting* to mean the communicating risk management activities and outcomes across the organization; and
- *reliable achievement* to mean that risk is managed to mitigate any barriers to achievement of the strategic and operational objectives in the short and long term.

Indicators |

1. The CBE is making reasonable progress towards the Results on an annual basis as indicated in annual Results reporting.
2. Risks to the achievement of the CBE's strategic and operational objectives are managed within the Board's risk appetite and risk tolerance levels.

1.3 Take reasonable actions to ensure that the organization, the Board or employees are not recklessly exposed to legal liability.

Interpretation |

The Chief Superintendent interprets recklessly expose as allowing conditions to exist which prevent The Calgary Board of Education from obtaining insurance coverage.

Indicators |

1. The 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.

2. Zero instances of the CBE's insurers refusing to insure the CBE due to the existence of hazardous conditions.
3. Standard form contracts are available and utilized for master agreements, purchasing.
4. Clearly defined processes are in place and utilized for approval of offsite activities.

Operational Expectations

OE-5: Financial Planning

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

Interpretation |

The Chief Superintendent ensures that the CBE, as stewards of public funds, engages in careful and intentional planning for use of available funding that is aligned with the CBE mission, vision and values essential to support student learning and provide assurance to the community.

The Chief Superintendent interprets:

- *prudent financial planning* to mean the allocation of financial and other resources and investments necessary to achieve the strategic and operational objectives within the Results and the Three-Year Education Plan consistent with the CBE's overall risk appetite and specific risk tolerances;
- *prudent financial management* to mean having the processes, and controls in place to balance the cost and benefit for budget decisions with available funding; and
- *public confidence* to mean the ability for members of the community to understand the rationale for budget decisions through transparent financial reporting;

The Chief Superintendent shall:

5.1 Avoid short- and long-term fiscal jeopardy.

Interpretation |

The Chief Superintendent is responsible for ensuring the financial health of the Calgary Board of Education is sufficient to avoid short- and long-term fiscal jeopardy.

The Chief Superintendent interprets:

- *financial health* to mean having sufficient and appropriate financial and other resources necessary to meet statutory obligations and achieve the CBE's strategic and operational objectives;
- *short-term* financial health to mean the ability to meet financial and statutory obligations occurring within the current school year;
- *long-term* financial health to mean the ability to meet financial and statutory obligations occurring within the 3- and 5-year period;
- *fiscal jeopardy* to mean the inability of the organization to meet financial and statutory obligations in the short- and long-term;
- *financial obligations* to mean the liabilities and operating indebtedness of the CBE; and
- *statutory obligations* to mean the legal obligations imposed upon the CBE by statute and regulation.

Indicators |

1. The financial health indicators demonstrate that the CBE is able to avoid fiscal jeopardy over the short- and long-term.

5.2 Develop budget-planning assumptions.

Interpretation |

The Chief Superintendent ensures that the identification of key principles, variables and risks that drive budget decisions is an important component of the budget process and is critical to consistency and transparency.

The Chief Superintendent interprets:

- *budget-planning assumptions* to mean the identification of a range of controllable and non-controllable factors that impact the ability of the CBE to achieve its Results priorities and the CBE's operational and strategic objectives.

Indicators |

1. Budget planning contains evidence of analysis, projections, adjustments and developments.
2. The Budget Assumptions Report reflects the Board's values and identifies the critical and relevant factors impacting the development and balancing of the budget.

5.3 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.

Interpretation |

The Chief Superintendent ensures that the budget reflects the focus on student learning by articulating the impact of the budget on the CBE's ability to achieve Results and-strategic and operational objectives while avoiding fiscal jeopardy.

The Chief Superintendent interprets:

- *summary format understandable to the Board* to mean the format required by Alberta Education with supplemental information as required to enhance public understanding; and
- *the relationship between the budget and Results priorities and any Operational Expectations goals for the year* to mean that the budget reflects the priorities of the Three-Year Education Plan and the goals as set out in the Annual Summative Evaluation.

Indicators |

1. The budget presented to the board of trustees demonstrates alignment with the Three-Year Education Plan and achievement of the Results and appropriately manages risk.

5.4 Ensure prudent financial management that does not materially deviate from the budget.

Interpretation |

The Chief Superintendent ensures consistent expectations for financial management that operates within the approved budget while managing strategic and operational risks.

The Chief Superintendent interprets:

- *prudent financial planning* to mean the allocation of financial and other resources and investments necessary to achieve the strategic and operational objectives consistent with the CBE's overall risk appetite and risk tolerance levels; and
- *materially deviates from the budget* to mean quantitative variances from the approved budget including:
 - any change in approved use of reserves;
 - reserves are below the threshold established by the board;
 - creation of a deficit in any amount;
 - an annual negative variance from planned net operating surplus of \$5 million or more; and
 - any line item in the quarterly variance reports that varies by greater than 1% and \$500,000.

Indicators |

1. Budget variances do not materially deviate from the approved budget.

5.5 Ensure that prior Board approval is received for all expenditures from reserve funds and for all transfers between operating reserves, capital reserves or committed operating surplus.

Interpretation |

The Chief Superintendent ensures that the Board of Trustees authorizes the use of or transactions between operating reserve funds of any kind.

The Chief Superintendent interprets:

- *operating reserves* to mean any surpluses from prior years that may be used as a one-time funding source for any purpose with Ministerial approval;
- *capital reserves* to mean the proceeds from the disposition of land and buildings and surpluses from prior years that have been designated as a one-time funding source for capital purposes with Board of Trustee approval; and
- *committed operating surplus* to mean any surplus from the prior year that has been appropriated to fund a previously approved undertaking that continues into the following year.

Indicators |

1. All use of reserve funds will occur with the prior approval of the Board of Trustees.
2. All transfers between reserve funds will occur with prior approval of the Board of Trustees.
3. All debt arrangements will occur with the prior approval of the Board of Trustees.

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 percent of operating expenses.

Interpretation |

The Chief Superintendent shall ensure that operating reserves are kept at a minimum threshold of three percent allowing the organization to support and respond to emergent financial and operational risks. A sustainable operation reserve will include criteria for requests from reserves and a plan for replenishing reserves if below the minimum threshold of three percent.

The Chief Superintendent interprets:

- *operating reserves* to mean assets (unrestricted fund balance that are available for use) set aside for the organization to use in the event of an unanticipated loss of revenue or increase in expenses necessary to meet statutory obligations;
- *minimize disruption* to mean taking reasonable steps to ensure the continuity of learning across the CBE;
- *unanticipated* to mean events, action, or activities that could not or cannot be reasonably foreseen;
- *one year investment in learning opportunities* to mean funds used from reserves would only be for the current school year and any programming the funds support would either need to be sustainable within the budget or terminated;
- *sustainability* to mean affordable over time within allocated resources; and
- *external block expenditures* to mean programs associated with projects and activities that do not fall within regular program areas under the Early Childhood Services (ECS) to grade 12 Education mandated areas.

Indicators |

1. Operating reserves are maintained at a minimum of 3 percent of prior total expenditures, less external block expenditures.
2. Any request for reserves meets established criteria for that request.

**report to
Board of Trustees**

Recommendation to Commence Public Input to Consider Closure of Rosscarrock School

Date	October 27, 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
Resource Person(s)	Joanne Pitman, Superintendent, School Improvement Latosia Campbell-Walters, Director, Planning Lori Cooper, Education Director, Area 7 Kelly-Ann Fenney, General Counsel Brenna Fraser, Principal, Rosscarrock School 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 Rosscarrock School in accordance with GC-3E Closure of Schools Procedure.

2 | Issue

For several years, enrolment in the regular program at Rosscarrock School has been on the decline, and this trend is projected to continue into the foreseeable future.

On September 30, 2020, 72 students were registered in the 1-6 regular program at the school, three (3) of whom were out of attendance area, and five (5) who have registered for the Hub. For 2020-21, there are only eight (8) kindergarten students registered. These students were redirected towards another school within walking distance. Continuous low enrolment has a deleterious impact on student learning.

3 | Background

The Rosscarrock School was built in 1960 in the community of Rosscarrock. A two story addition was constructed in 1965 on the east side of the original building. The school has a provincial capacity of 416 student spaces with a floor plan that includes 18 classrooms.

Historical Enrolment

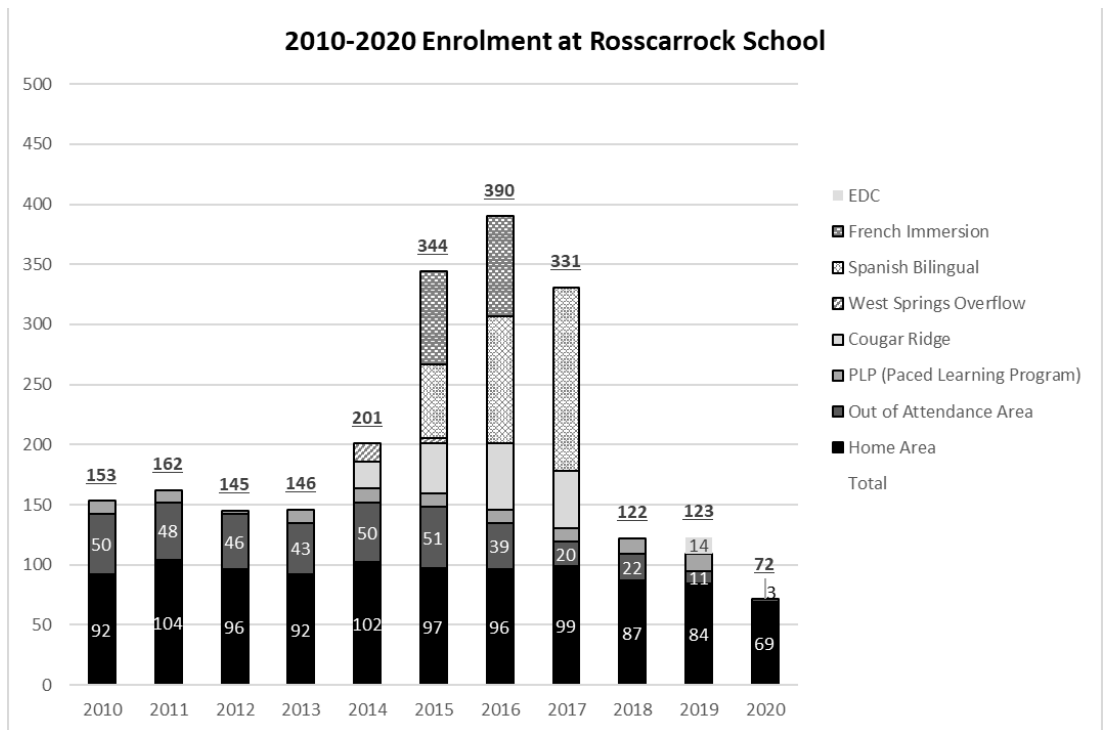
The school has been on the CBE Three-Year System Student Accommodation Plan (3 Yr SSAP) since 2009 due to low enrolment and excess capacity. Below is a graph showing the September 30 enrolment trends over the past ten (10) years.

From 2008 to 2013, the school experienced a stable enrolment of approximately 150 students per year in total. During this time, enrolment from the community of Rosscarrock averaged 94 students with out of attendance area students averaging 46 per year.

In 2014, enrolment at Rosscarrock School was 201 students. This number included 15 students overflowed to the school from the community of West Springs and 22 students attending from the Cougar Ridge area. The remaining 102 students were from Rosscarrock. Additionally, the school had 12 students enrolled in the PLP program and 50 out of attendance area students.

The temporary addition of kindergarten programs for both French Immersion and Spanish Bilingual programs saw enrolment in Rosscarrock School climb to 344 students in September 2015. The number of out of attendance area students and those from the Cougar Ridge community remained consistent. In contrast, the number of students considered overflow from West Springs declined considerably as West Springs School could accommodate all students from the community. The enrolment of students living in the Rosscarrock community remained low at 97. There were also 51 students attending the regular program from out of the attendance area.

Graph 1: Enrolment in Rosscarrock School 2010-2020



By 2016, enrolment in Rosscarrock School consisted of students from the communities of Rosscarrock and Cougar Ridge, a small number of out of attendance area students and 11 students in the PLP program. The temporary addition of a Spanish bilingual GR1 class and kindergarten French and Spanish programs helped the school's enrolment grow to 390 students.

In 2017, French Immersion kindergarten students were designated back to Westgate School. The Spanish Bilingual program at Rosscarrock School grew by a grade to include K-2. By this time, the number of out of attendance area students had dropped to 20, less than half of the numbers indicated two years prior. Enrolment from the community of Rosscarrock remained stable at 99 students, with an additional 48 students attending from Cougar Ridge. The PLP class continued to be located within the school, bringing the total September 30 count to 331 students for the 2017-2018 school year.

Currently, enrolment at the school is at its lowest in over ten (10) years. There has been a slight decline in enrolment since March 2020, and as of September 2020, 21 students withdrew from the school with only 12 new students registering. There are 5 students registered for the Hub online learning.

Table 1: Enrolment as at September 30, 2020 for Rosscarrock School

ROSSCARROCK SCHOOL

Provincial Capacity = 426

September 30, 2020 Utilization Rate = 18%

Enrolment as at September 30, 2020

	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
Rosscarrock Attendance Area			7	14	10	17	12	9	69
Out of Attendance Area			1				1	1	3
Total			8	14	10	17	13	10	72

Community engagement

Rosscarrock School was part of Area 6 & 7 Impacted Schools Engagement that occurred in 2017-2018. The school was identified as one that will continue to see declining enrolment due to the anticipated opening of Glenmeadows School and the space available for Cougar Ridge students to attend West Springs School closer to home.

With the school still remaining on the 3 Yr SSAP that was presented to the Board of Trustees in June 2018 as having low enrollment relative to capacity, communication regarding student enrolment began in November of the same year. Two meetings were held in December 2018; one for staff and one for parents and community members. The staff meeting was held on December 4, 2018, and the meeting with parents and community was held on December 6, 2018. The purpose of the meetings was to discuss the declining enrolment and inform of the possibility of the recommendation of school closure. Stakeholders were presented with enrolment data and had the opportunity to ask questions and provide written feedback regarding opportunities and challenges of low enrolment (Attachments I&II).

A second opportunity was provided to staff and parents on January 9, 2019. Updated information at this meeting included more details regarding enrolment and capacity of surrounding elementary schools, including Wildwood, Glendale and Alexander Ferguson. Both Glendale and Wildwood Schools are in communities adjacent to Rosscarrock and are within walking distance for students living in Rosscarrock, but neither school is within walking distance for all students residing in the Rosscarrock community. The current attendance area is shown in Map 1.

CBE staff also shared the City of Calgary proposed development plans for the Westbrook LRT and surrounding area. Further detail on the process regarding the recommendation to consider school closure was also provided to inform the timelines and opportunities for public feedback regarding the process (Attachment III).

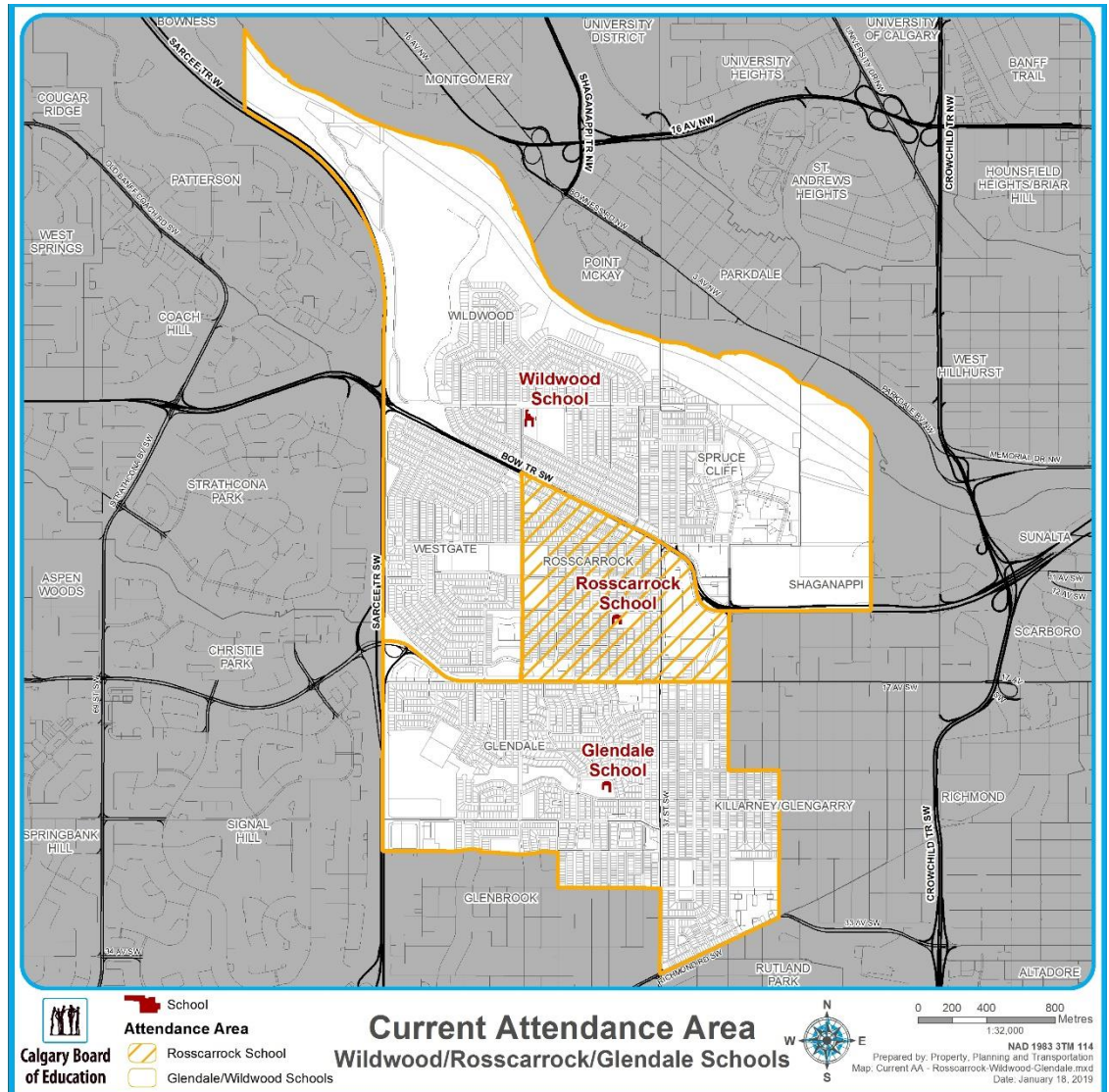
At the January 9, 2019 meeting, stakeholders were asked to provide feedback on two options for designating students if Rosscarrock School was closed. An online opportunity was also provided for stakeholders to provide feedback on these two options from January 11 to 17, 2019 (Attachment IV).

These options were evaluated against CBE's Planning Principles and were as follows:

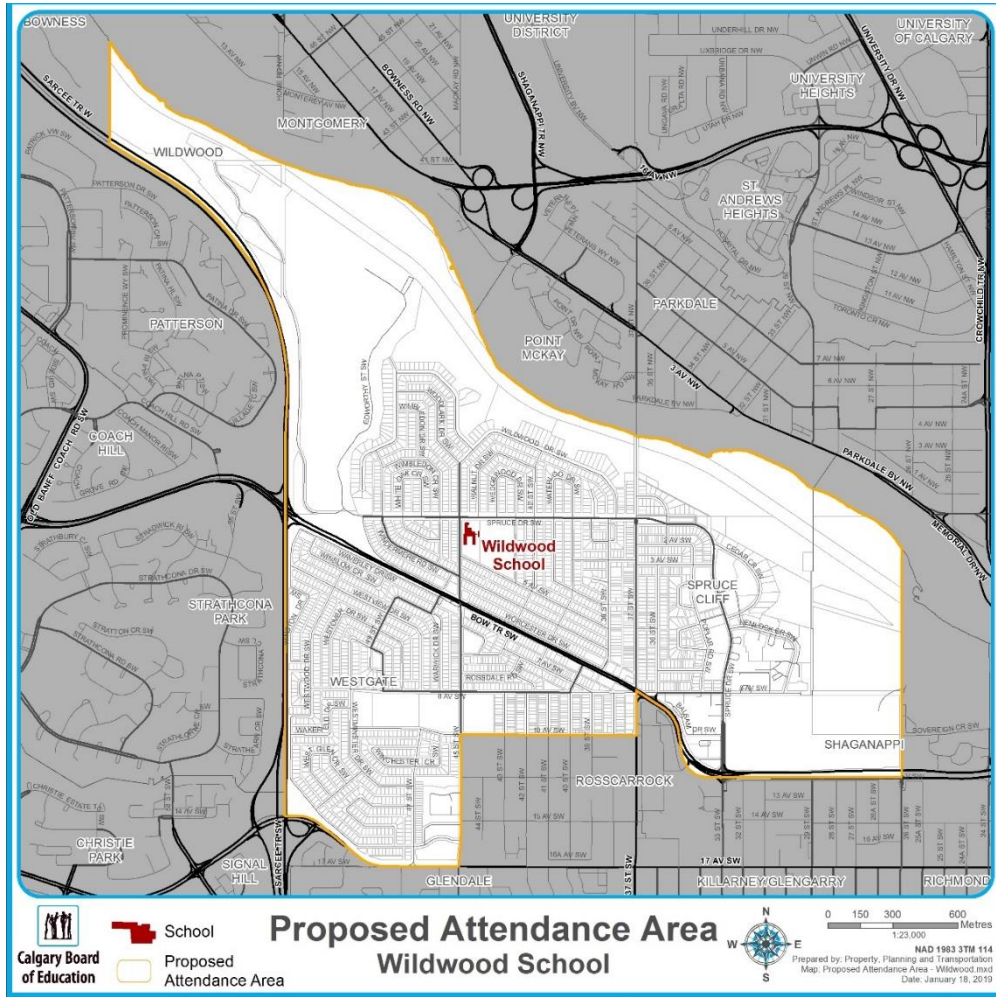
- To designate all students to a school within walking distance. Students would be designated to either Wildwood or Glendale School (see Maps 2 and 3). This option keeps students close to home but involves splitting the current cohort of students.

- To designate all students to Wildwood School. This school currently has transportation services for some students who live beyond the walk zone for the school. This bus route has space for students in the Rosscarrock community who would be beyond a walkable distance to the school. This option would designate the current cohort of students to the same location, but some students would attend school farther from home.

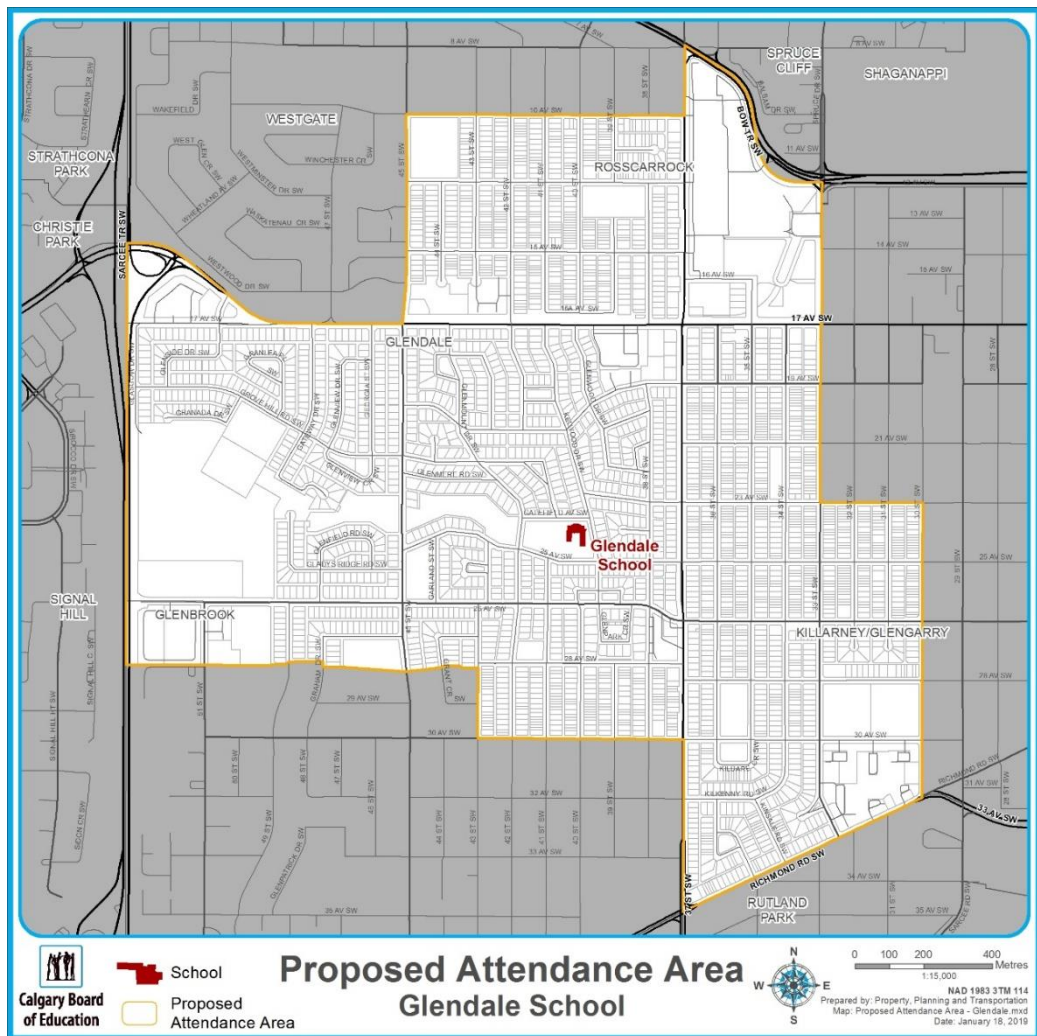
Map 1: Current Attendance Area for Rosscarrock, Glendale and Wildwood schools



Map 2: Proposed Attendance Area for Wildwood School



Map 3: Proposed Attendance Area for Glendale School



On February 5, 2019, the Board of Trustees passed a motion to consider the closure of Rosscarrock School. After deliberating on the information and public input received following this decision, the board elected against school closure on April 9, 2019.

Following this decision, the CBE implemented strategies to help to increase enrolment at the school. An Early Development Centre (EDC) was added to attract and retain kindergarten students. The EDC centre was removed from the school in spring 2020 due to system reorganization of the centres. The Area Office also supplemented the school budget to enhance student learning opportunities. Additionally, the school reached out to the community association and others to generate greater awareness and interest in the school.

On April 30, 2020, parents were notified that due to low registration in the regular program at Rosscarrock School, kindergarten students were redesignated to Wildwood or Glendale Schools for the 2020-2021 school year.

There was no further engagement with the community due to COVID-related restrictions. On September 25, 2020, a letter was sent to parents and students that on October 27, 2020, the Board of Trustees would receive a recommendation to

commence the public input process to consider closure of the school at the end of 2020-2021 school year.

4 | Analysis

There are several reasons for recommending commencement of the public input process to consider closure of Rosscarrock School for the 2021-2022 school year.

Projected Enrolment

There are concerns that enrolment at the school is declining and this trend is projected to continue for the next few years, affecting the quality of education at the school (See graph 2).

Graph 2: Enrolment (2010-2020) and Projection (2021) for Rosscarrock School

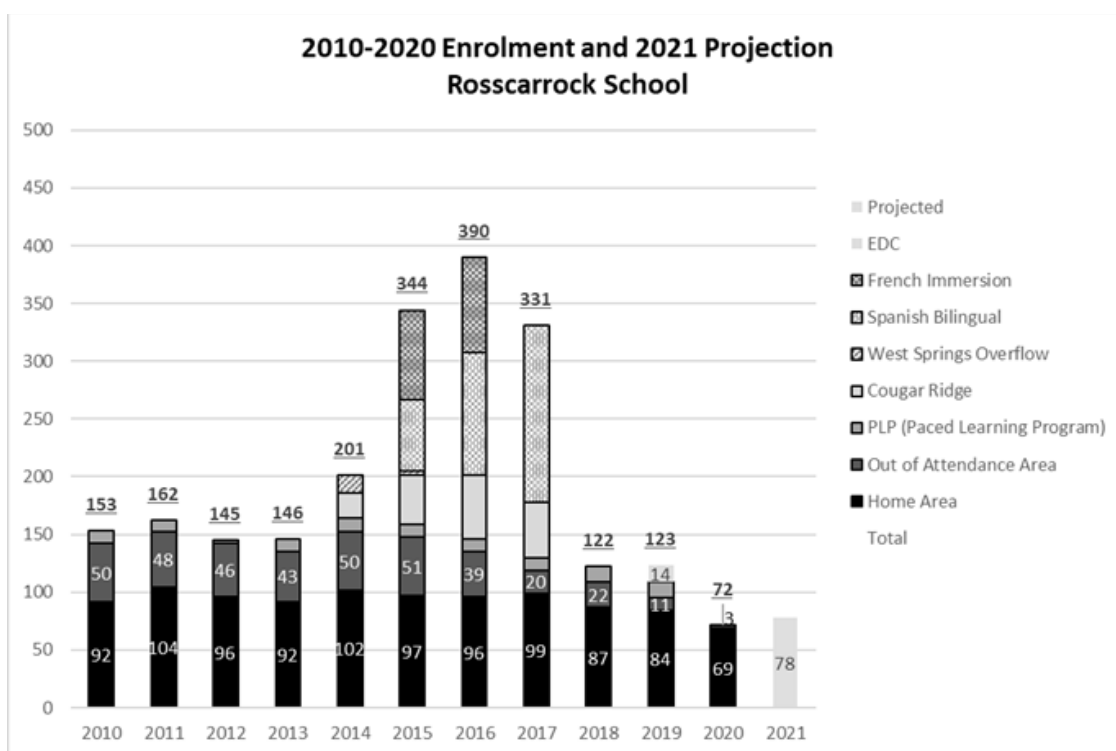


Table 2 shows the 2021 projection numbers for the school. The majority of the students will continue to be from the community, with only two from outside the attendance area. The utilization rate of 20% is way below the provincial rate of 85%

Table 2: Enrolment projection for September 2021

ROSSCARROCK SCHOOL

Provincial Capacity = 426

Estimated 2021 Utilization Rate = 20%

Projection for September 2021		Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
Community										
Rosscarrock			7	9	7	14	10	17	12	76
Out-of-Attendance Area			0	0	1	0	0	0	1	2
Total			7	9	8	14	10	17	13	78

Long Term Planning Impacts

The Students Accommodation and facilities strategy (2016-2026) projects the need to reduce elementary spaces by approximately 16 schools to maintain utilization rates within the mid-to-high 80% to maximize funding under the revised framework. With the persistent low enrolment and utilization rate at Rosscarrock school, it will not be sustainable to keep the school open in the short or long term.

Education and program impacts

Although a small school can foster a strong sense of community, allow space to spread out within the building, and provide flexibility for specialized classes and events (like available physical education spaces), the continued decline in enrolment is proving challenging for consistent educational programming. There are currently 2.8 teachers at Rosscarrock School with a single administrator and a learning leader providing instructional leadership for students in the regular program. This limitation could impact equitable access for all students to quality learning in the school.

Some specific challenges at Rosscarrock School due to its small size include:

Student Impacts:

- The inability to reorganize students for learning (splitting up conflicting students, English Language Learning (ELL) students or Special Education (SPED) students and resolve any student/teacher or parent/teacher inter-personal conflicts;
- Limited support for students such as literacy and numeracy support that go beyond the classroom teacher (ELL assistance, resource work, guided reading, targeted behaviour support);
- There is the lack of opportunities for grouping students;
- The inability to split up siblings due to low enrolment and multi-aged classrooms;
- There are programming challenges in younger grades due to low numbers; and
- Fewer financial resources for learning materials and supports.

Parent Impacts:

- Lack of parental involvement has put field trips in jeopardy and has resulted in cancellations. There are minimal parental volunteers in classrooms to support teachers with learning activities;
- Fundraising opportunities are at risk such as the fall Casino;

- The inability to operate a viable School Council or Advisory Council which impacts parental voice in the school;
- The School Society is currently being dissolved due to no parent interest; and
- Lack of parental support with outside agencies and internal CBE processes such as obtaining consents for Big Brothers/Big Sisters or psychological or speech assessments.

Community Impacts:

- YMCA kids in motion school program for youth ages 9-12 backed out due to low enrolment; and
- Big Brothers/Big Sisters might not continue in the 2020-2021 school year due to lack of parent involvement.

Staff Impacts:

- No Assistant Principal position, limiting the support available for students with complex behavioral needs and as well as addressing student safety concerns throughout the building (for example, when multiple students escalate aggressive behaviours at the same time);
- Staff retention and sense of isolation for example being the only teacher that teaches 2 grades. The small staff provides diminished opportunities for team teaching or collaboration; and
- Challenges with expertise to cover curriculum particularly in higher grades (e.g. French is cancelled for the foreseeable future); and

Learning Opportunities

If students had the opportunity to attend a larger school, such as Glendale or Wildwood, they would have access to more support and resources. These supports and resources currently include music specialists, outdoor classrooms and naturalized gardens, residencies such as Calgary Opera, Aussie Rules, Visual Artists, Sound Kreations Dance company, Alien in Line skating and Engineering for Kids. Both schools offer frequent extra-curricular activities such as choir, handbells, intramurals, cross country running, gardening, coding robotics and soccer clubs. Wildwood and Glendale both currently have before and aftercare programs on site.

Also, Glendale and Wildwood are home to diverse populations and families who come from across the globe. Many languages are spoken by families and are part of what makes these learning communities dynamic and vibrant. Diversity of all kinds is a significant strength in both school communities. Moreover, larger schools can offer a larger compliment of staff to provide additional support to every student.

Glendale and Wildwood have strong and welcoming School Councils who work tirelessly to raise additional funds to support and enhance learning in each building. Fundraising efforts support enhancement projects, technology and library purchasing, and any other priority the school commits to

The Student Accommodation Plan

After a review of the feedback from the engagement sessions held in 2018-2019 and the online survey (Attachment IV), it was determined that the accommodation plan for students, should the Board of Trustees decide to close Rosscarrock School, is to:

- Designate all K-6 students to a school within walking distance, namely Glendale School or Wildwood School, effective September 2021.

Should Rosscarrock School close and the recommended accommodation plan is implemented for September 2021, there is space at both Glendale and Wildwood schools to accommodate regular program students from the community of Rosscarrock.

The tables 3 and 4 below indicate the projected enrolment at these two schools, with the recommended accommodation plan considered.

Table 3: September 2021 Projected Enrolment at Glendale School

GLENDALE SCHOOL

Provincial Capacity = 304

September 30, 2020 Utilization Rate = 67%

Enrolment as at September 30, 2020

	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
Home Area	21	25	18	25	21	21	24	155
Out-of-Attendance Area	1	4	3	9	9	11	4	41
Total	22	29	21	34	30	32	28	196

Projection for September 2021

Estimated 2021 Utilization Rate = 80%

	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
Home Area	29	26	25	20	25	21	21	167
Students from Rosscarrock			4	7	5	8	6	30
Out-of-Attendance Area	2	2	5	3	10	9	11	42
Total	31	28	34	30	40	38	38	239

Table 4: September 2021 Projected Enrolment at Wildwood School

WILDWOOD SCHOOL

Provincial Capacity = 628

September 30, 2020 Utilization Rate = 71%

Enrolment as at September 30, 2020

	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
Home Area	43	51	43	35	60	50	37	319
EES		1	4		5	6	1	17
PLP					3	5	3	11
Out-of-Attendance Area	7	5	8	9	9	1	4	43
Total	50	57	55	44	77	62	45	390

Projection for September 2021

Estimated 2021 Utilization Rate = 80%

	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
Home Area	59	56	61	45	37	57	47	362
EES		2	1	4		5	6	18
PLP					3	3	5	11
Students from Rosscarrock			4	7	5	9	7	32
Out-of-Attendance Area	5	7	5	8	4	9	1	39
Total	64	65	71	64	49	83	66	462

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 67% at Glendale and 71% at Wildwood schools, students from Rosscarrock can be safely accommodated in either 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.

The Transition Plan

The transition plan for the school includes academic, social/emotional and community consideration as follows:

Academic Transitions:

- Transition meeting between student and future teacher(s) to start developing relationships;
- Transition meeting between current teacher and future teacher(s) regarding learning and social emotional needs;
- Transitions meetings with future administration;
- Academic updates, medical updates and transition plans up-to-date in Iris and Power School;
- Official student records are up to date with all current information;
- Administration teams meet to discuss learning supports (ongoing Student Learning teams, ongoing psychological assessments, Occupational Therapy, and Physical Therapy) for all students;
- May 21, 2021 meet with receiving schools to help create class lists for upcoming school year;
- Educational resources from Rosscarrock will be evenly divided and provided to receiving schools; and
- Either virtual meetings/celebrations/meetings or in person if safe to do so.

Social Emotional Transitions:

- In person or virtual tours of new school;
- Attend a collaborative event like Sports Day (COVID restrictions pending);
- Practice walking or biking to new school, teaching students street safety (partner up with Calgary Police);
- Continue our Bike to School Program (providing students with a bike, knowledge and skills to ride it, and practice riding to new school);
- Once decision is made, start pen pals with receiving schools, so Rosscarrock students can build friendships prior to attending;
- Communicate with parents well in advance about the transition to the new school. Student's parents have been given contact information for their child's new school; including the names and email addresses of the school's resource team, if possible individual family meetings can occur virtually;
- Developing self advocacy skills that enable the students to ask for help, or describe their support needs to a new teacher; provide social stories to students regarding the transition; and
- Connect all three schools to develop common language in relation to transitions and welcoming environments.

Community Transitions:

- Funds from School Society will follow students;
- Provide a “Buddy Bench” as a legacy piece from Rosscarrock to receiving schools; and
- Provide a virtual or in person meeting with receiving parent councils with parents of Rosscarrock. Provide parent ambassadors who could play a role in welcoming new families; families who are willing to provide support through interpreting home languages (Arabic, Pashto, Urdu, Kurmanji, Albanian, Bosnian, Korean, Mandarin, Cantonese, Spanish, Russian and French).

5 | Financial Impact

The 2019-2020 RAM allocation and annual building operation and maintenance (O&M) costs for Rosscarrock are indicated in the table below.

	2019/2020
Principal (1 FTE)	\$ 140,096
Learning Leader (1 FTE)	\$ 103,991
Teachers (5.82 FTE)	\$ 588,402
Lunch Supervisor (0.9785 FTE)	\$ 39,236
ELL Assistant (0.6429 FTE)	\$ 37,211
Education Assistant – Special Ed (4.057 FTE)	\$ 252,117
Library Assistant (0.4286 FTE)	\$ 24,809
Admin Secretary (1 FTE)	\$ 67,052
Supplies Classroom	\$ 11,818
Copier Charges	\$ 1,536
Minor equipment	\$ 740
Telephone	\$ 300
Short Term absences coverage	\$ 18,434
Temporary discretionary staff	\$ 6,632
Building O&M costs	\$150,000 to \$170,000
Total	\$ 1,442,374 to \$1, 462,374

For the 2020/2021 school year, the Resource Allocation Method (RAM) total is approximately \$896,000. If the students were directed to enrol at alternate schools, the CBE could save approximately \$280,000 per year in school administration and an additional \$150,000 to \$170,000 per year for building operating and maintenance costs. This includes maintenance and custodial staff, utilities and maintenance and repairs.

There would be no impact on transportation costs as per the proposed accommodation plan as students will be re-designated to schools within walking distance from their residences.

6 | Implementation Consequences

Without a significant increase in student enrolment in the regular program at Rosscarrock School, continued quality educational programming is not possible in the future. Moreover, the continued decline in enrolment is proving challenging for consistent educational programming. For these reasons, it is recommended that the Board consider closing the school effective June 30, 2021

If the decision is made to close the school, all students would be re-designated to either Wildwood School or Glendale School beginning in the 2021-2022 school year.

School staff, both certificated staff and support staff, will be redeployed within the CBE as follows:

- Teachers would be transferred to different schools through 'the teacher transfer process', in accordance with the CBE's current staffing processes.
- Support staff would be identified for transfer/layoff and considered for placement and recall in accordance with the Calgary Board of Education and Staff Association Collective Agreement and current staffing processes.

In light of the over abundance of classroom space at the elementary and middle school levels projected into the future, the CBE will likely dispose the Rosscarrock School building should the decision be made to close the school.

7 | Conclusion

Rosscarrock School is declining in enrolment. Programming for student learning needs will become increasingly challenging in the years ahead.

It is recommended that the Board of Trustees approves the motion to commence the public input process to consider the closure of Rosscarrock School in accordance with GC-3E Closure of Schools Procedure.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I:	Community Engagement Summary
Attachment II:	Stakeholder Feedback
Attachment III:	Presentation to Stakeholders (January 9, 2019)
Attachment IV:	Survey Feedback

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.



dialogue)))

Community Engagement Summary

Communications

- Nov. 23
 - Principal sent email (pdf attached)
 - Eventbrite event set up for registrations
- Nov. 26
 - Principal sent printed letter home
 - Banner story added to Rosscarrock School website, event added to 'Dates to Remember' on school website
- Dec. 3 – principal sent reminder email
- Dec. 4 – second reminder sent by SchoolMessenger, message includes translation sidebar (pdf attached)
- Dec. 19
 - Invitation to Jan. 9, 2019 meeting sent by SchoolMessenger, message includes translation sidebar for ESL families (pdf attached)
 - Banner and news story added to Rosscarrock School website, event added to 'Dates to Remember' on school website (pdf and screenshots attached)
 - Eventbrite event set up for registrations
- Dec. 20 – Notice in media outlook
- Dec. 21 – President of the Rosscarrock Community Association president posted the news story on the community association website (pdf attached)
- Jan. 11
 - SchoolMessenger to Rosscarrock School families regarding the online survey for possible student re-designation options (pdf attached)
 - SchoolMessenger to families at Wildwood and Glendale school families regarding possible changes at these schools (pdf attached)
 - Messaging for Rosscarrock School kindergarten registrations provided to the principal (pdf attached)
- Jan. 16 – SchoolMessenger to Rosscarrock School families reminding of the online survey (pdf attached)

Staff and Parent Sessions

- Dec. 4, 2018 – Staff session (evaluation summary attached)
- Dec. 6, 2018 – Parent session (evaluation summary attached)
- Jan. 9, 2019
 - Staff meeting
 - Parent session
- Jan. 11-17, 2019 – Online survey



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Avis important: Veuillez s'il vous plaît demander à quelqu'un de traduire ce document pour vous.

重要通知: 请找人为您翻译这份文件。

بالتأكيد مهم: لطفاً تطلب من شخص ما أن يترجم لك هذا النص. يرجى عدم تجاهل هذا النص.

Thông báo quan trọng. Xin quý vị vui lòng hãy tìm người phiên dịch văn kiện này.

सदस्यी मूलतः। निरुद्धा करतरे
दिसतुं अथहो लयी विसे तें
अनुवाद करवा लहे

اہم نوٹ: براہ کرم کسی کو کہیں کہیں
آپ کے لئے اس کا ترجمہ کر کے

जरूरी सूचना। निरुद्धा करके इसे अपने
सिख निरुद्धा से अनुवाद करवा लहे।

Also Important: For Favor
entregar a alguien para
traducirla para usted.

중요한 공지: 다른 사람이
이것을 당신을 위해 번역하게
해 주십시오.

Важное замечание:
Пожалуйста, попросите
кого-то чтобы Вам это
перевел.

ملاحظة هامة: الرجاء
ترجمة هذه المستندات.

reminder | Please plan to attend this important meeting

As many of you know, student enrolment at Rosscarrock School is low and continues to decline. The Calgary Board of Education (CBE) has been monitoring enrolment at the school since 2013. This year, our school has fewer than 105 students in our K-6 regular program, with only eight students enrolled in Grade 1. Low and declining enrolment affects programming at the school in support of student learning. Decisions need to be made about the future for Rosscarrock School.

Please plan to attend an important meeting at the school Dec. 6 from 5:30 to 7 p.m. to discuss the impact of declining enrolment on the future for Rosscarrock School, including the possibility of a recommendation to consider closure of the school.

The meeting will include a short presentation followed by an opportunity to have your questions answered by CBE staff. The presentation and a summary of the questions and answers will be posted on the school website by Dec. 21.

We encourage you to join us for this very important meeting as we begin the conversation about the future for Rosscarrock School. Please [register](#) to help us plan appropriately for the meeting. Additional opportunities to learn about plans for the school will be available the new year.



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重要通知: 请找人为您翻译这份文件。

پانڈانٹ اہم: لطفاً شخص براہ خود اتمہ بانڈ فہ این مع شرح را یہ تما ترجمہ نماید.

Thông báo quan trọng. xin quý vị vui lòng hãy tìm người phiên dịch văn kiện này.

ਜ਼ਰੂਰੀ ਸੂਚਨਾ। ਕਿਰਪਾ ਕਰਕੇ ਇਸਨੂੰ ਅਪਣੇ ਕੋਈ ਕਿਸੇ ਤੋਂ ਅਨੁਵਾਦ ਕਰਵਾ ਲਵੋ

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जरूरी सूचना। किरपना करवा इसे अपने सिध किसी स अनुवाद करवा लें।

Aviso importante: Por Favor entregar a alguien para traducirle para usted.

중요한 공지: 다른 사람이 이것을 당신을 위해 번역하게 해 주십시오.

Важное замечание: Пожалуйста, попросите кого-то чтобы Вам это перевел.

ملاحظه هامه: الرجاء ترجمه هذه المعلومات.

On Dec. 6, 2018, 21 parents attended a meeting at Rosscarrock School to hear about low enrolment at the school and what that might mean for the future, including the possibility of a recommendation for consideration of closure of the school. A [presentation](#) from Calgary Board of Education (CBE) staff was followed by an opportunity for discussion and to ask questions.

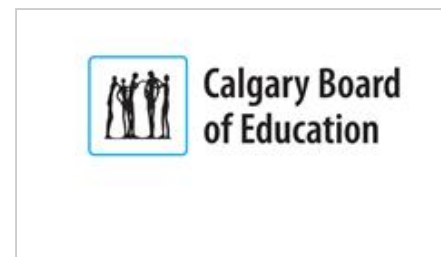
At the time, Rosscarrock School had 105 students in the K-6 regular program, with only eight students enrolled in Grade 1. Since the parent meeting, enrolment at the school has declined even more.

CBE administration has decided to submit a recommendation for consideration of closure of Rosscarrock School to the Board of Trustees of the CBE in February. If the Board of Trustees approves the recommendation, the formal closure process as defined by the School Act and related regulations would begin.

We are holding a second parent meeting Jan. 9 from 5:30 to 7 pm to answer some of the questions we heard at the December parent meeting and to talk more about what the closure process would like over the next few months. We also want to hear from you about what is important to your family as we begin to consider where students could attend school in the future.

We encourage you to join us for this very important meeting. Please [register](#) so we have a sense of how many people will be attending.

Parent Meeting About Recommendation for Consideration of Closure of Rosscarrock School



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Last modified on Thu., Dec. 20, 2018 at 11:13 AM

Rosscarrock Community Association

A Community of Choice in SW Calgary

Rosscarrock School Closure

Posted on [December 21, 2018](#) by [Rosscarrock Community Association](#)

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Posted in [Uncategorized](#) | [Leave a comment](#)

Christmas Party! Dec 15 1-3:30 pm

Posted on [December 6, 2018](#) by [Rosscarrock Community Association](#)



Rosscarrock
Learning as
Teaching &
Programs & Cl

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Registration
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Event Details

Parent Meeting About Recommendation for Consideration of Closure of Rosscarrock School

Meeting

For more information, please view [our story](#).

Start Time: Jan. 09, 2019 05:30 PM

End Time: Jan. 09, 2019 07:00 PM

All Day Event: No

Calendar

For school
2018-19

There are multiple events going on monthly. Take a look at what's happening around our community.

All Events

To begin your search, use the options below or the 30 day calendar to choose a specific day.

Search by Keyword:

Search by Category:

- All Events
- Administration
- Academic
- Athletics
- No Classes
- Clubs & Activities

Start Date:

End Date:

Filter Results

Calendar View

Showing: All Events

Wednesday, Jan. 2, 2019

< JANUARY 2019 >

SU	MO	TU	WE	TH	FR	SA
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Select a day on the calendar to jump into events and activities.



Rosscarrock School

Learning as Unique as Every Student

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Programs & Classes

Extracurricular
Activities, Clubs & Athletics

Culture & Environment
Support, Health & Guidance

Get Involved
Parents & Volunteers

Registration
Fees & Transportation



Calgary Board of Education

Get Your Tickets to the CBE Night with the Hitmen | Jan. 25, 2019
[Read More >](#)

Parent Meeting About Recommendation for [...] [Read More >](#)

Kindergarten Registration Starts on January 14, 2019 at all CBE Schools
[Read More >](#)

CBE Flames Fundraiser
[Read More >](#)

Parent Meeting About Recommendation for Consideration of Closure of Rosscarrock School



More News

Dear Parents,

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Rosscarrock School Enrolment Staff Meeting, Dec. 4, 2018

1. How does low enrolment at Rosscarrock School affect your work with students?

Pros

- We know all the students; students know all the teachers too
- Low class size numbers
- More space outside for kids to plan
- You can be more specialized
- Scheduling is easier (music/gym)
- Single classes for gym
- Advantage of space
- Close-knit staff
- Developed relationships with students and families
- Smaller class sizes
- Know students by name in the school, even if not in your class
- Lots of break-out space
- Daily phys ed in the gym as your own class ☺
- Acceptance of all students and their various needs
- Less conflicts between peers
- Smaller class sizes
- Lots of space
- Easier to know most of students and families. Connection
- Community students accept one another
- Staff very supportive due to familiarity
- Very familiar, secure, safe, friendly atmosphere
- Peers kinder to each other (kids)
- Stronger accountability of students "We know everyone"
- Close connection with families
- Gained inter-relationships amongst staff
- Lots of space
- Easier to support student individual needs
- PLP students have a sense of belonging
- Looping of split grades

Cons

- No teaming opportunities
- Limited options for student placement in class
- Lack of diversity (behaviours, role models, friendships)
- Limited communication/planning for classes
- PLC/PD smaller; limited sharing
- Low parent engagement
- Covering curriculum with multi-grade classes
- No regrouping opportunities
- Limited teaching assignments for teachers
- Resources were moved elsewhere
- Single admin challenges
- Limited financial resources for materials, staff, etc.



dialogue)))

- Long range planning difficult
- Grade group planning is impacted/limited
- PLC is difficult as staff size small
- Forced split classes
- Difficult to cover curriculum
- Hard to split up behaviours, IPPs
- Difficult to have student support services (ELL, specialist, resource, AP, etc.)
- Space utilization is not ideal (library in own space, 2 teachers in separate wing)
- Multi-aged classes with no possibility of regrouping poses challenges (especially with math)
- No ELL or Ed. Assistant support due to low numbers → NO RESOURCE TEACHER
- Lack of parent support
- Less teachers to share the workload (no P.E. specialist, Art Specialist, etc.)
- Only having a principal makes it:
 - More difficult to get assistance in classroom
 - More difficult to get assistance with teacher needs
- We need to pull from staff within each classroom to help each other
- Split grade can be challenging to cover curriculum with a transient community
- Heavier load on a few volunteers
- Heavy load on principal

2. What additional questions do you have about the information you heard at today's meeting?

- What would be the impact to the PLP classroom? Is there an idea for another school location?
- Are there any specific plans being put in place to help engage low engagement parents?
- Could a part of the school be rented out?
- Would students need to cross 17 Ave. or Bow Trail (busy roads)?
- How will students be supported if they have to move?



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Parent Meeting at Rosscarrock School – Meeting Evaluation Summary, Dec. 6, 2018

Participants in attendance: 21

Evaluations completed: 10

1. This meeting provided me with useful information.

2 Strongly agree 8 Agree 0 Disagree 0 Strongly disagree

2. My questions were answered at this meeting.

2 Strongly agree 8 Agree 0 Disagree 0 Strongly disagree

3. Information was presented in a clear and appropriate format.

2 Strongly agree 7 Agree 0 Disagree 0 Strongly disagree

One not answered

4. Other comments

Comment: 2 No Comment: 8

- Doesn't make sense from a taxpayer point of view to keep a school open with such low enrollment. I appreciate the small classes but I do not like the fact that most are split between 2 different grades. Schools should be efficiently utilized in order to function with today's economy. We need to stretch our tax dollars, not toss them out the window.
- Olympic Heights is over-full – could Rosscarrock be the overflow school for Olympic Heights or Sunalta?

Is the cost of maintenance/repairs a factor in considering the closure of Rosscarrock?

We live out of area, and have chosen year after year to keep our child here because of the culture of the school, small class sizes and relationships with staff. In a system that is struggling with over full schools and the related stress for kids and staff, it seems counterintuitive to close this school.



Enrolment at Rosscarrock School

January 9, 2019 Meeting with Parents

learning | as unique | as every student



**Calgary Board
of Education**

Introductions

Dany Breton, Superintendent, FES

Calvin Davies, Director, Area 7

Brian Unterschultz, System Principal, Area 7

Carrie Edwards, Director, Property, Planning & Transportation

Anne Trombley, Manager of Planning

Karen Drummond, Manager, Employee and Community
Engagement

Brenna Fraser, Principal, Rosscarrock School

Agenda

- Presentation
- Question and Answer
- Group Discussions
- Next Steps

Principles of Participation

- Respect above all else
- Staff and participants will feel safe
- Speak one at a time
- We balance air time fairly

Why are we here?

The student population at the school will be quite low. What will happen to the school?

Student enrolment is projected to range from 125-150 students over the next five years. The capacity of the school is 450. Enrolment will be monitored and further discussions may be required. You will have an opportunity to participate in discussions about next steps prior to decisions being made.

Letter to families of Rosscarrock School – April 5, 2018

This September, enrolment at the school was lower than projected.

- Projected enrolment was 176 students
 - 165 in Regular program
 - 11 in Paced Learning Program (PLP)
- September 30 enrolment was 122 students
 - 109 in Regular program
 - 13 in Paced Learning Program (PLP)
- January 8 enrolment has declined further to 118 students
 - 106 in Regular program
 - 12 in Paced Learning Program (PLP)

Low Enrolment Affects Student Learning

What we heard from staff – the positives

- Sense of community
 - Close connection between staff, students and families
 - Students accept each other
 - More accountability for student behaviour
- Class sizes
- There is a lot of space
- Scheduling of gym time is easier

Low Enrolment Affects Student Learning

What we heard from staff – the challenges

- Limited support services (ELL, specialists, resource teachers, education assistants)
- Less financial resources for materials
- No assistant principal
- Lack of opportunity for team teaching and grade group planning can be isolating
- Multi-aged classrooms make it hard to cover curriculum, particularly for math and science and in higher grades
- No opportunity for regrouping for behaviour or learning
- Small number of parent volunteers



Area 6 and 7 Impacted Schools Engagement

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**Calgary Board
of Education**

Area 6 and 7 Impacted Schools Engagement – What We Heard

- Concerns that enrolment at Rosscarrock School would be low
- Overall support within Group A for the idea that Cougar Ridge students should be able to attend school closer to home (86% of online survey respondents expressed support for this)

Area 6 and 7 Impacted Schools Engagement – What We Heard

- Suggestions to add an alternative or complex learning needs program to Rosscarrock School (e.g., Science, TLC, GATE)
 - There was no unmet need for GATE identified
 - Adding an alternative program at an elementary school level without middle/junior high school space is a challenge
 - The space is not suitable for a middle/junior high
 - Adding a program to the school would not impact the decline in enrolment for the K-6 regular program at the school



Rosscarrock School Information

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**Calgary Board
of Education**

Background

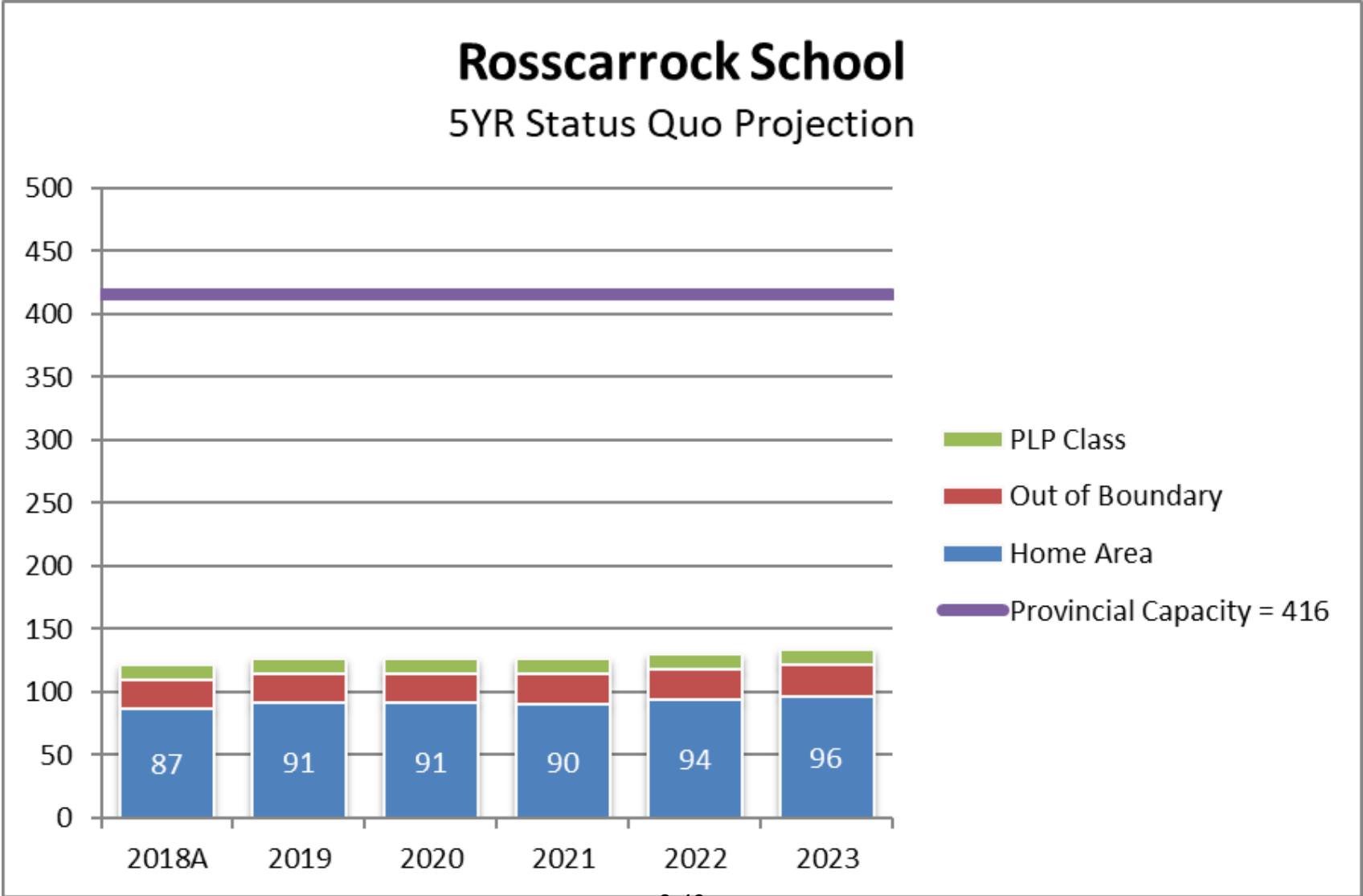
- Cougar Ridge was designated to Rosscarrock School for the regular program from 2014-2017.
- The alternative programs of French Immersion and Spanish bilingual occupied space in the school between 2015-2017.
- Regular Program enrolment from the home attendance area has remained low and has fluctuated over the past 10 years.
- Lowest enrolment in 2018.

Regular Program Enrolment at Rosscarrock School - History

	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
2008	21	20	21	7	23	21	22	135
2009	20	23	22	23	14	23	21	146
2010	25	17	26	21	26	18	20	153
2011	26	24	20	20	23	26	23	162
2012	22	24	20	18	18	20	23	145
2013	23	21	20	22	21	16	23	146
2014	43	31	20	27	30	26	24	201
2015	26	39	28	22	30	28	30	203
2016	35	22	36	27	28	26	27	201
2017	20	33	16	31	32	23	23	178
2018	17	8	16	15	19	29	18	122

Source: School Enrolment Reports (Sept. 30). Reported enrolment includes all students in the school in both regular and complex learning needs classes.

Rosscarrock School Projection



What CBE Programs Do K-6 Students Who Live in Rosscarrock Choose?

What CBE programs do K-6 students living in Rosscarrock Attend?

September 30, 2018

CBE Program	K	GR1	GR2	GR3	GR4	GR5	GR6	Total	%
French Immersion	4	4	2	3		1	1	15	10%
All Boys School		1						1	1%
Montessori	1	1	4	2		2		10	7%
Regular Program	14	7	19	14	17	22	14	107	72%
Spanish Bilingual	2	3	1	3		2	1	12	8%
Traditional Learning Centre			1	2			1	4	3%
Total	57	75	74	94	90	115	91	149	100%

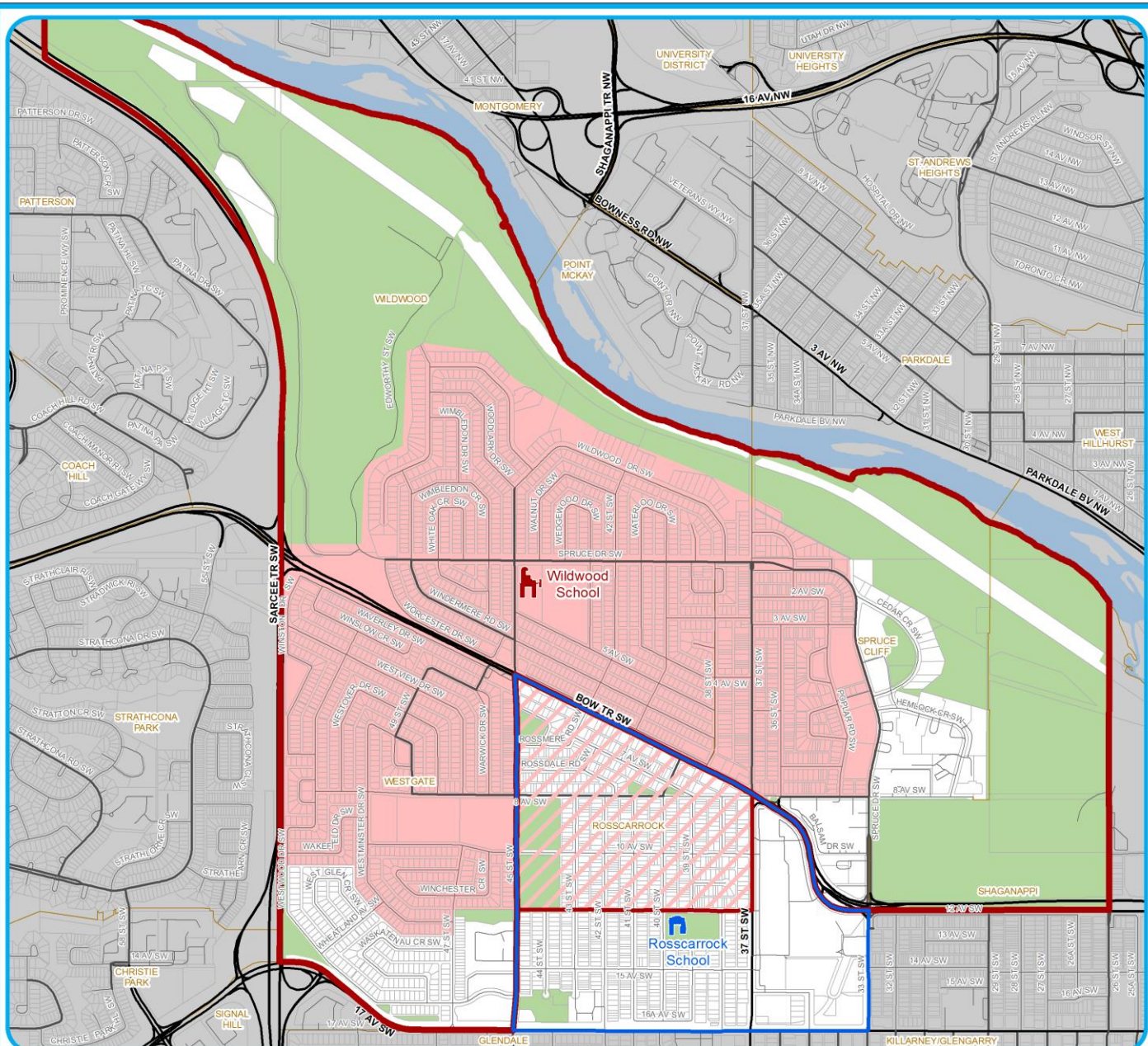


Neighbouring Communities

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- Potential Walk Out
- Within Current Walk Zone For:
 - Wildwood School
 - Attendance Area
 - Wildwood School
 - Rosscarrock School

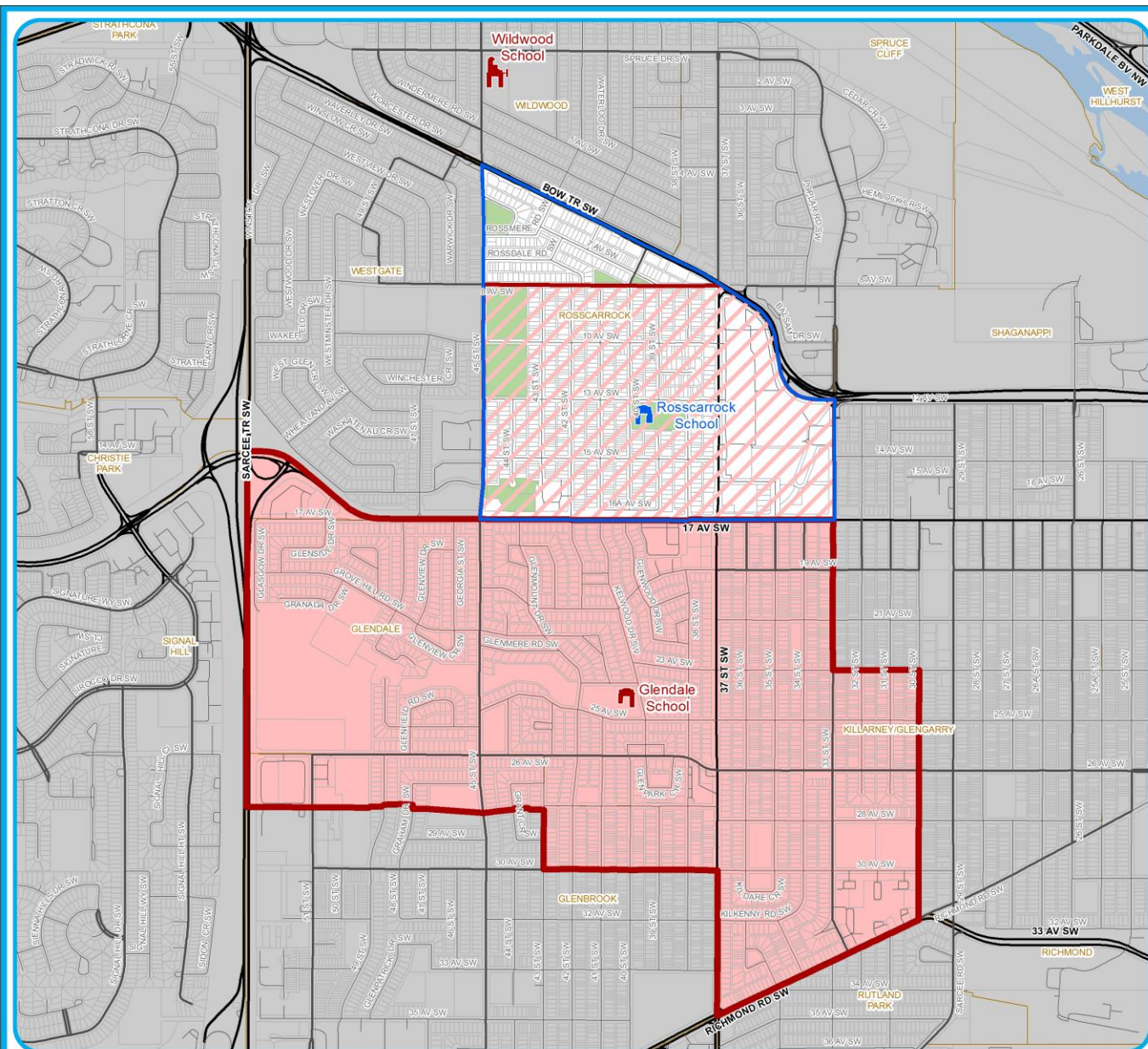
Calgary Board of Education

Wildwood School 8-52 Potential Walk Out Area Within Rosscarrock Schools Attendance Area



0 125 250 500 Metres
1:20,000

NAD 1983 3TM 114
Prepared by: Planning & Transportation
Map: Wildwood Walk Out.mxd
Date: November 27, 2018




 Potential Walk Out
 Within Current Walk Zone For:
 Glendale School
 Attendance Area
 Glendale School
 Rosscarrock School

Glendale School

Potential Walk Out Area

8-53

Within Rosscarrock Schools Attendance Area


 0 125 250 500
 Metres
 1:20,000
 NAD 1983 3TM 114
 Prepared by: Planning & Transportation
 Map: Glendale Walk Out.mxd
 Date: November 27, 2018

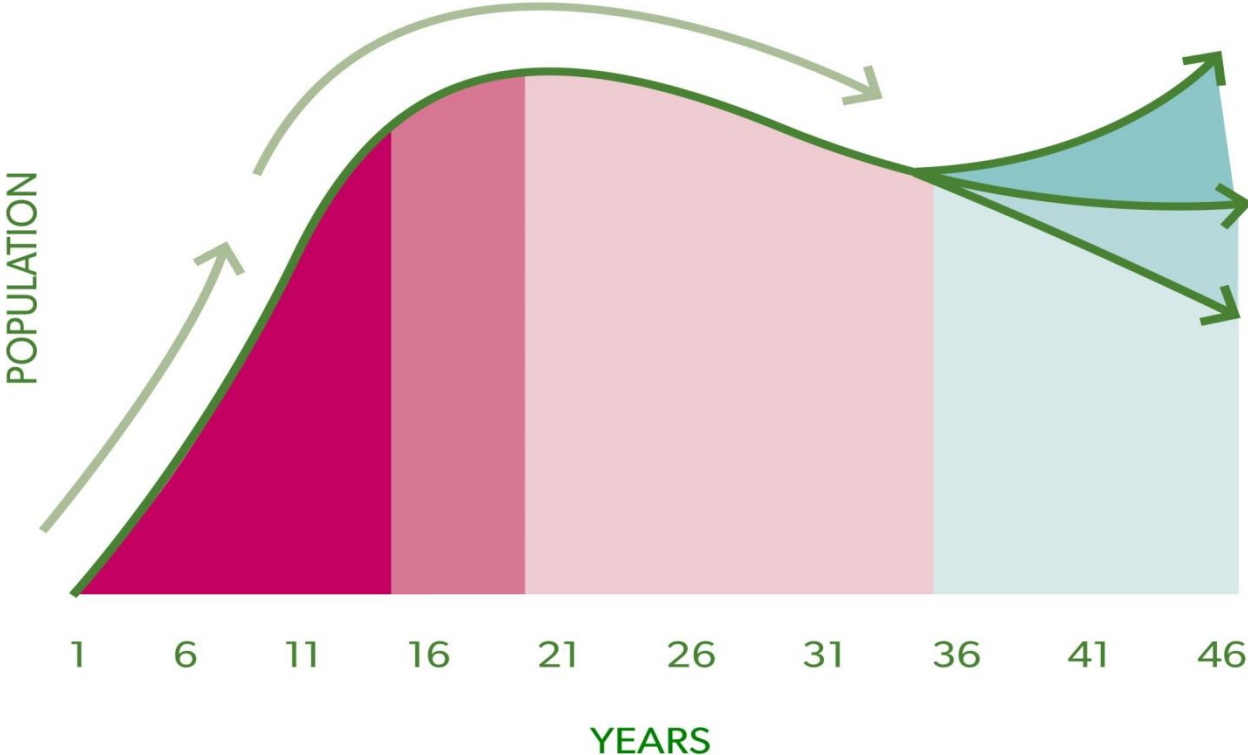
LIFECYCLE of a Community

Rosscarrock was established in 1954

Population approximately 3,600 residents

LIFECYCLE of a Community

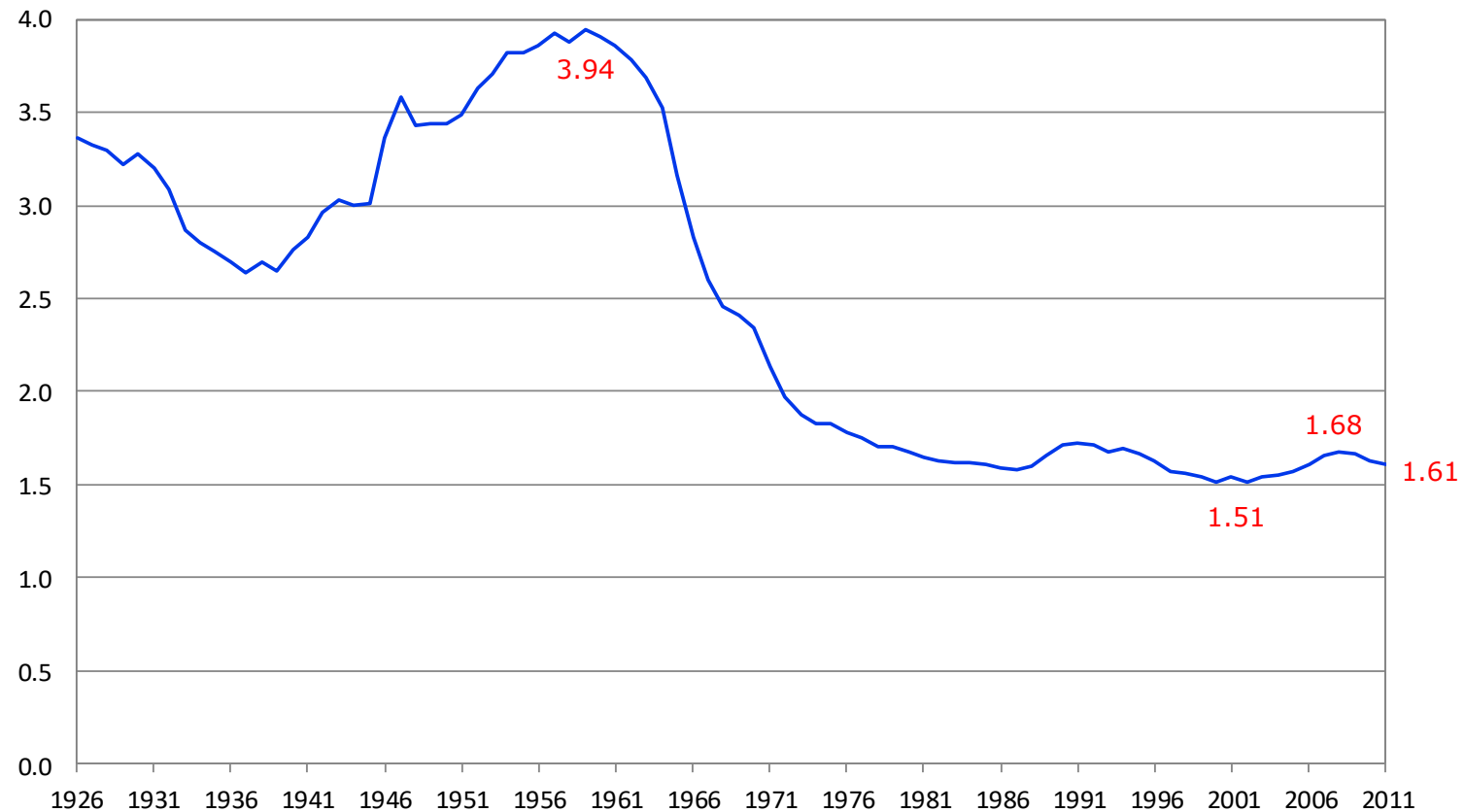
THE TYPICAL LIFECYCLE OF A NEIGHBOURHOOD



LIFE CYCLE of a Community

Total fertility rate (number of children per woman), Canada, 1926 to 2011

number of children per woman



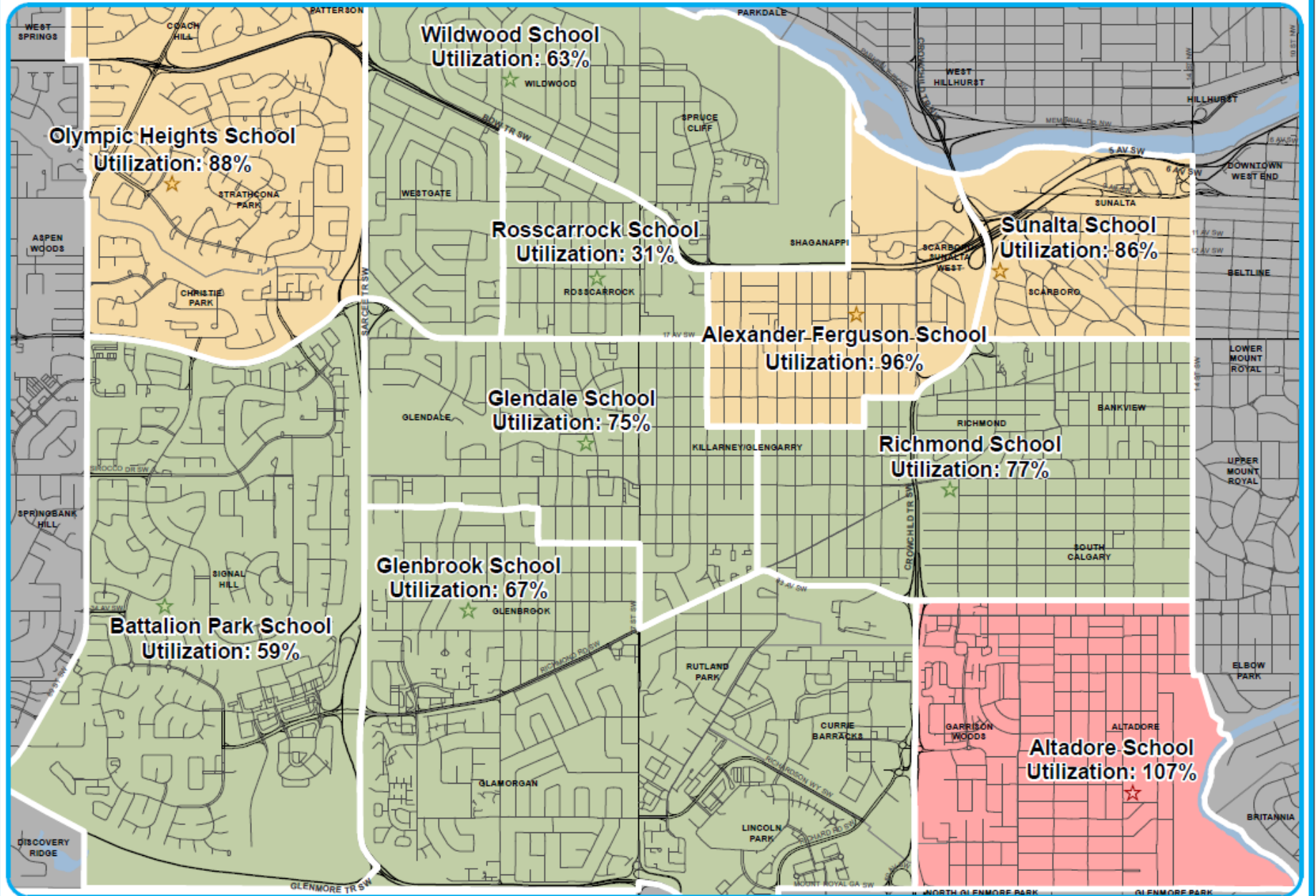
Note: Births to mothers for whom the age is unknown were prorated.


Source: Statistics Canada, Demography Division, Population Estimates Program, Canadian Vital Statistics, Births Database, 1926 to 2011, Survey 3231.

Options for Use of Space

The options below have been used in the past to address excess space in a school. For Rosscarrock School, the feasibility of these options is limited.

- Add an Alternative Program or Complex Learning Needs Program
 - Challenges with middle/junior high space
 - Would not impact the decline in enrolment in the regular program
- Administrative use
 - No unmet need
 - Would not impact the decline in enrolment in the regular program
- Designate a community / Change boundaries
 - Most of the schools in the surrounding area have excess space.





 Utilization Rate (2018-19)

■ Excess Capacity (<80%)

■ Near Capacity (80-100%)

■ At Capacity (>100%)

 Community

 Water Body

Calgary Board of Education

School Utilization Rates

2018-19 School Year

8-58

0 175 350 700 Metres
 1:30,000

NAD 83 83M 114
 Prepared by: Planning & Transportation
 Map: School_Utilizations.mxd
 Date: December 05, 2018



Questions/Additional information from Previous Meeting

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of Education**

Question: What are the plans for future development at Westbrook Station?



Figure 1: Westbrook Station Development Site

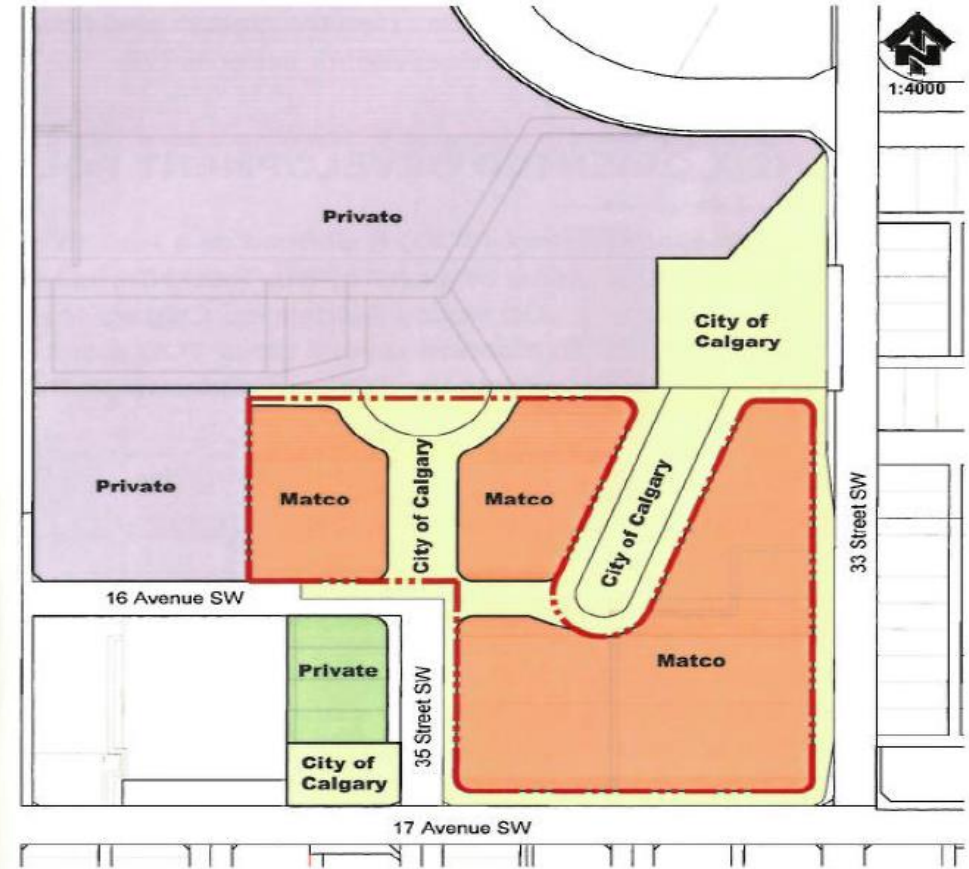


Figure 2: Adjacent Property Ownership Map

Question: What are the plans for future development at Westbrook Station?

- Any development will take several years to occur.
- The most recent proposal is based on 1,153 units. The number of units may change once Outline Plans are submitted.
- Anticipated to be primarily multi units (e.g. Townhouses and Apartments).
- Potential to generate 74 K-9 CBE students in total
 - approximately 7 students/grade
- Not all students will choose their designated regular program school (Rosscarrock)
 - Based on the student choice information shared previously 4 students/grade could be anticipated
- The proposal for the indoor soccer field was cancelled by the developer.

CBE student enrolment in areas with increased density in proximity to C-Train stations

Grade	K	1	2	3	4	5	6	Total
London Towers (in Haysboro)	5	4		3		4	2	18
Chinese (Mandarin) Bilingual							1	1
French Immersion						1		1
Montessori	1							1
Regular Program	3	2		3		1	1	10
Acadia School				1			1	2
Chinook Park School				2				2
Citadel Park School	1							1
Haysboro School	2	2				1		5
Traditional Learning Centre	1	2				2		5
University City (in Brentwood)	10	12	6	10	6	6	8	58
Chinese (Mandarin) Bilingual						2		2
French Immersion	4						2	6
Regular Program	2	6	6	6	6	2	6	34
Brentwood School			2					2
Captain John Palliser School	2	6	4	4	6	2	6	30
Mount View School				2				2
Traditional Learning Centre	4	6		4		2		16
Westbrook (in Spruce Cliff)	2	7	4	6	3	2	5	29
Early French Immersion		2			1	1		4
Montessori		1		1				2
Regular Program	1	3	4	3	2	1	5	19
Jennie Elliott School							1	1
Olympic Heights School				1				1
Sunalta School		1	1					2
University School		1					1	2
Wildwood School	1	1	3	2	2	1	3	13
Spanish Bilingual		1		1				2
Traditional Learning Centre	1		8-62	1				2
Grand Total	17	23	10	19	9	12	15	105

Question: Did CBE consider designating students from Alexander Ferguson to Rosscarrock since it is full?

- Alexander Ferguson School has a utilization rate of 96% this year
- Alexander Ferguson is a small School
 - Provincial Capacity is 255
 - September 30 enrolment was 237 students
- Designating students from the Alexander Ferguson school boundary to Rosscarrock School would not significantly increase enrolment at Rosscarrock School

Enrolment at Wildwood and Glendale Schools

WILDWOOD SCHOOL

Provincial Capacity = 628

Enrolment as at September 30, 2018

	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
Total	43	37	64	48	52	62	53	359

Note: Wildwood School enrolment includes students in LEAD and SKILL complex learning classes

GLENDALE SCHOOL

Provincial Capacity = 304

Enrolment as at September 30, 2018

	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
Total	18	37	31	32	35	37	31	221



Information about Consideration of Closure and Timeline

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of Education**

Consideration of Closure

- A recommendation of consideration for school closure is bound by the School Act and related regulations:
 - CBE administration submits a recommendation for consideration of closure to the Board of Trustees
 - If approved by the Board of Trustees, the closure process would begin and include more opportunity for staff, parents and others to share their perspectives about closure
 - A final decision would be made only after the regulated consultation requirements are fulfilled.

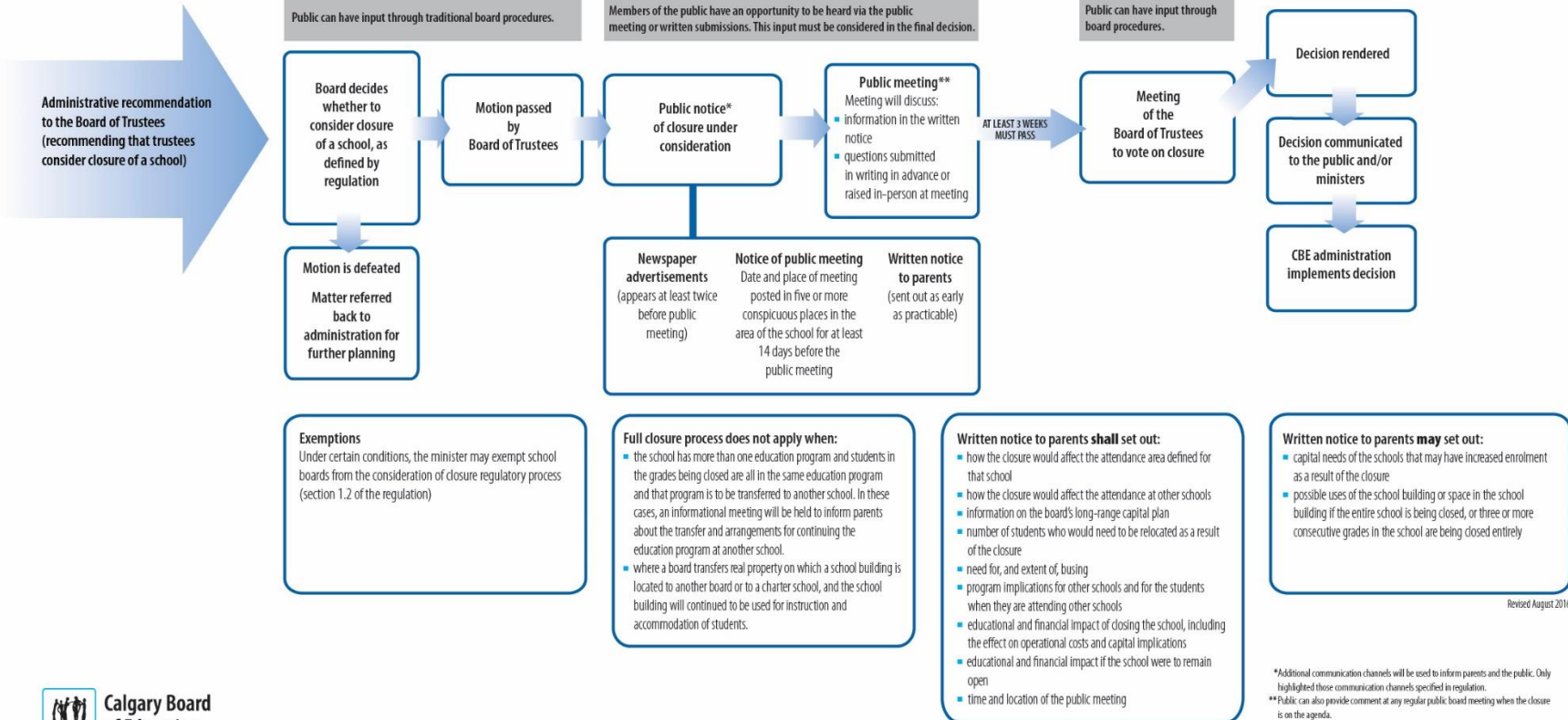
Regulatory Process

Provincial Closure of Schools Regulatory Process Closure of Schools Regulation, Alberta Regulation 238/1997

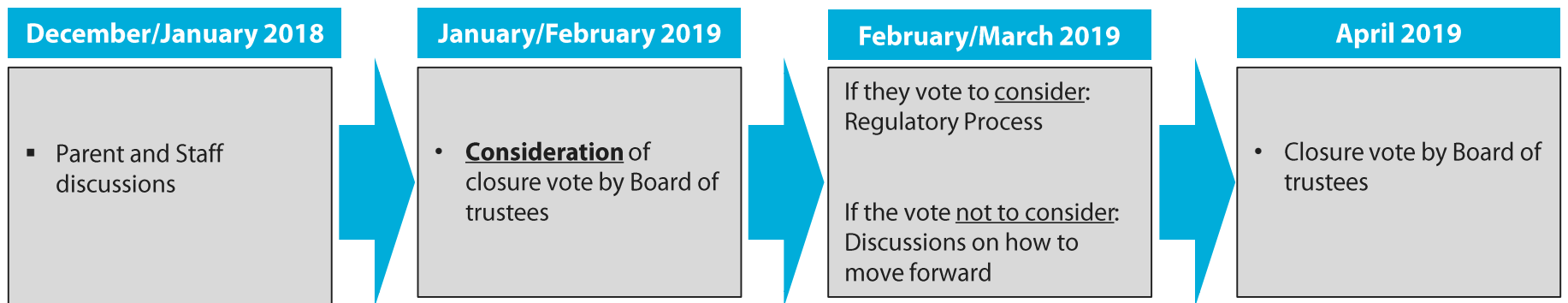
Sept 1 All school closure procedures shall be initiated and completed within the school year in which the decision to close is made* Aug 31

* Minister may extend this timeframe, upon written request.

Municipal council must be given the opportunity to provide a statement regarding the impact of the proposed closure on the community.



Consideration of Closure Timeline



Preliminary dates for Consideration of Closure of Rosscarrock School

- Recommendation to the Board of Trustees - February 5 and 12
- Consideration of Closure public meeting at Rosscarrock School - March
 - Notice of date and time of the Public Meeting is posted in five or more conspicuous places in the area of the school for fourteen days prior to the meeting.
 - Notice of date and time is advertised in a newspaper circulating within the area on at least two occasions.
- Final decision – April
 - Occurs after the Public Meeting and written submissions are received
 - Made at a public meeting of the Board of Trustees
 - Subject to three week wait period after the public closure meeting

Feedback Opportunities

- Stakeholder Report to the Board of Trustees
 - An opportunity for stakeholder groups or the public to verbally address the Board for 3 minutes on any educational issue, to a maximum of 5 reports per meeting.
 - Advise the Corporate Secretary by noon the day before the meeting if you wish to do a stakeholder presentation via email to corpsec@cbe.ab.ca
 - Full description of procedures for stakeholder reports can be found on CBE website at <https://www.cbe.ab.ca/GovernancePolicies/Board-Meeting-Procedures-with-Public-Comment-Excerpt.pdf>
- Participate in the public meeting convened under regarding the consideration of closure
- Provide written submission
 - Dialogue@cbe.ab.ca

Two Options for Regular program K-GR6 students living in the Rosscarrock community

- Option 1 - designate students to a school within walking distance – Wildwood School and Glendale School
 - Some students are within walking distance to Glendale school and some are in walking distance to Wildwood School
 - Keeps students closer to home
 - Splits the current cohort of students
- Option 2 – designate all students to the same location - Wildwood School
 - Not all students are within the walking distance
 - Currently has busing for students outside the school walk zone
 - Some students would attend school farther from home
 - Keeps current students together



Questions

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Table Group Discussion

- Take about 10 minutes to discuss the options for student designation
- We ask that one person at each table take notes of the thoughts and questions shared at the table
- After 10 minutes, each table group will share highlights from their conversation

Next Steps

- Share all information presented tonight on the Rosscarrock School website
- Online survey regarding the two options for students
- If you have additional comments to share, email them to dialogue@cbe.ab.ca



Calgary Board of Education

Rosscarrock School Survey Report

Jan. 18, 2019

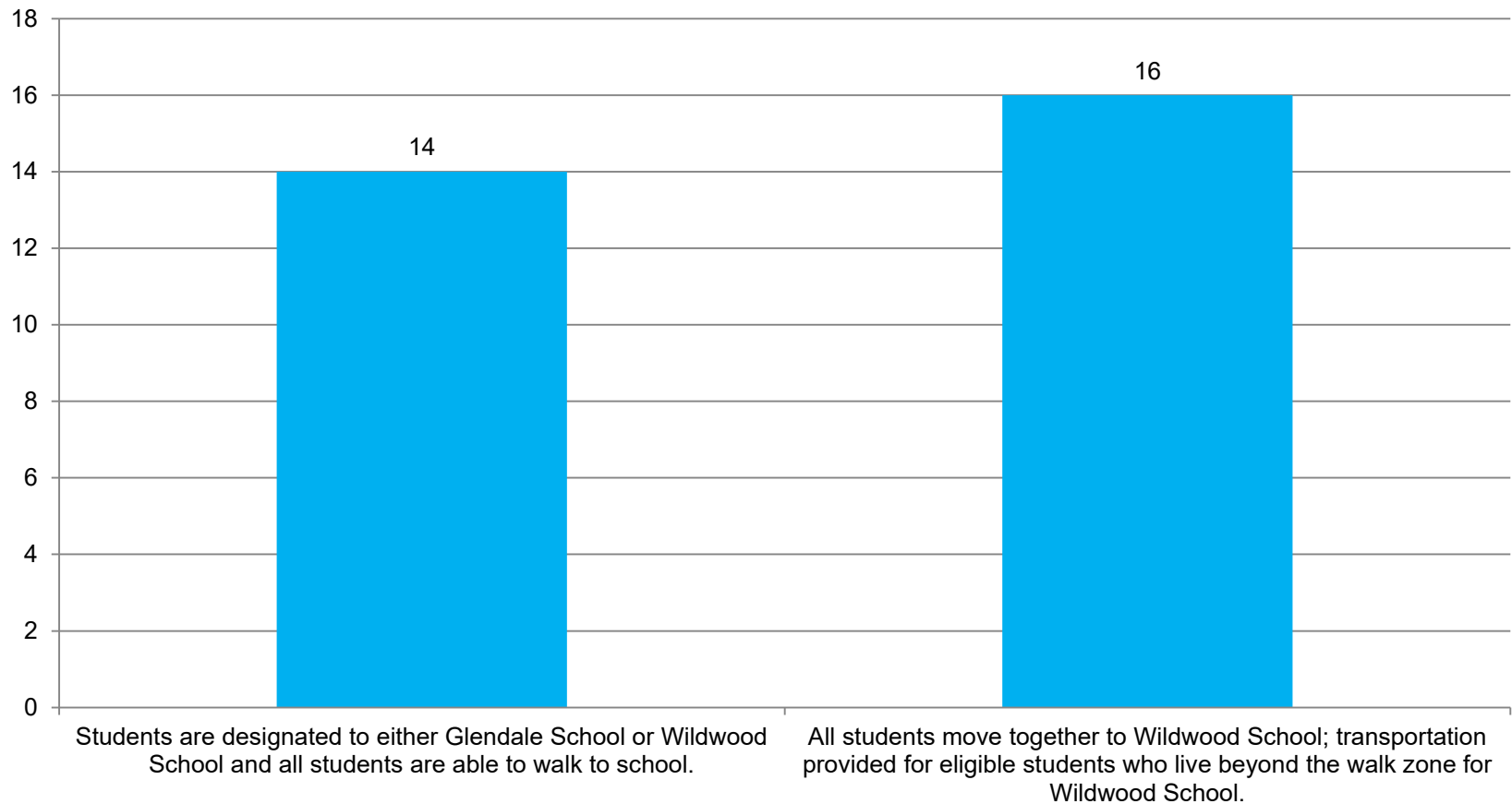
Prepared by:
CBE Communication & Engagement Services



**Calgary Board
of Education**

Q1 | If closure of Rosscarrock School is approved by the Board of Trustees, which option for re-designating students do you prefer?

Answered: 30



Q2 | Please share any additional comments you have below.

Answered: 9

- Disgusted the CBE couldn't just wait until June and let students finish the year.
- Please move all students from Rosscarrock school over in to Wildwood school as one group. To start the new school year together for 2019/20
- To say that I am less than pleased with the suggestion to close the school would be a huge understatement. One of our main reasons for choosing this area to live in, opposed to the area closer to Wildwood or Glendale was the fact that the school is really close. We are a block away, a 6 minute walk...
- It does not make sense for students to walk to either school. Both schools require that the children cross a major intersection (17th Ave or Bow Trail). I hope that either option will provide transportation for Rosscarrock children.
- What happens to students PLP program? What other schools offer this PLP program?
- Moving all kids to wildwood school is a great idea!
- Neither, I would register my child to Westgate School
- Why bus kids when there is a school within walking distance. This shouldn't even be an issue.
- Would prefer Glendale as it is within walking distance.

**operational
expectations
monitoring report**

OE-1: Global Operational Expectations

BOARD OF TRUSTEES ACTION

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

- Approves that the Chief Superintendent is in compliance with the provisions of this policy.
- Finds the evidence to be compliant with noted exceptions
- Finds evidence to be not compliant

Monitoring report for the school year 2019-2020

Report Date

October 13, 2020

Resubmitted

October 27, 2020

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
-----	--	-----------

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
--	-----------

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
---	-----------

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
-----	--	-----------

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
---	-----------

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
--	-----------

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
--	-----------

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
--	-----------

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

Roster for Second Vice-Chair

Date	October 27, 2020
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trish Minor Corporate Secretary
Purpose	Decision
Governance Policy Reference	Governance Culture GC-4: Officers' Roles

1 | Recommendation

THAT the Board of Trustees approves the roster for Second Vice-Chair for the period of November 2020 through October 2021 as follows:

- | | |
|--------------------------|------------------|
| ▪ November/December 2020 | Trustee Hrdlicka |
| ▪ January/February 2021 | Trustee Hurdman |
| ▪ March/April 2021 | Trustee Hehr |
| ▪ May/June 2021 | Trustee Bradshaw |
| ▪ July/August 2021 | As available |
| ▪ September/October 2021 | Trustee Hehr |

2 | Background

The Board of Trustees' Board Meeting Procedures require that a second Vice-Chair be appointed on a rotating roster basis, every two months. During the months of July and August Trustees will provide information to the Corporate Secretary and other trustees regarding their availability and whereabouts, in order that each trustee can be contacted in the event of the need to call a special meeting, an emergency, or if a trustee(s) is required to assist the Chair and/or Vice-Chair. As 2021 is an election year, the months of September and October 2021 are included on the roster. The roster was not considered at the Organizational Meeting held October 13, 2020, as it needs to be updated following that meeting to exclude the Chair and Vice-Chair.

