

# public agenda

## Regular Board Meeting

October 7, 2014  
12:00 p.m.

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

### PUBLIC AGENDA

#### R-1: Mission |

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

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

Time	Topic	Who	Policy Ref	Attachment
12:00 p.m.	1   <b>Call to Order, National Anthem and Welcome</b>			
	2   <b>Consideration/Approval of Agenda</b>		GC-2	
10 mins	3   <b>Awards and Recognitions</b>		GC-3	
	3.1 Lighthouse Award	C. Faber		
	4   <b>Public Comment [ PDF ]</b>		GC-3.2	
Max 20 mins	Requirements as outlined in Board Meeting Procedures			
	5   <b>Results Focus</b>			
	6   <b>Operational Expectations</b>			
20 mins	6.1 OE-3: Treatment of Owners – Annual Monitoring	D. Stevenson	OE-8; BCSR/5	Page 6-1
	7   <b>Matters Reserved for Board Action</b>	Board	GC-3	
10 mins	7.1 Trustee Liaison Report – Calgary Association of Parents and School Councils (CAPSC) ( <i>THAT the Board approves the recommendations as submitted in the report.</i> )	T. Hurdman	GC-3	Page 7-32



Time	Topic	Who	Policy Ref	Attachment
30 mins	7.2 New School, Modernization and Modular Ranking Criteria <i>(THAT the Board approves the ranking criteria as submitted in the report.)</i>	F. Coppinger	OE-3, 8, 9, 11, 12	Page 7-1
	<b>8   Consent Agenda</b>	Board	GC-2.6	
	8.1 Approval of Minutes			
	<ul style="list-style-type: none"> <li>▪ Regular Meeting held September 16, 2014</li> <li>▪ Regular Meeting held September 23, 2014 <i>(THAT the Board approves the minutes of the Regular Meetings held September 16 and 23, 2014, as submitted.)</i></li> </ul>			Page 8-1 Page 8-6
	8.2 Disposition of Reserve Lands – Tuscany <i>(THAT the Board approves the disposition of reserve lands, as submitted in the report, subject to ministerial approval.)</i>		OE-7,8,12	Page 8-13
	8.3 Items Provided for Board Information		OE-8	
	8.3.1 EducationMatters Financial Statements			Page 8-27
	8.3.2 Chief Superintendent's Update			Page 8-21
	8.3.3 Trustee Liaison Report re: ASBA Board of Directors		GC-3	Page 8-8
	<b>9   In-Camera Issues</b>			
3:00 p.m.	<b>10   Adjournment</b>			
	<b>Debrief</b>	Trustees	GC-2.3	

**Notice |**

This public Board meeting will be recorded & posted online.  
Media may also attend these meetings.  
You may appear in media coverage.

Archives will be available for a period of two years.  
Information is collected under the authority of the School Act and the Freedom of Information and Protection of Privacy Act section 33(c) for the purpose of informing the public.

For questions or concerns, please contact:  
Office of the Corporate Secretary at [corpsec@cbe.ab.ca](mailto:corpsec@cbe.ab.ca).

operational expectations monitoring report

OE-3: Treatment of Owners

Monitoring report for the school year 2013-2014

Report date: October 7, 2014

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 3: Treatment of Owners, the Chief Superintendent certifies that the proceeding information is accurate and complete.

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

Signed: [Signature] David Stevenson, Chief Superintendent

Date: Sept. 18/14

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 3: Treatment of Owners, the Board of Trustees:

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

Summary statement/motion of the Board of Trustees:

Signed: \_\_\_\_\_ Chair, Board of Trustees

Date: \_\_\_\_\_

**OE-3: Treatment of Owners**

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

**Board-approved Interpretation |**

The Chief Superintendent interprets the Board of Trustees values a relationship between the Calgary Board of Education and its owners that is characterized by:

acknowledgement of roles, responsibilities and contributions;  
clear and understood decision-making processes where voice is valued; and  
collective support for student learning.<sup>1</sup>

The Chief Superintendent interprets:

*organizational owners* to be those Albertans with the greatest vested interest in public education in our city: the citizens of Calgary. Owners are “those individuals whose lives are benefited, either directly or indirectly, by what the organization does.”<sup>2</sup> In this context, the Calgary Board of Education serves the Calgary community. Where the interpretation of an OE-3 subsection targets a specific owner group, the group is named.

*organizational culture* to mean the superglue that bonds an organization, defines the working environment, unites people and helps an enterprise accomplish its desired results—the distinctive values, customs and regulations of the Calgary Board of Education. Culture is both a product and a process. As a product, it embodies wisdom accumulated from experience. As a process, it is renewed and re-created as newcomers learn the old ways and begin to shape innovation and change.<sup>3</sup>

*respect* to mean the diverse perspectives of owners are valued;

*dignity* to mean the perspectives of owners are considered with serious intent;

*courtesy* to mean the interactions with owners are characterized by civility and helpfulness.

<sup>1</sup> *Working Relationship Commitment*, Calgary Board of Education (2010)

<sup>2</sup> Dawson, Linda J. and Quinn, Randy. *Boards that matter*. Rowan & Littlefield Education (2011)

<sup>3</sup> Bolman, Lee G. and Deal, Terrence E. *Reframing organizations – artistry, choice and leadership*. Jossey-Bass. (2008)

## The Chief Superintendent will

3.1 Manage information in such ways that confidential information is protected.	Compliant with exception noted in Section 3.1.1a
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### Board-approved Interpretation |

The Chief Superintendent interprets:

*confidential information* to mean information about owners with the exception of employees and students. Confidential employee information is addressed in OE-4: Treatment of Employees and confidential student information is addressed in OE-11: Learning Environment/Treatment of Students.

Information collected in the course of operations relating to owners as described above includes and is not limited to:

- banking information;
- credit card information;
- tax information;
- custody agreements;
- divorce agreements;
- immigration status;
- demographic information.

Further, this confidential information exists in the form of a record. A record is defined as information that is written, photographed, scanned or stored in any manner.

- *protected* to mean secure in three areas: physical, technical and administrative. Examples include secure storage of records (physical), access controls (technical) and protocols governing the release of personal information (administrative).

The Calgary Board of Education records management program is designed in accordance with Generally Accepted Recordkeeping Principles (GARP). CBE information security protocols are maintained in accordance with Information Technology industry best practices.

The creation, establishment, implementation and maintenance of a comprehensive strategic records management program for the Calgary Board of Education is a multi-year process. Development and implementation of systematic processes require analysis, determination and organizational change management. Generally, this represents a multi-year endeavor with many interdependencies and complexities.

### Board-approved Indicators and *Evidence of Compliance* |

1. a) 100 per cent of confidential information about owners (as described

in the above interpretation) is received, maintained, preserved or disposed by the CBE in accordance with Generally Accepted Recordkeeping Principles, as measured by internal tracking.

*The organization is non-compliant with this particular indicator.*

*Administration has continued with the work required to ensure our organization adheres to Generally Accepted Recordkeeping Principles while simultaneously building the organizational capacity required to enhance overall maturity in this area by June 2016.*

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

*The organization is compliant with this particular indicator.*

*Consistent with the quarterly updates on the records management work that were shared with the Board of Trustees in Chief Superintendent written update reports on June 10, 2014, April 1, 2014 and September 17, 2013, all targets defined in the timeline for the 2013-2014 school year were met.*

*The Corporate Records Management Program timeline is available at: [http://www.cbe.ab.ca/Students/Corporate\\_Records\\_Management\\_Program\\_Timeline.pdf](http://www.cbe.ab.ca/Students/Corporate_Records_Management_Program_Timeline.pdf).*

- 2. 100 per cent of critical/sensitive/confidential electronic information and data within CBE-managed systems is access controlled with passwords, as measured by internal tracking.

*The organization is compliant with this particular indicator.*

*Internal controls confirm that 100 per cent of critical/sensitive/confidential electronic information and data within CBE-managed systems is access controlled with passwords. Further, encryption was applied to all CBE desktops and laptops.*

- 3. 100 per cent of orders resulting from investigations by the Office of the Information and Privacy Commissioner into CBE responses to privacy and/or access inquiries indicate the Office upholds decisions made by the CBE, as measured by internal tracking.

*The organization is compliant with this indicator.*

*In the 2013-2014 year, 100 per cent of orders resulting from investigations by the Office of the Information and Privacy Commissioner into CBE responses to privacy and/or access inquiries upheld decisions made by Calgary Board of Education. There were two inquiries conducted during the 2013-2014 school year.*

Evidence demonstrates three of the four indicators in sub-section 3.1 are in compliance. The exception is indicator 1 a).

3.2 Effectively handle complaints.	Compliant with exception noted in Section 3.2.1
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**Board-approved Interpretation |**

The Chief Superintendent interprets:

*effective* to mean interactions are characterized by respectful and courteous dialogue with Calgary Board of Education employees;

*handle* to mean CBE employees are reasonably accessible and respond to complaints in a timely fashion;

*complaints* to mean a criticism or concern from an owner:

- about the values, customs or regulations of the CBE;
- within the context of their relationship with the CBE; and
- requiring a response.

**Board-approved Indicators of Compliance |**

1. 90 per cent of voice mail and e-mail criticisms or concerns received at the system level are acknowledged within two business days, as measured by internal tracking.

*The organization is not compliant with this indicator.*

*12 out of 13 offices confirmed that more than 90 per cent of complaints received in their office during the 2013-2014 year received an initial response within two business days. Confirmation was received from the following offices: Office of the Chief Superintendent, Communications, Facilities and Environmental Services, Finance and Supply Chain Services, Human Resources, Learning Innovation, Learning Services, Legal Services, and Area offices. Due to the large volume of accommodation issues occurring at the same time, one area office reported a response rate of 87% within the 2 day time frame.*

2. 10 per cent or less of the criticisms or concerns received at the system level require direct and personal interaction between the complainant and a superintendent, as measured by internal tracking.

*The organization is compliant with this indicator.*

*Confirmation that 10 per cent or less of the criticisms or concerns received at the system level required direct and personal interaction between the complainant and a superintendent was received from the following offices:  
Office of the Chief Superintendent, Communications, Facilities and Environmental Services, Finance and Supply Chain Services, Human Resources, Learning Innovation, Learning Services, and Legal Services.*

3. 100 per cent of school principals confirm a minimum of one half-day is provided for student mark and/or student grade placement appeals, as measured by Action Manager.

*The organization is compliant with this indicator.*

*For 2013-2014, 100 per cent of school principals responded "Yes" to the following statement:*

*"provisions were made for a minimum of one half-day for student mark and/or grade placement appeals".*

4. 100 per cent of school principals confirm that provision is made during the school year for individual conferences when requested by the parent or considered necessary by the teacher, as measured by Action Manager.

*The organization is compliant with this indicator.*

*For 2013-2014, 100 per cent of school principals responded Yes to the following statement:*

- *"provisions were made during the school year for individual conferences when requested by the parent or considered necessary by the teacher."*

**Evidence demonstrates three of the four indicators in sub-section 3.2 are in compliance. The exception is indicator 1.**

<p>3.3 Maintain an organizational culture that:</p> <ol style="list-style-type: none"> <li>a. values individual differences of opinion;</li> <li>b. reasonably includes people in decisions that affect them;</li> <li>c. provides open and honest communication in all written and interpersonal interaction; and</li> <li>d. focuses on common achievement of the Board's <i>Results</i> policies.</li> </ol>	<p>Compliant</p>
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**Board-approved Interpretation |**



The Chief Superintendent interprets:

*values individual differences of opinion* to mean consideration is given to the diverse viewpoints and feedback of parents/guardians, students and members of the Calgary community;

*reasonably includes people in decisions that affect them* to mean those owners most directly impacted by decisions are provided with an appropriate opportunity to provide feedback to the decision-making process,

*provides open and honest communication* to mean CBE employees state what is understood to be true at the time, and share information that is validated and respects confidentiality as required;

*focuses on common achievement of the Board's Results policies* to mean the values, customs and regulations of the CBE regarding student learning act as the filters for interactions and decision-making.

#### Board-approved Indicators of Compliance |

1. 100 per cent of community engagement processes are organized for appropriate participation and input in decision-making, as measured by internal tracking.

*The organization is compliant with this indicator.*

*Over 40 public engagement sessions were facilitated across the district during the 2013-2014 school year and were largely focussed on program and school accommodation issues. Mechanisms utilized during the year that provided opportunity for participation and decision making included: online forums such as THOUGHTstream and yourvoice, email, feedback forms, focus groups, public comment, FAQ's, face to face meetings, and open houses.*

2. 100 per cent of schools have a School Council or a School Council establishment meeting, as measured by Action Manager.

*The organization is compliant with this indicator.*

*For 2013-2014, 100 per cent of school principals responded Yes or NA to the following statement in Action Manager:*

- *"my school had a school council and/or an establishment meeting was held."*

3. 100 per cent of schools communicate regularly with parents and guardians through a school newsletter and/or active website, as measured by Action Manager.

*The organization is compliant with this indicator.*

*For 2013-2014, 100 per cent of school principals responded Yes or NA to the following statement in Action Manager:*

- *“my school distributed a newsletter or other form of communication to parents and/or maintained an active school website.”*

4. The Chief Superintendent provides a school newsletter insert a minimum of four times during a school year, as measured by internal tracking.

*The organization is compliant with this indicator.*

*The Chief Superintendent provided five newsletter inserts to Calgary Board of Education schools for the following months: October and November 2013; and January, April and June, 2014.*

5. CBE administration produces and maintains an active and current public website, as measured by internal tracking.

*The organization is compliant with this indicator.*

*The CBE corporate public website is comprised of approximately 2,500 pages containing over 5,000 documents. There is an average of 59,000 views per weekday. There are approximately 250 stories on the website to inform parents and community.*

6. The Calgary Board of Education annual Parental Involvement result is intermediate (74.6 per cent or higher), as measured by Alberta Education’s Accountability Pillar Survey. The Alberta Education parental involvement measure states, “Percentage of teacher and parents satisfied with parental involvement in decisions about their child’s education.”

*The organization is compliant with this indicator.*

*In the 2013-2104 school year, the Calgary Board of Education Parental Involvement achievement result was 77.9%: intermediate (range: 74.58-78.50).*

**Evidence demonstrates the indicators in sub-section 3.3 are in compliance.**

3.4 Conduct reasonable background inquiries and checks prior to utilizing the services of any volunteers who have contact with students.	Compliant
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## Board-approved Interpretation |

*volunteers* to mean persons who assist schools and/or students either in curricular or extra-curricular activities, including volunteer drivers and students volunteering outside their school. It does not include guest speakers, presenters, escorted visitors to the school, parents assisting their own children in the school, or school council members in their position as school council members;

*contact with students* to mean instances when volunteers interact with CBE students either in curricular or extra-curricular activities;

*reasonable background inquiries* to mean a current police security check including a vulnerable sector search;

*checks* to mean the “Driver Agreement – Volunteers” form including all terms, conditions, notes and instructions for any volunteer who intends to transport CBE students to school functions or activities in a privately owned passenger vehicle.

## Board-approved Indicators of Compliance |

1. 100 per cent of volunteers provide a valid document to the school principal confirming they passed the vulnerable sector police security check before beginning their volunteer service, as measured by Action Manager.

*The organization is compliant with this indicator.*

*In 2013-2014, 100 per cent of school principals responded Yes or NA to the following statement:*

- *“all volunteers in this school were vetted through the volunteer registration process, including a vulnerable sector police information check where applicable.”*

2. 100 per cent of volunteers transporting students in a privately owned passenger vehicle meet all terms and conditions of the “Driver Agreement – Volunteer” form before transporting students, as measured by Action Manager.

*The organization is compliant with this indicator.*

*In 2013-2014, 100 per cent of school principals responded Yes or NA to the following statement in Action Manager:*

- *“all volunteers in my school transporting students in a privately owned passenger vehicle met all terms and conditions of the “Driver Agreement – Volunteer” form before transporting students.”*

**Evidence demonstrates the indicators in sub-section 3.4 are in compliance.**

**ATTACHMENT: OE-3 Treatment of Owners Capacity Building and Process Information**  
**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.

| attachment |

**OE-3: Treatment of Owners**

**Capacity Building Information**

Non-compliance

October 7, 2014.

3.1 Manage information in such ways that confidential information is protected.

Administration is coordinating resources to do the work required to ensure our organization adheres to Generally Accepted Recordkeeping Principles. The on-line records management time line indicates administration's intention to be compliant with indicator 1 a) by August 2016 (handout).

An internal audit identified specific issues in current practice at school sites requiring attention.

Additional staff was identified and allocated to the Areas to provide guidance, direction and support to assist with changes in practice to align with confidentiality requirements.

Work continues on this through the timeline and continued support to schools regarding managing confidential information.

# Corporate Records Management (RM) Program | High-Level Timeline | 2014-15

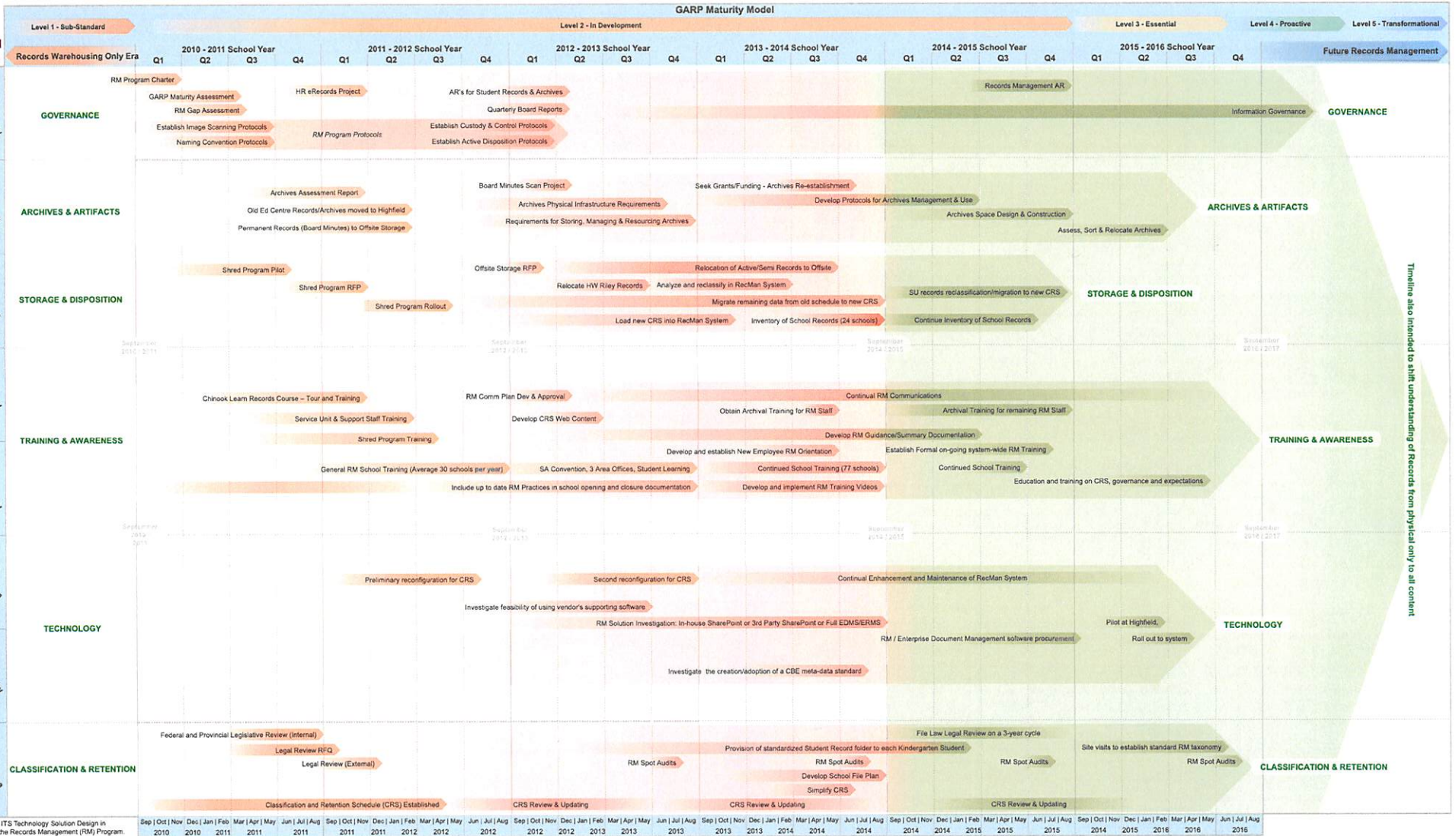
Plotting major program ACTIONS within their respective FOCUS AREAS against Generally Accepted Recordkeeping Principles (GARP) and the GARP Maturity Model

Completed Activities | Planned Activities & Projects | Arrows reflect estimated completion



Calgary Board of Education  
Generally Accepted Recordkeeping Principles (GARP)

- Accountability
- Retention
- Disposition
- Integrity
- Transparency
- Protection
- Availability
- Compliance



Timeline also intended to shift understanding of Records from physical only to all content

Prepared by CBE ITS Technology Solution Design in consultation with the Records Management (RM) Program.

## report to Board of Trustees

### Trustee Liaison Report - Calgary Association of Parents & School Councils (CAPSC)

Date	October 7, 2014
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trina Hurdman Trustee Liaison, CAPSC
Purpose	Decision
Governance Policy Reference	Governance Culture GC-3 Board Job Description

#### 1 | Recommendation

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- THAT the Board of Trustees approves funding for the Calgary Association of Parents and School Councils (CAPSC) for the 2014/15 school year, in the amount of \$3,000.
- THAT the Board of Trustees directs the Trustee Liaison to CAPSC, in consultation with CAPSC, to review the relationship between the Board of Trustees and CAPSC, and to prepare a Letter of Understanding that will clarify this relationship, for Board consideration, prior to May 2015.
- THAT until such time as a letter of understanding is agreed upon by the Board of Trustees and CAPSC, all requests for support will come to the Board through the Trustee Liaison for CAPSC.

#### 2 | Background

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In the early 1980s, the Calgary Council of Home and School Association became an official stakeholder with a permanent seat at all public Board of Trustee meetings. In September 2001, the Calgary Council of Home and School Association was formally dissolved and the Calgary Association of Parents and School Councils (CAPSC) was established.

Currently, CAPSC is the official voice of parents in the CBE and as an official stakeholder it continues to have a seat at all public Board of Trustee meetings.



For the past several years, the Board has provided \$7,800 per year to CAPSC to assist them in covering their expenses. At the June 17, 2014 board meeting, the following motion was made to reduce this amount to \$3,000:

*THAT the Board of Trustees approves funding for the Calgary Association of Parents and School Councils (CAPSC) for the 2014/15 school year, in the amount of \$3,000.*

Before that motion was considered, the following motion to postpone was carried unanimously:

*THAT the Board of Trustees postpones its decision on funding for Calgary Association of Parents and School Councils (CAPSC) pending receipt of further financial and organizational information from CAPSC.*

As consideration of the motion was postponed, the Board must now deal with the original motion. However, any amendment to that motion can be considered by the Board.

In accordance with the Board's request for further information, CAPSC has provided the following for consideration by the Board:

- CAPSC report on Recent and Upcoming Activities (Appendix I)
- CAPSC report on Current Goals and Policies (Appendix II)
- CAPSC Income Statement and Balance sheet (Appendix III)
- CAPSC Membership List (Appendix IV)

As of June 30, 2014, CAPSC had \$15,305.54 in cash assets. As of September 30, that number is \$14,795.34 . Of that, \$5,000 is from a grant received from the Alberta Traffic Safety Fund and that grant money will be spent on the Traffic Safety Week (September 29 to Oct 3, 2014) and Awards Night in November, 2014.

In June 2014, CAPSC reduced their budgeted expenses significantly through using volunteers to do communications and administrative work that was previously done by a contracted employee.

CAPSC strives to support all parents and school councils throughout the Calgary Board of Education, whether or not they hold memberships. All of their events and meetings are held at no cost to participants and are open to all public school parents who are interested in attending.

### 3 | Issue

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While CAPSC is an official stakeholder of the Calgary Board of Education, there has never been a formal understanding of what that means in terms of the Board's relationship with CAPSC and how the Board will support CAPSC in its work with CBE parents and school councils.



A letter of understanding that would include but not be limited to:

- funding,
- official stakeholder status,
- access to meeting space,
- communications support, and
- procedures for requesting CBE administrative support

would help to clarify the Board's relationship with CAPSC.

- Appendix I: CAPSC Report on Recent and Upcoming Activities
- Appendix II: CAPSC Report on Current Goals and Policies
- Appendix III: CAPSC Unaudited Statement of Revenues & Expenses
- Appendix IV: CAPSC Membership List (*late distribution*)

**THE CALGARY ASSOCIATION OF PARENTS AND SCHOOL COUNCILS (CAPSC)**

**COMPILED SEPTEMBER 20, 2014**

**2013 TRUSTEE ELECTION SUPPORT: Fall 2013**

CAPSC teamed up with Civic Camp to organize and host public forums for all public school board trustee candidates during the 2013 municipal election. CAPSC ran those forums in Calgary to increase the exposure of trustee candidates and to give the public a chance to interact with candidates face to face.

**SCHOOL TRAFFIC SAFETY INITIATIVE THAT RESULTED IN CHANGED LEGISLATION AND ZONING IN CALGARY: April 2013 to present day**

School traffic safety is a real concern for parents and schools in Calgary. Calgary residents claim “traffic issues” as one of their greatest concerns according to research conducted by city Councillor Peter Demong. CAPSC began working on school traffic safety in 2013 by organizing a stakeholders meeting in April. Over 40 key stakeholder representatives attended in addition to over 70 representatives from communities and schools in Calgary. Following the meeting, CAPSC executives used the feedback generated to create an action plan: The Calgary School Traffic Safety Week. Original materials were developed and distributed for use in all Calgary schools. Private, Charter, Public, and Catholic boards participated. Calgary Police Service was also a key player in ensuring that the materials created were in keeping with their safety standards before they were distributed.

There was a good response from the school community, but the results did not stop there. CAPSC also created an awards event to bring the work of schools and students back to the stakeholders and the larger community of Calgary. The awards event took the impact of the school efforts to a whole new level. Stakeholders were very impressed with what had been done.

The focus and efforts of this work was the catalyst for other groups to also look at further solutions. The city commissioned a study on the problem of school traffic safety hoping to influence the design of future schools. The Minister of Transportation created new legislation which was passed by Alberta Government. CAPSC was formally recognized at the introduction of that legislation for the key part that we had played in making that come about. The city of Calgary followed up with new times for Playground and School Zones in Calgary. Now we have a situation that is much safer for school children.

CAPSC is not stopping there. We have continued again in 2014 and been given a grant by the Alberta Traffic Safety Fund in order to do this work. We are again running the Calgary School Traffic Safety Week and the Awards event in November. These initiatives bring focus, awareness, and action to the problem. When we started this work, key individuals told us that it was hopeless. We have proved them wrong in a very short time.

These initiatives have required an enormous amount of preparation, coordination, communication and effort to ensure their success. The dedicated volunteers of CAPSC have been very successful in creating change and finding solutions on a very limited budget. We have also sat on committees and attended symposiums as representatives of school traffic safety in Calgary. Our opinions and input at these meetings have helped to provide needed information to city groups and planners as they work to improve the traffic safety situation in Calgary.

#### **INTERNET SAFETY PRESENTATION: April 2014**

CAPSC was fortunate to have assistance from the Calgary Police Service to present a session to address the concerns of parents regarding Internet safety. Sergeant Cory Daily attended and shared his expertise with attendees regarding supports in place for Internet safety specifically for school age children and their parents. The CBE also presented at this session.

#### **DR. DIXON: HELPING BOYS LEARN: May 2014**

In May 2014, CAPSC hosted Dr. Edmond Dixon in a very successful meeting for Calgary parents on "Helping Boys Learn". We had to turn potential attendees away because there was so much interest. A private donor stepped forward and provided the funds to pay for this presentation. It was very well received and interest has been expressed to have a follow-up meeting or seminar. More than 700 people wanted to attend this seminar.

#### **VOLUNTEER AWARDS AND RECOGNITION: June 2014**

Knowing that there are many parents and community members who volunteer in the public school system, CAPSC created an awards event to recognize and applaud the service provided by these wonderful people. We had 227 nominations for Volunteer of the Year with about two thirds of the public schools in Calgary participating. MLAs, city officials, stakeholders and about 300 invited guests came to support and pay tribute to the top 10 School Volunteer of the Year award recipients. Community groups and local vendors donated prizes and one of our high school music programs provided entertainment. This event really brought the community of Calgary together to support school volunteers. It was a wonderful and moving presentation. We plan to host this event annually in support of the volunteers in Calgary Schools.

#### **FORUM FOR EDUCATION: June 2014**

CAPSC organized a leadership forum (with approval from the Progressive Conservative Party of Alberta) where PC leadership candidates came and discussed educational issues. Not all of the candidates were able to attend, but it nonetheless generated significant media attention. The publicity given was helpful to further highlight the need for adequate funding in Education in Alberta.

#### **INTENSIVE SCHOOL COUNCIL/ASSOCIATION TRAINING SESSION: Oct 2014**

We are currently creating a five hour training session for school council executive members in Calgary. Council members volunteer to serve in executive positions but often receive little or no training for the work that they are required to do. We are working to correct that situation. We've teamed up with Alberta School Council Association and other experts to provide training and support during this seminar. Council executive members will leave with the needed skills to make their volunteer work this year much easier and more effective. We have been planning this since the Spring and are looking forward to the impact that it will have on schools in Calgary. As with all of our events, this event is free for all interested public school parents.

#### **TRADE SHOW FOR SCHOOL COUNCILS: January 2015**

There are many groups who have useful information and services to share with school councils groups in Calgary. CAPSC often receives requests from these groups to present their information to parents. We decided to connect both groups by organizing a "Trade Show" fair and inviting school councils and service providers to attend. It should be an excellent way to maximize the use of school council time and also provide a way to share possible resources and ideas with schools in Calgary. All costs will be covered by vendor fees.

#### **ADVOCACY EFFORTS**

In June, 2014, the CAPSC executive was invited to participate in a discussion with (now Premier) Jim Prentice and voice concerns regarding the pressures regarding facilities due to unprecedented growth in Alberta.

In 2013 and 2014, CAPSC took part in teleconferences with Minister Jeff Johnson (then Minister of Education) and was able to ask questions at each one regarding specific issues (lack of funding for technology in education, challenges with parent engagement at schools, as well as accommodation concerns).

Executive members of CAPSC participated in the 2014 Alberta School Council Association AGM and collected valuable information for Calgary parents and school councils. We also made many connections there that we are bringing back to Calgary through the Intensive School Council/Association Training Seminar in October 2014.

CAPSC has been contacted on numerous occasions by the media and asked for a broader parent perspective on issues relevant to school parents in Calgary or in Alberta. We come in contact

with many school parents either through our meetings, networking, or other involvements in the community. We ask them their concerns and continually strive to be aware of the opinions and views of many school parents in Calgary. In our dealings with the media, our goal is to ensure that this sharing of views is done in a constructive and collaborative manner.

**THE CALGARY ASSOCIATION OF PARENTS AND SCHOOL COUNCILS (CAPSC)**

**COMPILED SEPTEMBER 20, 2014**

**GOALS**

Since the AGM in February 2014, CAPSC's goal has been to focus on providing useful and helpful services to all of the school councils and parents within the Calgary Board of Education. Our plan is to build our membership by offering services of greater value to parents and this is the first step in that progression. Our current executive has a strong skill base in "events" and coordinating communities to come together on issues. We have used that to provide services to the community that are beneficial to them. Our primary focus has been on doing those things that will best support and assist school councils and parents.

As we come into a new school year, CAPSC is reaching out to schools around the city to solicit memberships. We believe that increased memberships will help the school councils to have a stronger voice in the significant matters that relate to them. The funds from those increased memberships will also allow CAPSC to do a better job of serving the school councils and parents in Calgary.

The executive of CAPSC has been relatively small. We are planning to break the work that CAPSC does into smaller pieces that can be more easily shared with a larger number of people. We are working to create committees that can oversee various areas such as publicity, membership, communication, events, etc. We are also working to ensure that there is succession planning within the organization and that important components have specific plans to pass along to succeeding executive members.

Although the CAPSC membership has not been particularly large in the past two years, our impact in Calgary and our recognition has grown considerably. We have also reached out and impacted a great many more school parents and even gone beyond the boundaries of our public board to touch the school councils and parents of other boards in Calgary. It would be incorrect to say that we have a small pool of information from parents to draw from. We have circulated amongst large gatherings of hundreds of school parents and been able to draw insights from their feedback on a regular basis.

**KEY POLICIES**

We have adopted the policy of keeping our meetings and events open to the public and of keeping them at no cost to attendees. We do this in response to the feedback from school parents who are very vocal with their frustration about the ongoing increasing costs of education. We do not turn anyone away from our meetings. All are welcome to attend and find whatever help and support they may for their situations.

We also have the policy of being as supportive as possible to other stakeholder groups in Education. We believe in being collaborative and in working constructively with others in order to support our students. We want to support and enhance learning so we strive to find ways to assist and work with other groups who are also part of the education process. We will provide feedback and share ideas that are conveyed to us, all in the hopes that we can work together to improve things for the good of the education of our children.

## Calgary Association of Parents and School Councils

### Unaudited Statement of Revenue and Expenses

To June 30, 2014 and July 01, 2013 Comparison

<u>CAPSC</u>	Jul 01 13 To Jun 30 14	July 1 12 to June 30 13	2013-2014 Budget	% Budget
<b>REVENUE</b>				
CBE Grant	\$7,800.00	\$7,800.00	\$7,800	100%
Member Fees	\$1,765.00	\$2,030.00	\$1,500	118%
Other Revenue	\$5,500.00	\$0.00	\$0	
<b>Total Revenue</b>	<b>\$15,065.00</b>	<b>\$8,914.54</b>	<b>\$9,300.00</b>	<b>162%</b>
 <b>EXPENSES</b>				
Other	\$1,482.78	\$0.00	\$0	
Office Supplies	\$278.25	\$353.88	\$350	80%
Education Forum	\$1,166.50	\$0.00	\$0	
Communications Contract	\$5,697.50	\$5,406.50	\$6,160	92%
Mailbox	\$0.00	\$330.75	\$120	0%
Insurance	\$852.75	\$2,163.00	\$2,163	39%
Bank charges	\$14.85	\$24.75	\$60	25%
Website/e-newsletter	\$162.30	\$260.92	\$400	41%
<b>Total Expenses</b>	<b>\$9,654.93</b>	<b>\$8,539.80</b>	<b>\$9,253.00</b>	<b>104%</b>
 <b>REVENUE-EXPENSES</b>	 <b>\$5,410.07</b>	 <b>\$1,290.20</b>	 <b>\$47.00</b>	



# Calgary Ass.of Parents and School Councils

Unaudited Balance Sheet  
July 1 2013 - June 30 2014

	June 2014	June 2013
<b>ASSETS</b>		
CURRENT ASSETS		
Cash	\$15,305.54	\$9,895.47
Term Deposits	\$0.00	\$0.00
Accounts Receivable	\$0.00	\$0.00
<b>Total Current Assets</b>	<b>\$15,305.54</b>	<b>\$9,895.47</b>
<b>TOTAL ASSETS</b>	<b>\$15,305.54</b>	<b>\$9,895.47</b>
<b>LIABILITIES AND SURPLUS</b>		
CURRENT LIABILITIES		
Accounts Payable	\$0.00	\$0.00
GST Payable (Receivable)		-\$241.20
<b>Total Liabilities</b>	<b>\$0.00</b>	<b>-\$241.20</b>
DEFERRED REVENUE	\$0.00	\$0.00
SURPLUS (DEFICIT) ACCOUNTS		
Prior Year End Operations Surplus (Deficit)	\$9,895.47	\$8,605.27
Current Year Surplus (Deficit)	\$5,410.07	\$1,290.20
Current Year End Operations Surplus (Deficit)	\$15,305.54	\$9,895.47
<b>Total Surplus</b>	<b>\$15,305.54</b>	<b>\$9,895.47</b>
<b>TOTAL LIABILITIES AND SURPLUS</b>	<b>\$15,305.54</b>	<b>\$10,136.67</b>

We have audited these financial  
statements on behalf of the membership-

\_\_\_\_\_  
Director

\_\_\_\_\_  
Director

dated-

**Appendix IV  
CAPSC Membership List**

**Current Membership List**

(starred schools are paid through this and next year)

1. Arbour Lake
2. Balmoral Jr. High\*
3. Battalion Park
4. Braeside
5. Brentwood
6. Canyon Meadows
7. Coventry Hills
8. Dr. EP Scarlett
9. Ecole Westgate \*
10. Edgemont
11. Glamorgan
12. Hillhurst Elementary
13. Mayland Heights
14. Nickel \*
15. Queen Elizabeth
16. Rosedale \*
17. Royal Oak
18. Sam Livingston
19. Scenic Acres
20. Sunnyside
21. Thorncliffe Elementary
22. Wildwood

Memberships now **due for renewal**. Majority are expected to renew.

1. Alice Jameson/Stanley Jones
2. Belfast
3. Bowcroft
4. Briar Hill
5. Buchanan
6. Chinook Park
7. Colonel Sanders
8. Dalhousie
9. Ernest Manning
10. Fairview
11. FE Osborne
12. Hamptons
13. Haultain Memorial
14. John Ware
15. Killarney

16. Mackenzie Lake
17. Mount View
18. Nellie McClung
19. Olympic Heights
20. Prince of Wales
21. Rideau Park
22. Riverbend
23. Robert Warren
24. Sir John A MacDonal
25. Sir Winston Churchill
26. Western Canada
27. West Springs
28. Wilma Hansen

## report to Board of Trustees

### New School, Modernization and Modular Ranking Criteria

Date	October 7, 2014
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson Chief Superintendent of Schools
Purpose	Decision
Originator	Frank J. Coppinger, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-8: Communication with and Support for the Board OE-9: Communication with the Public OE-12: Facilities
Resource Person(s)	Darlene Unruh, Director, Planning & Transportation Eugene Heeger, Director, Design & Property Development Dieter Hoerz, Director, Risk & Central Facility Services Anne Trombley, Manager, Planning Robert Ashley, Manager, Design Services Ron McArthur, Manager, Transportation Rod Neumann, Senior Capital Planner Adelle Palmer, Community Engagement Consultant Dean Kennedy, Senior Architectural Technologist

#### 1 | Recommendation

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It is recommended:

- THAT the Board of Trustees approves the New School, Modernization and Modular Ranking Criteria as provided in the report.



## 2 | Issue

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Facilities and Environmental Services are responsible for developing, coordinating and recommending a Three-Year School Capital Plan, which includes new school construction and modernization priorities, as well as a Three-Year Modular Plan, to the Board of Trustees and the Provincial Government annually.

In November 2013, the Provincial Government initiated the requirement that all jurisdictions prioritize modular requests as part of their submission. Previously, school boards did not need to assign priorities to requests for modular classrooms. Although criteria and ranking formulas have long been established for both new school construction and modernization projects, no formal criteria currently exists for the ranking of modular classroom priorities.

The Calgary Board of Education's (CBE) current accommodation situation has generated stakeholder interest in the criteria used to establish new school, modernization and modular classroom priorities. In response, the CBE is committed to an examination of the current criteria utilized for ranking new school construction and modernizations, as well as the development of criteria for future modular classroom requests.

## 3 | Background

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The CBE currently prioritizes new school construction projects using statistics from The City of Calgary, CBE system data and other sources including:

- Community demographics
- Preschool census
- Student enrolment
- Travel time to designated schools
- Whether established grade configurations from a community (e.g. K-GR4) can be accommodated together for the regular program for the next 2 years
- Number of school building transitions for students from K-GR9

The criteria for determining new school construction priorities were first approved by the Board of Trustees on January 22, 2002. The existing CBE model and process for determining new school construction priorities were designed to be transparent and impart equity and fairness to all Calgary communities. These criteria have been reviewed and adjusted periodically with the most recent changes occurring in January 2013. Thirty new schools have opened in Calgary since these criteria were implemented.

(Refer to **Attachment I: CBE Schools Built Since 2002**):

- 19 Elementary
- 8 Middle
- 3 Senior High

CBE has used ranking criteria to determine priorities for major modernization projects for more than five years. Prior to the announcement of the modernizations of Bowness High School, Jack James High School and Harold W. Riley School in early 2014, the last major modernization project to receive provincial funding was Western Canada High School in 2007.

Senior high schools serve a system geographic need rather than an individual community need and as a result, they are not ranked using the criteria established for kindergarten to grade 9 (K-GR9) school priorities. Future high school needs within the City are identified by CBE Administration through demographic analysis of new and developing communities.

The CBE is facing an ongoing student accommodation challenge. The City of Calgary is experiencing rapid population growth in many communities where there currently are no schools. When this is combined with our commitment to offering choice and learning options that meet the needs of all of our students, it creates a significant challenge.

The ranking of capital priorities is an important issue for all community stakeholders. Commencing in May 2014, the CBE hosted a public engagement to receive feedback on the current processes used to establish new school and modernization priorities. During the engagement, public feedback was also sought regarding factors the CBE should be using in considering priorities for modular classroom requests.

The parameters for this project included:

- Educating the public on the current ranking criteria for new school construction and modernizations
- Collecting stakeholder feedback to use as a gauge to review current practices and adjust/revise as appropriate and feasible
- Maintaining a focus on system equity and fairness
- Developing a method to prioritize modular classroom requests
- Aligning CBE and Alberta Education values

Public engagement opportunities commenced with an on-line engagement using Thoughtstream (Ts) from May 14 to June 2, 2014. The purpose of the initial online engagement was to:

- share information about the current new school construction and modernization ranking criteria
- gather information on stakeholder values
- obtain feedback from stakeholders regarding the current ranking criteria
- identify interested members of the public to participate as focus group members

The survey was responded to by parents with preschool children, community members, CBE staff, parents with children currently in school, and members identified as other. Parents with children currently in school responded 3:1, in comparison with parents of pre-school children.

The following table provides an overview of public responses to the four Ts questions, in order of priority. The overall rating reflects the number of public responses to the individual thoughts derived from each Ts question.

Question	Thought/Response	Overall Rating
What do you value in public education?	Small class size, qualified teacher and a positive learning environment	150
	Appropriate facilities for the student population size	119
	Easy access to schools	105
	Excellence in education	92
	Children come first	90
	Respectful and safe learning environment	84
What are some of the challenges with the current School Capital Planning process?	Provincial Government Funding	46
	Crowding in schools	41
	Takes too long to build schools	40
	Balancing immediate needs with future needs	36
	Linkage with developers/development	33
	Growth rates	32
What are some of the strengths of the current School Capital Planning process?	Uses statistics and data	89
	Information is public	78
	Provides government a snapshot of what is needed	55
	Considers many factors – it is fair	53
	Considers schools in adjacent communities	43
	Logical point system	29
What criteria do you think should be considered as a method to rank the need for modular classrooms?	Utilization rate of the school	57
	Distance children need to travel to bus receiver school	55
	Class size	44
	Ability to accommodate the immediate community	40
	Projected number of students	34
	Accommodation of siblings	31

On May 26, 2014, Ms. Faye Parker (F.C. Parker Consulting Ltd.) facilitated the CBE principal focus group meeting. The purpose of this meeting was to:

- develop an understanding of the issues
- present a community engagement plan
- review information received from the on-line Thoughtstream engagement
- provide information to principals to take back to their communities and/or schools
- obtain principals' perspectives on ranking criteria
- gather school based feedback

On May 27, 2014, Ms. Parker facilitated the first public focus group meeting. The ten members of the focus group, including parents and community representatives, met with members of the Planning & Transportation and Communications departments. The agenda and presentation mirrored those of CBE principals.

The second public stakeholder focus group meeting was held on June 16, 2014. The purpose of the second meeting was to review the findings from the initial meeting, evaluate possible options and discuss the plan for a public open house.

Updates were provided to the public following each focus group meeting via the community and school planning web page under Current Projects:  
<http://www.cbe.ab.ca/Schools/ceop/projects.asp>

During both the Thoughtstream online engagement and through the work with the focus group, Administration received feedback on considerations for prioritizing new school, modernization and modular classroom priorities. Some of the feedback received related to things that were:

- 1 | out of scope for the project (e.g. changes to the way in which the provincial funding model works)
- 2 | could be difficult for the CBE to consider (e.g. using total enrolment from a community including enrolment in the Calgary Catholic School District (CCSD), charter and private schools)
- 3 | factors that are currently considered

An explanation of suggestions that would not be considered further for the three reasons listed above is included in **Attachment II** - Explanation of Suggested but Difficult to Consider (July 2014).



The following suggestions were received and taken into consideration by Administration in analyzing potential changes to new school criteria:

<b>New Schools</b>
<b>New schools to serve two or more communities</b>
<b>Consider busing: median vs. average vs. distance travel time</b>
<b>Population growth rates</b>
<b>Currently the CBE uses public school supporters only, use all city preschool census</b>
<b>Balance immediate needs with future needs</b>
<b>Eliminate ranges when assigning points: award one point per criteria</b>
<b>Eliminate the points assigned for an existing K-GR4 school</b>

The following suggestions were received and taken into consideration by Administration in analyzing potential changes to modernization criteria:

<b>Modernizations</b>
<b>Ability to upgrade the building</b>
<b>Combination of schools that could meet the programming needs – may need to do only one modernization</b>
<b>Site features, location and current condition need to be higher ranking than school use</b>
<b>Disconnect from the programming in the school</b>
<b>Consider future community and student populations</b>
<b>Consider changing the category percentages</b>
<b>Fate of older schools once population moves to a new school</b>
<b>Use of facility to support other community needs (after hours)</b>

The following suggestions were received and taken into consideration by Administration in developing criteria for establishing future modular classroom priorities:

<b>Modular Classrooms</b>
<b>Site constraints</b>
<b>Cost/benefit of adding modular classrooms</b>
<b>Does it keep the students in the community?</b>
<b>Does it solve the problem within the 3-5 year window?</b>
<b>How many non-classroom spaces are currently being used for fulltime teaching space, i.e. music room and staffroom?</b>
<b>What is the core capacity to support a modular?</b>
<b>Use the same points system we use for ranking new schools</b>
<b>Take some of the modernization factors into consideration for modular classrooms</b>
<b>Busing times</b>
<b>Enrolment figures – principals don't have actual numbers in the spring, usually received in the fall when it's too late.</b>

A drop in Open House was held on Thursday, September 11 at the Ed Centre. Members of the public, including focus group members, were invited to view the proposed revisions to the criteria for new schools, modernizations and the new process for prioritizing modular classroom requests. Although the turnout was low, those attending felt that the information presented did reflect stakeholder voice and was non-discriminatory in the method for ranking communities.

## 4 | Analysis

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Research into measures considered by The City of Calgary for assessing growth and change was used to develop a framework for consideration and review of feedback received from stakeholders. The objective was to develop measures for prioritizing new school, modernization and modular classroom priorities that:

- are easy to understand
- are linked with CBE's need to be fiscally responsible
- can be applied in an equitable way to all communities/schools
- are quantitative where possible and non-biased
- are based on data that is available and easy to update
- minimize the overlap between measures

Overall, feedback received indicated that existing ranking criteria for new school construction and modernizations have merit for establishing priorities. Feedback indicated that the current criteria generally meet the original intention of transparency, equity and fairness. As a result, the review focused on minor adjustments to the existing criteria, the development of new modular criteria, and greater ranking alignment between methods used for prioritizing requests for new schools, modernizations and modular classrooms.

The only new construction projects ranked using the current points criteria are K-GR9 schools. Other projects have been placed on the priority list by CBE Administration. Examples include:

- Senior High Schools
- schools with unique settings or enrolments that cannot be easily ranked (e.g. Aboriginal Learning Centre, Christine Meikle)
- extenuating circumstances may require a placement priority (e.g. school site not ready when school originally should have been approved)

Administration will continue to use a points based criteria for K-GR9 schools only. Senior high schools are a regional need that serves multiple communities. As such, they are not directly comparable to K-GR9 schools which generally accommodate students from only one community and in a few cases may accommodate students from a maximum of two communities.

In assessing the priority for new high schools, Administration will analyze demographic information (including current and future student populations); factors such as the availability of space in existing high schools and proximity of

that space to student populations and The City of Calgary's projected growth for the sector the future high school will serve.

The identification and establishment of school sites within any new community in Calgary is a complex process. The CBE works with The City of Calgary, the CCSD and community developers to select school sites based on catchment areas within the development. There is a balance between population, location and land dedication. School boards calculate site requirements for the number and type (elementary and middle) of school sites based on projected population when a community is built-out.

The CBE utilizes a formula to calculate student populations at both peak and stable population growth rates. Changes to this process are out of the scope of this project and are not under consideration.

Typically, the CBE is eligible for an elementary school for every 10,000 residents, a middle school for every 15,000 to 20,000 residents and a high school for every 50,000 to 60,000 residents. Many of the new communities in Calgary are large enough that once full build out has been achieved, the community will require a minimum of one elementary and one middle school to accommodate the students living in the community. Larger communities will require two elementary schools and one middle school to accommodate students once they are fully built-out.

The CBE does not rank alternative programs for new school construction. As schools are opened in new suburbs, vacancies are created in the bus receiver schools where those students attended prior to the opening of the new school. Administration works to identify opportunities to expand or relocate alternative programs into these spaces as they become available.

As programming decisions are made for new schools, Administration works with stakeholders in the community where the new school will be opening to determine if there is interest and/or opportunity for incorporation of specialized programming (e.g. French Immersion) in the school. Decisions on whether to offer alternative programming are made by Administration based on level of interest and availability of space.

## A. New Schools (K-GR9)

There are two levels of criteria used to rank school communities for capital building priorities: eligibility criteria and ranking criteria. Eligibility criteria act as a screening filter for new capital projects and must be met prior to a school community evaluation proceeding to the ranking phase.

### Current Eligibility Criteria

#### Eligible School Communities

For the current Three-Year School Capital Plan 2015-2018, all new and developing municipal communities were ranked for new school construction. Inner-city and established areas were not ranked.

Most municipal communities have an elementary site and are ranked individually as a school community. When determining whether to group communities, the CBE uses the projected population based on the full build-out of the community, not the existing population in any given year. If two communities were combined for a new school ranking based on current population, even though the projected population at build-out indicates that each community will require their own school in the longer term, one of the communities would need to be moved to a different school in the future. Past experience has shown that stakeholders are resistant to designation changes once a school exceeds capacity.

In certain cases, the CBE will continue to combine communities for new school ranking when the build-out populations of the combined communities are such that the school is anticipated to accommodate the students from both communities in the long term. Two small municipal communities will be combined for elementary school ranking where they do not exceed a combined projected community population threshold of approximately 10,000 people.

In the case of middle/junior high schools, adjacent municipal communities may be combined if they do not exceed a combined projected population threshold of approximately 24,000 people. Community build-out projections may vary from year to year due to ongoing adjustments to densities and other factors as determined by the City. Large municipal communities that can sustain a middle/junior high school are ranked individually as a school community.

#### Accommodation Options

This criterion is used to evaluate student accommodation options for eligible school communities. In some cases, an accommodation option may exist in a nearby community and a school community may not need to be ranked for new school construction.

A current example would be the accommodation of Bridlewood GR7-9 students in Samuel W. Shaw School which is located in the adjacent community of Shawnessy. As a result of this accommodation option, the CBE does not currently rank Bridlewood as a priority for a middle/junior high school.

### New Eligibility Criteria

The current eligibility criteria referenced above will continue to be used and the following additional criteria will be added:

#### Site Readiness

In the event that a school site in a given community has not been developed/serviced to the level at which construction of a school would be possible within a 12 month timeframe, the school will not be ranked as a construction priority for that year's Three-Year School Capital Plan. Site readiness will be reviewed and assessed on an annual basis.

Developers are required to obtain both Final Acceptance (FAC) and Construction Completed (CCC) Certificates from the City of Calgary. These certificates ensure

that developers have met all their obligations and that sites are ready for 'turn-over' to the future landowners. This would then mean that the sites are ready for building construction. Site readiness includes, but is not limited to:

- receiving land title for the site, complete with legal description and appropriate zoning
- services (water, sewer, electricity, etc.) are in place and ready for hook up.
- The site has suitable topography and no geotechnical or foundational concerns (for construction)
- Environmental site assessments are complete (normally already completed by the developer through FAC and CCC obligations to the City)
- Confirmation the site exists outside of the 1:500 year floodplain
- the site has adequate access for both construction and usage

Typically, the CBE would prefer to receive sites with both FAC and CCC finalized, but, in emergent cases, where the site is required for immediate construction needs, a developer can be released from their obligations over the building envelope area, with those obligations being transferred to the CBE to complete. Examples of obligations would be site grading, landscaping, site drainage, connections to City services.

Prior to the review of the criteria for new school construction, the CBE agreed to a land exchange with the CSSD in Aspen Woods. The CSSD had received provincial funding for a new school in Aspen Woods, but the school site which they owned was in a phase of the community that was not completed by the developer.

The CBE middle school site was located in a completed phase of the community and the CBE agreed to the land exchange based on the expectation that the site would be serviced and ready when the CBE received funding for a middle school in Aspen Woods. This land exchange was completed prior to the proposed site readiness filter becoming as consideration in ranking of communities. For this reason, an exception to the site readiness filter will be made and Aspen Woods will continue to be assessed for points and ranked accordingly for construction of a middle school in future Three Year School Capital Plans.

For school communities that meet the eligibility criteria, an analysis is undertaken using criteria in three categories: Community Growth Profile, Busing and Travel Time, and Accommodation. Points for each of the profiles are totalled and used to rank priorities for new school construction.

## Current Ranking Criteria

### Community Enrolment and Growth Profile

Point assignments are given to school communities based on growth factors. Based on this information, three categories have been developed for ranking purposes:

#### K-GR4 Ranking

- declared public preschool census
- K-GR4 students
- three-year community population growth

#### GR5-9 Ranking

- K-GR4 students
- GR5-9 students
- three-year community population growth

#### Busing and Travel Time

Point assignments are given to school communities based on Busing and Travel Time assessment. Two categories have been developed for ranking purposes for elementary and middle school ranking:

- median travel time
- number of bus receivers projected to occur within the next two year period

Two additional categories exist for middle school ranking to reflect continuity of accommodation plans:

- points are awarded if an existing K-GR4 school has been approved or constructed in a community.
- points are awarded if students have more than two transition points for schools (e.g., K-GR4, GR5-6, and GR7-9) rather than one transition point. (e.g. K-GR9, GR5-9)

### Revisions to Ranking Criteria:

#### Starter Schools

Starter schools are a short term method of providing instructional space for a limited number of students in a timely manner, with the long term intention of completing the proposed design capacity of the school, including the core elements of the school (e.g. gym, learning commons, CTF (Career and Technology Foundations and CTS (Career and Technology Studies).

When there is a starter school in a community, an exception to the standard ranking methodology will be made. The community with the starter school will be assessed through the points ranking criteria but may be placed at a higher priority than the total points determine, in cases where the starter school was not fully completed with a core that includes spaces such as a gym and learning commons. The need for CTF and CTS spaces will vary depending on the grade configuration of the starter school.

#### Preschool Census

Actual preschool census numbers will be used and the current point range be eliminated. This addresses the concern that using a range penalizes communities that were on the cusp of moving into the next point range. Total preschool census numbers will be used for each community not just public school supporters. This addresses the concern raised that the CBE is not capturing a true reflection of the total number of potential students in a community.



### Enrolment in CBE Schools (K-GR4 and GR5-9)

Actual September 30 student enrolment numbers will be used and the current point range will be eliminated. If a community already has a school, or a starter school, the capacity of the school will be subtracted from the number of students enrolled in the CBE. For example, a community with 1,200 K-4 students and a 600 capacity K-4 school, the number of students when assessing enrolment for a second elementary school would be 600. This addresses the concern that using a range penalizes communities that were on the cusp of moving into the next point range.

### Population Growth

A matrix will be used that will take into account the five year projected population growth by sector (based on City of Calgary projections) and the ratio of the number of CBE students per housing unit in a given community. The City of Calgary does not prepare population projections for individual communities but does annually prepare a population forecast by city sector. Utilizing these population projections addresses the concern that the current ranking criterion does not take future growth into consideration.

Utilizing a ratio of current CBE enrolment to the number of housing units in a community addresses the concern that smaller communities will always rank lower than larger communities. The use of these two measures together in a matrix will result in the greatest number of points being assigned to communities with the highest number of students per household that are located in areas of the city that are projected to have the strongest growth.

### Travel Time

A matrix will be used that takes into account median travel time as well as distance from the community to the designated school. Utilizing the ArcGIS system, distance will be calculated from the centre of a community to the regular program designated school. Utilizing a ratio of travel time and distance addresses feedback from stakeholders that distance to the designated regular program school is an important factor to consider. The use of these two measures together in a matrix will result in the greatest number of points being assigned to communities with the longest travel time and the greatest distance travelled.

### Bus Receivers

The number of points awarded to a community where there is a need for more than one bus receiver to accommodate the established grade configuration for the regular program (examples include but are not limited to K-GR4 and GR5-9 or K-GR6 and GR7-9) will increase to align with the change to using actual preschool census and enrolment statistics.

### Existing or approved School(s) in Community

The number of points awarded to a community that has an existing K-GR4 or starter school will increase to align with the change to using actual preschool census and enrolment statistics. Previously this criterion was only assessed for middle school ranking. This criterion will now be added to the K-GR4 ranking process to address completion of a starter school if one has been approved or constructed in a community.



### Transition Points

A transition point occurs when a cohort group of students move from one school to another. Typically a cohort group of students will have one transition point and move once between kindergarten and GR9 (e.g. K-GR4 in one school and GR5-9 in another or K-GR6 in one school and GR7-9 in another). In some situations, space may be limited at either elementary or junior/middle schools and it may be necessary to accommodate a cohort of students from a new and developing community in more than two schools for K-GR9 (e.g. K-GR4 in one school, GR5-6 in a second school and GR7-9 in a third school).

The number of points awarded to a community in this situation will increase to align with the change to using actual preschool census and enrolment statistics.

- **Attachment III** contains a flowchart showing the Revised Eligibility Filters for New Schools (K-GR9)
- **Attachment IV** contains a flowchart showing Revised New School Ranking Criteria (K-GR4)
- **Attachment V** contains details of the Revised New School Ranking Criteria (GR5-9)

Administration reviews the demographic information for each new and developing community annually. In some cases, actual historic student populations may indicate a trend whereby a community is not generating the number of students per household that would be expected in the model of student generation used in the school site selection process. In such cases, Administration may consider requesting a single K-GR9 school for a community rather than a K-GR4 and a GR5-9 middle school.

When assessing the priority for a K-GR9 school, the community will be ranked using their K-GR4 and GR5-9 statistics. The ranking of a K-GR9 request will be the result of the highest of either the K-GR4 or the GR5-9 results. For example, if a community has a point total that places them as the 4th priority based on their K-GR4 statistics and as the 8th priority based on their GR5-9 statistics, the request for a K-GR9 school will be placed as the 4th priority for that year's school capital plan.

The option will continue to exist for Administration to place priorities for new school construction in the following categories:

- senior high schools are not ranked using point criteria, but are recommended on the priority list based on need.
- schools with unique settings or enrolments that cannot be easily ranked are also placed on a priority basis.
- extenuating circumstances may require a placement priority



## B. Major Modernizations

School major modernization projects provide for the renovation of whole or part of a school building for both present and future educational programs. These modernizations address educational programming requirements to deliver the required curriculum, physical obsolescence and/or improve functional adequacy and suitability. School major modernization projects should not exceed 75% of the replacement value of the school building as per provincial guidelines.

The current ranking criteria for modernization projects include:

- enrolment, utilization, projection: strength of enrolment and utilization into the future (15 points)
- role, accommodation plans: strength of the school role into the future (10 points)
- ability to upgrade in terms of teaching environment and minimizing costs (30 points)
- site features, location: quality of the site features in terms of access and size. (5 points)
- facility needs: overall quality of facility (health and safety) (40 points)

### Revisions to Major Modernization Ranking Criteria

Feedback indicated that the criteria currently being used are valid and that consideration should be given to changing the number of points assigned in some of the categories to reflect the importance of educational programming needs, the safety of buildings and fiscal considerations.

- Programs
  - Superintendents' Team will identify and prioritize modernization projects that are required to meet CBE system programming priorities.
  - The need for modernization projects will be driven by program changes and priorities. A maximum of 35 points will be awarded in this new category.
- Enrolment, Utilization, Projection:
  - the previous two categories addressing utilization and accommodation will merge into one category
  - strength of enrolment and utilization will be based on 5 year projections
  - school utilization will be reflective of the new formula initiated by Alberta Infrastructure in the spring of 2014
  - this category will decrease from 35 points to 10 points
- Site Features, Location:
  - quality of the site features in terms of access and size
  - quality of location to serve students
  - this category will increase from 5 points to 10 points

Realigning the priorities within the established criteria allows for the consideration of the sites ability to accommodate facility expansion/modernization, as well as its ability to be accessed for long term usability. Additionally, the site is considered in the context of:

- Does the site have long term usable frontages? If so – how many?
  - Site location? This includes items such as: drop-off zones, loading street zones, site size (for example: will a modernization encroach into the playfield area), accessibility in and out of the site (i.e.: does parking need improvement), impacting issues upon the site resulting from such modernizations (by-law issues that result)
  - 'Grand-fathered' clauses (will altering the site incur by-law upgrades?)
  - Able to adjust the site – as per the proposed modernization needs/requirements?
- Ability to Upgrade:
    - teaching environment (potential, suitability)
    - minimizing costs
    - this category will decrease from 30 points to 20 points

Merit is given to this value adjustment when addressing the actual facility's physical ability to be upgraded, and what will be required for such upgrading based on current City-Bylaw and Alberta Building Code (ABC) requirements; in the context of:

- Barrier Free Accessibility (BFA) – what is required to meet all the functioning areas of a facility?
  - Is the facility City-Bylaw and ABC compliant, and what is required to bring it up to current code requirements?
  - How many stories does the facility have? This impacts ABC and BFA requirements to upgrade, as well as the flexibility of facility changes (i.e.: are elevators feasible to install)?
  - What are the intended programing requirements for the facility, and will the facility be able to accommodate such physical changes based on BFA, Bylaw, and ABC?
- Facility Needs:
    - Facility condition
    - facility condition will be based on RECAPP audit information from the province
    - this category will decrease from 40 points to 25 points

**Attachment VI** shows the Revised Major Modernization Ranking Criteria details.

## C. Modular Classrooms

In November 2013, the Provincial Government requested that modular classroom requests be ranked in order of priority. The CBE currently does not have a Board approved ranking criteria for establishing priorities for modular classroom requests to the province.

Current practice is for Administration to review the rated room utilization rates of all schools over 85% utilization, annually in the fall. For schools that are over 85% utilization, Administration considers the following when assessing the need for modular classrooms:

- future utilization rates,
- whether the addition of modular classrooms will offer a short or long term solution to the accommodation challenge,
- whether the accommodation challenge is the result of a large number of out of attendance area students
- whether a school site can physically accommodate modular classrooms

**Attachment VII:** Current Modular Classroom Addition Considerations provides details of the site and cost factors currently considered by Administration in assessing the feasibility of adding modular classrooms to a school.

A Three-Year Modular Plan is prepared based on this Administrative analysis and presented to the Board of Trustees for approval in the fall each year.

The following formalized ranking criteria and filters are proposed to be established based on the current Administrative review process and feedback received from stakeholders throughout this engagement.

## Proposed Eligibility and Ranking Criteria for Establishing Priority for Modular Classrooms

The proposed process aligns with the process used for new school construction by utilizing an eligibility criterion to identify schools which will proceed to the ranking criteria phase of the process.

Eligibility criteria acts as a screening filter for new capital projects and must be met prior to a school proceeding to the ranking phase.

### Proposed Eligibility Criteria

Is the school utilization rate over 90% or expected to be over 90% in the next three years?

Schools that have a utilization rate under 90% or are projected to have a utilization rate under 90% in the following three years will not be considered for modular classroom additions.

Provincial capacity does not always reflect the amount of space available for instructional purposes in a particular school. The number of students an individual school can accommodate is best measured through assessing the number of classrooms in the building.

For this reason, the rated room utilization rate will be used to identify schools that are over 90% utilization. Rated room utilization rates are updated annually each fall and the identification of schools in the three year timeframe will align with schools identified in the Three-Year System Student Accommodation Plan.

Is the accommodation challenge due to out of boundary students?

Schools are able to accept students from outside of their designated attendance area based on the availability of room and resources. Controlling and/or limiting the number of out of attendance area at a school will reduce the utilization rate for the school.

Schools that are able to reduce their utilization rate through limiting acceptance of out of attendance area students will not be considered for modular classroom additions.

Does the school accommodate students from a community that is approved for a new school?

Schools accommodating students from a community where a new school has been approved for funding will not be considered for modular classroom additions.

Is the school a starter school?

If a starter school has been approved for funding or is in place, no further modular classroom requests will be made for the site.

Accommodation Options

This criterion is used to evaluate student accommodation options for eligible school communities. In some cases, an accommodation option may exist in a nearby community.

Will the addition of modular classrooms accommodate projected enrolment for the next 3-5 years?

The CBE may be responsible for a portion of the costs when adding modular classrooms to a school. Fiscal responsibility is a consideration when assessing the need for modular classrooms.

In some cases the addition of modular classrooms will not solve the accommodation challenge for more than a few years. If the addition of modular classrooms is not projected to solve an accommodation challenge for a minimum of 3-5 years, solutions other than modular classrooms will be developed.

Can the school site accommodate any additional modular classrooms?

Site and core building constraints can limit the CBE's ability to physically add additional modular classrooms to a particular school site.

## Proposed Ranking Criteria for Modular Classrooms:

Schools that meet the eligibility criteria outlined above will be rated using the following ranking criteria

- Enrolment, Utilization, Projections
  - points will be assigned based on projected utilization rates for schools that have met the eligibility criteria

- the greatest number of points will be assigned to schools with the highest projected utilization rates in the next 3-5 years
  - a maximum of 25 points will be awarded in this category
- Site features, location
  - a site assessment in 17 categories will be undertaken for schools meeting the eligibility filters
  - a maximum of 17 points will be awarded in this category
- Cost to add modular units
  - School sites will be assessed to determine whether the anticipated cost of adding modular units to that site are more than the typical base cost of adding modular units to a site.
  - Schools where the cost to add modular classrooms is least costly, relative to the typical base cost, will be awarded the highest number of points in this category
  - a maximum of 25 points will be awarded in this category

**Attachment VIII** contains a flowchart showing the Proposed Modular Classroom Eligibility Criteria

**Attachment IX** contains details of the Proposed Modular Classroom Ranking Criteria

## 5 | Financial Impact

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The revised ranking criteria for new school construction and modernizations, as well as the new criteria for prioritizing modular classroom requests, align with the CBE's need to be fiscally responsible. These criteria will prioritize funding requests in areas where the greatest need exists.

The ranking process will occur annually to ensure that CBE school capital priorities continue to reflect both current and future needs.

## 6 | Implementation Consequences

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Administration is responsible for developing prioritized lists of new schools, major modernizations and modular classroom requests for submission to Alberta Education for funding consideration and approval.

The modular classroom request is due to the province by November 1 each year and therefore will need to be completed and presented to the Board of Trustees in October.

New school and major modernization requests are included in the Three-Year School Capital Plan which is due to the province on April 1 each year and is presented to the Board of Trustees for approval in March.

In order to complete the work and meet these timelines, Administration requires approval of the revised new school and modernization criteria and the proposed modular classroom criteria.

## 7 | Conclusion

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The ranking criteria have worked well over time. Periodic reviews have been used to assess how well the criteria are working and they have resulted in minimal adjustments.

In this report, the revisions, modifications and new criteria reflect stakeholder feedback and remain consistent with the CBE values:

- Students Come First
- Learning is Our Central Purpose
- Public Education Serves the Common Good.



DAVID STEVENSON  
CHIEF SUPERINTENDENT OF SCHOOLS

### ATTACHMENTS

- Attachment I: CBE Schools Built Since 2000
- Attachment II: Explanations of Suggested but Difficult to Consider
- Attachment III: Revised Eligibility Filters for New Schools (K-GR9)
- Attachment IV: Revised New School Ranking Criteria (K-GR4)
- Attachment V: Revised New School Ranking Criteria (GR5-9)
- Attachment VI: Revised Major Modernization Ranking Criteria
- Attachment VII: Current Modular Classroom Addition Considerations
- Attachment VIII: Proposed Eligibility Filters for Modular Classroom
- Attachment IX: Proposed Modular Classroom Ranking Criteria

### GLOSSARY –

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.

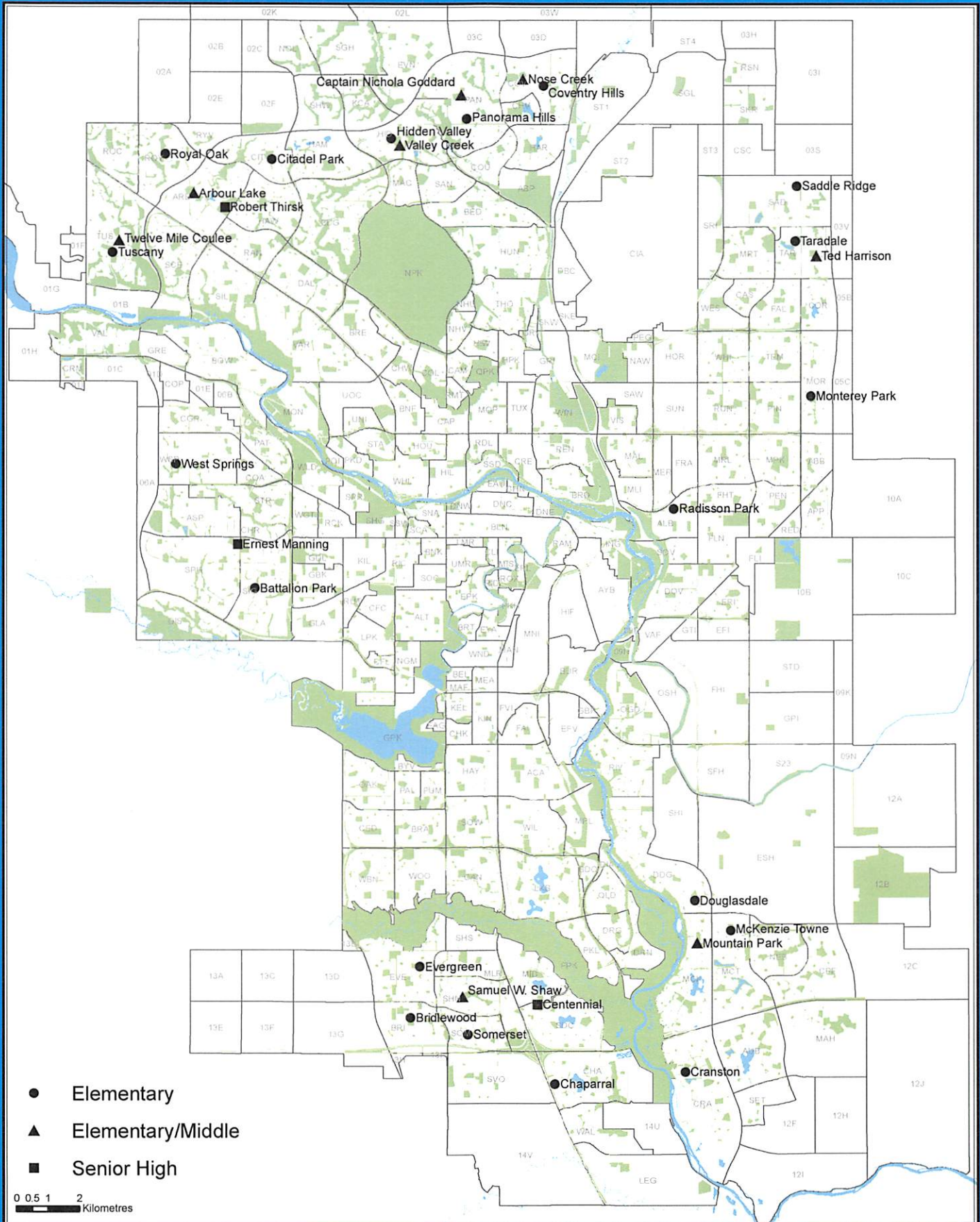
Board/Chief Superintendent Relationship: The Board defined in policy how authority is delegated to its only point of connection – the Chief Superintendent – and how the Chief Superintendent's performance will be evaluated.

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.



# CBE Schools Built Since 2002



- Elementary
- ▲ Elementary/Middle
- Senior High

0 0.5 1 2  
Kilometres

During the focus group meetings, the CBE received feedback on additional information that could be considered in the prioritizing new school construction, modernization and modular classroom priorities. The following items have been identified as difficult to consider or are already being considered in the criteria:

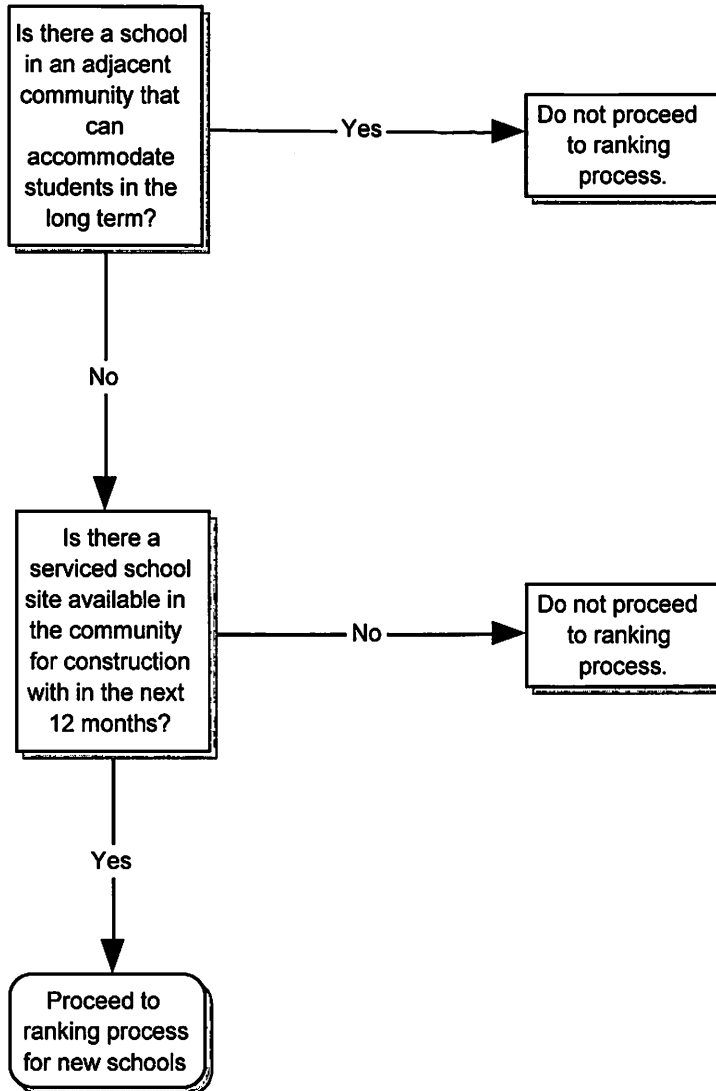
<b>New Schools</b>	
<b>Suggested but difficult to consider</b>	<b>Rationale</b>
Prevent domino effect	Opening a school impacts enrolment at the school where students were designated prior to the opening of the new school. This effect cannot be prevented.
Lack of school in neighbourhood – parents look outside of CBE – so the numbers of population for the age groups are skewed. Look at total population of community (CBE, private, separate)	The CBE does not have access to student records from other schools systems/jurisdictions. Although the City of Calgary reports a breakdown by age groupings (0-4, 5-15 etc.) during the reporting of civic census data, this breakdown does not occur on an annual basis and therefore the information can be outdated by several years.
Plan by geographical area, not community based - A school that can support more than one area (makes it a flexible space)	One of the measures for consideration of new criteria is to use measures that have data that is available and easy to update. Population statistics are collected annually on a community basis. The CBE will continue to use community based statistics and will review the current thresholds for combining communities (approx. 10,000 maximum population for elementary schools and approx. 24,000 maximum population for middle schools) to determine if these ranges should be expanded.
Current enrolment not a relevant factor, should look at projections.	Current enrolment is a relevant factor in the consideration of new school priorities. Current enrolment depicts the present situation and enrolment pressures. The CBE will continue to use current enrolment as one factor and will investigate the addition of projected population/enrolment into the new school ranking criteria.
<b>Modernizations</b>	
<b>Suggested but difficult to consider</b>	<b>Rationale</b>
Use of school building	The current criteria for ranking modernization priorities includes a category called “Role, Accommodation Plans”. This criterion takes into account the use of the school building. The use of a school building will continue to be addressed through the existing category. If a tie in ranking should occur, the facility with the greater



	maintenance upgrade requirement will take priority.
What is the potential for re-purposing the space for educational and community supports	One of the measures used as a filter for new criteria is “measures that can be applied in an equitable way to all communities/schools”. Not all schools may have the same opportunities for re-purposing of space for community supports.
Criteria for looking at resources within the community (public space & partnerships)	One of the measures used as a filter for new criteria is “measures that can be applied in an equitable way to all communities/schools”. Not all schools may have the same opportunities to access partnerships. Also, the CBE is not in control of the timing of funding for major modernization projects and as such, it is challenging to align with potential partner’s needs and timelines.
Take out the cosmetic changes – focus on programming	Part of any physical upgrade involves cosmetic change (i.e.: sustainable surfaces, modern spaces, paint, electronics, etc.) One cannot be enhanced without enhancing the other.
<b>Modular Classrooms</b>	
<b>Suggested but difficult to consider</b>	<b>Rationale</b>
Combine communities to solve space problems	The CBE currently considers combining communities to resolve space difficulties in the 3 Year System Student accommodation planning process.
Timeline of a modular before it changes into a new build or modernization. (fiscally responsible)	The funding for new schools and modernizations is at the discretion of the province based on their annual budgets. The CBE is not able to project with certainty how many new schools or modernizations will be approved in any given year. Therefore, it would be challenging to include this as a criterion.
If 20 mod’s = a school and if it’s a temporary fix we really need a new school not modulars	The province has indicated that the CBE can request starter schools to address enrolment pressures. The CBE has requested starter schools in keeping with the already established priorities for new school construction. These starter schools would be built as the first step in constructing a core school and would be designed to be attached to the core school.
If schools can partially fund the modulars	One of the measures used as a filter for new criteria is “measures that can be applied in an equitable way to all communities/schools”. Not all school communities have the same opportunities to provide funding for modular classrooms.

<p>What is the impact and how do you quantify educational programming lost by not getting the modular (quality of education)</p>	<p>One of the measures used as a filter for new criteria is “measures that are quantitative where possible and non-biased”.</p>
<p>Add a “Crisis” category</p>	<p>There is currently a mechanism in place to work with the province in event of a crisis that is outside the annual modular classroom request process.</p>

**Attachment III: Revised Eligibility Filters for New Schools (K-GR9)**



**Preschool Census**

Use Actual Value of Total Preschool Census (Age 1-5)

**Current K-GR4 Enrolment**

Use Actual September 30th enrolment

**Ratio of K-4 Enrolment to # of Housing Units in Community (%)  
(September 30th of each year)**

	≤4%	5 to 9%	10 to 14%	15 to 19%	20 to 24%	≥25 %
<b>Projected 5 Year Sector Population Growth (%)*</b>						
Less than 5%	10 points	20 points	30 points	40 points	50 points	60 points
5 to 14%	20 points	30 points	40 points	50 points	60 points	70 points
15 to 24%	30 points	40 points	50 points	60 points	70 points	80 points
Greater than 25 %	40 points	50 points	60 points	70 points	80 points	90 points

\* Based on City of Calgary Suburban Residential Growth (Prepared Annually)

**Distance Travelled (km's)\***

	≤9	10 to 14	15 to 19	20 to 24	≥25
<b>Median Travel Time</b>					
15-19 minutes	10 points	20 points	30 points	40 points	50 points
20-24 minutes	20 points	30 points	40 points	50 points	60 points
25-29 minutes	30 points	40 points	50 points	60 points	70 points
30-34 minutes	40 points	50 points	60 points	70 points	80 points
35-39 minutes	50 points	60 points	70 points	80 points	90 points
≥40 minutes	60 points	70 points	80 points	90 points	100 points

\* Distance travelled calculated using ARCGIS to determine "centre" of the community to bus receiver school

**Other Considerations**

More than one bus receiver school required for established grade configuration within two years (examples include but are not limited to K-4 and GR5-9 or K-6 and GR7-9) 50 points

Existing Starter School approved or in existence 50 points

**Notes:**

1. If a community already has a school or a starter school, the capacity of the school will be subtracted from the number of students enrolled in the CBE.

2. When there is a starter school in a community, an exception to the standard ranking methodology will be made. The community with the starter school will be assessed through the points ranking criteria but may be placed at a higher priority than the total points determine in cases where the starter school was not fully completed with a core that includes spaces such as a gym and learning commons. The need for CTF and CTS spaces will vary depending on the grade configuration of the starter school.

**Current K-GR4 Enrolment**  
Use Actual September 30th enrolment

**Current GR5-9 Enrolment**  
Use Actual September 30th enrolment

**Ratio of GR5-9 Enrolment to # of Housing Units in Community (%)**  
**(September 30th of each year)**

	≤4%	5 to 9%	10 to 14%	15 to 19%	20 to 24%	≥25 %
<b>Projected 5 Year Sector Population Growth (%)*</b>						
Less than 5%	10 points	20 points	30 points	40 points	50 points	60 points
5 to 14%	20 points	30 points	40 points	50 points	60 points	70 points
15 to 24%	30 points	40 points	50 points	60 points	70 points	80 points
Greater than 25 %	40 points	50 points	60 points	70 points	80 points	90 points

\* Based on City of Calgary Suburban Residential Growth (Prepared Annually)

**Distance Travelled (km's)\***

	≤9	10 to 14	15 to 19	20 to 24	≥25
<b>Median Travel Time</b>					
15-19 minutes	10 points	20 points	30 points	40 points	50 points
20-24 minutes	20 points	30 points	40 points	50 points	60 points
25-29 minutes	30 points	40 points	50 points	60 points	70 points
30-34 minutes	40 points	50 points	60 points	70 points	80 points
35-39 minutes	50 points	60 points	70 points	80 points	90 points
≥40 minutes	60 points	70 points	80 points	90 points	100 points

\* Distance travelled calculated using GIS to determine "centre" of the community to bus receiver school

**Bus Receiver - Elementary**

More than one bus receiver school required for established grade configuration 50 points  
within two years (examples include but are not limited to K-4 and GR5-9 or K-6 and GR7-9)

Existing K-4 or Starter School approved or in existence 50 points

Greater than 2 Transition Points (K-9) 50 points

**Notes:**

1. If a community already has a school or a starter school, the capacity of the school will be subtracted from the number of students enrolled in the CBE.
2. When there is a starter school in a community, an exception to the standard ranking methodology will be made. The community with the starter school will be assessed through the points ranking criteria but may be placed at a higher priority than the total points determine in cases where the starter school was not fully completed with a core that includes spaces such as a gym and learning commons. The need for CTF and CTS spaces will vary depending on the grade configuration of the starter school.

**Programming requirements (maximum number of points = 35)** Points  
 Superintendent's Team to identify and prioritize modernization projects that are required to meet CBE system programming priorities

**5 Year projected enrolment (maximum number of points = 10)**

Projected utilization is less than 79%	0
Projected utilization is between 80 to 84%	2
Projected utilization is between 85 to 89%	4
Projected utilization is between 90 to 94%	6
Projected utilization is between 95 to 99%	8
Projected utilization is greater than 100%	10

**Quality of site location to serve students (maximum number of points = 10)**

Usable frontages	2
Site location	2
Site constraint factors	2
Grand-fathered clauses	2
Ability to adjust/reconfigure site	2

*Ranking Range for this category: 0 (difficult to upgrade) to 2 (very easy to upgrade)*

**Ability to upgrade in terms of teaching environment and minimizing costs (maximum number of points = 20)**

Structural characteristics - post tension slabs	2
Barrier free accessibility (e.g. # of levels, space for washrooms, ramps and elevators)	2
Services available - age, capacity	2
Mechanical systems - age, capacity	2
Electrical systems - age, capacity	2
Sprinkler system required (size of water lines)	2
Washroom count - capacity cap	2
Program space - (e.g. size of classrooms, CTS spaces)	2
Parking (bylaw compliant) - ability to expand	2
Hazardous material-abatement	2

*Ranking Range for this category: 0 (difficult to upgrade) to 2 (very easy to upgrade)*

**Facility Maintenance based on Provincial RECAPP (maximum number of points = 25)**

Excellent	5
Very Good	10
Good	15
Fair	20
Poor	25

*Note: the higher the number, the poorer the facility*

Current practice for assessing technical suitability of modular classrooms

The main items currently considered by CBE's Design Services department in determining the feasibility and financial implications of adding modular classrooms to a school are as follows;

**1. SITE REVIEW & CONSIDERATIONS**

- 1) Placement to be close to existing exit of the school
- 2) Location must be free of physical obstructions (ie large trees, playground equipment, electrical transformers, retaining walls, etc.)
- 3) Conflict with playfields / sports fields
- 4) Location and setbacks from property lines
- 5) Location of existing school windows
- 6) Existing site grades – steel grades will eliminate possible placement
- 7) Proximity to street – large numbers of portables will require fire lane access
- 8) Site Drainage – do not want to adversely affect current site drainage.

**2. BUILDING CODE & CITY BYLAW CONSIDERATIONS:**

- 1) Increased school capacity may require additional washroom fixtures
- 2) Increased capacity may require additional parking stalls
- 3) A minimum distance of 6 metres (20 feet) between school and modulars is required
- 4) Increased distance may be required if large amount of windows in both school and modulars are exposed across from each other.
- 5) Development Permit process may require additional site items such as loading zones, fencing, additional trees / or replacements, bike stalls, etc.
- 6) Requirement for fire lane access when larger than 600 sq.m. (approx..)
- 7) Location of fire hydrant within 90m if group of portables exceeds 600 sq.m.

**2. CONSTRUCTION PHASE - SCOPE OF WORK FOR MODULAR ADDITIONS**

- 1) Development Permit & Building Permits
- 2) Site preparation – strip organics, sod & add gravel, regrading may be req'd.
- 3) Steel screw pile foundations
- 4) Building Mover to move the modular to the site
- 5) Installation of perimeter skirting below modulars
- 6) Add stairs both ends and ramp
- 7) Add all services including gas, power, data cabling, phone line, fire alarm wiring, p.a. either with a trench or through a connecting corridor
- 8) Some may have water and drain lines
- 9) There may be a connecting corridor that will require it's own services for light and heating.
- 10) Some modifications may be required to school entry area if a corridor is added.
- 11) Work inside the school to install the services
- 12) Toilet additions may be needed.

**3. CONSTRUCTION PHASE - SCOPE OF WORK FOR MODULAR RELOCATIONS**

- 1) If the project is moving an existing modular from one school site to another there will be a range of work required at the donor site to remediate the site and building after the units is removed. These costs can be significant in some situations.
- 2) Refurbishing an existing Portable may be required to upgrade roofing, furnace, flooring, exterior siding, etc.

**4. COSTS (site conditions can add wide variance to project costs)**

**1) New Modus Modulars – for 2 unit addition:**

a. A unit with corridor =	\$170,000
b. B unit (no corridor) =	\$140,000
c. Install 2 unit addition = approx.	\$200,000
d. Consultants fees, permits	<u>\$ 18,000</u>
<b>Total for 2 modulars</b>	<b>\$528,000</b>
e. Add connecting corridor	\$100,000
f. Add air conditioning	\$ 13,000
g. Add sinks connected to school	\$ 25,000
h. Repair to donor site for move	\$ 40,000 (will be a wide range)

**5. TIMELINES – commencing from provincial approval**

1) Design (initial site review and code review) and do Development Permit drawings	3 weeks
2) Apply for DP & do construction drawings	8 weeks
3) Apply for BP and Tender project & AI approval	3 weeks
4) Project in construction phase	8 weeks
5) Add if there is a connecting corridor	3 weeks

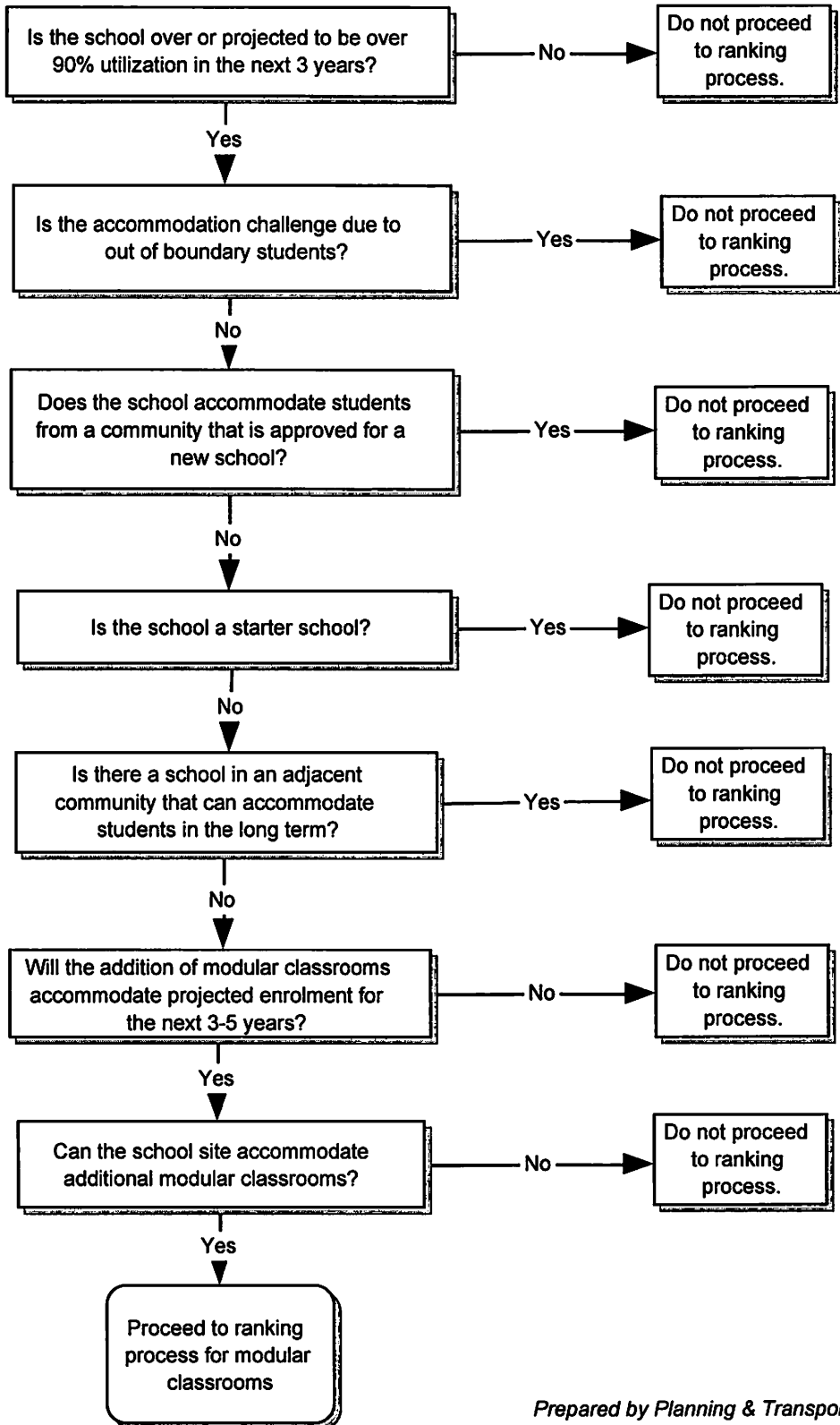
**Total time to Occupancy of modulars 25 weeks**

**Note: timelines are influenced by –**

- a. Modus schedule for constructing the units
- b. Number of modular units added to the site
- c. Site complexity and constraints
- d. Time of year
- e. How busy the construction industry is
- f. If there is a connecting corridor or not
- g. Availability of the building mover (normally only one is available)
- h. Availability of screw pile contractor
- i. Number of projects concurrent in Design Services and staff resources
- j. If washroom or parking additions are required



**Attachment VIII: Proposed Eligibility Filters for Modular Classrooms**



*Prepared by Planning & Transportation Sept.2014*

<b>Category A</b>	<b>Points</b>
<b>Enrolment, Utilization, Projection</b>	
<b>Strength of enrolment and utilization into the future (Projected 5 Year Utilization)</b>	
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

## report to Board of Trustees

### Disposition of Reserve Lands - Tuscany

Date	October 7, 2014
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David T. Stevenson, Chief Superintendent of Schools
Purpose	Decision
Originator	Frank J. Coppinger, Superintendent, Facilities & Environmental Services
Governance Policy Reference	Operational Expectations OE-7: Asset Protection OE-8: Communication With and Support for the Board OE-12: Facilities
Resource Person(s)	Eugene Heeger, Director, Design & Property Development Sherri Lambourne, Manager, Real Estate & Leasing Rodney Neumann, Senior Planner, Planning & Transportation

#### 1 | Recommendation

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It is recommended:

- THAT the Board of Trustees approves the disposition of a 1.5 acre portion of reserve lands in the community of Tuscany to the City of Calgary, subject to approval by the Minister of Education.

#### 2 | Issue

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The City of Calgary has requested a portion of a future school site in the Tuscany community for development of a community fire station.



### 3 | Background

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The City of Calgary has identified a need for a community fire station within the community of Tuscany. The Calgary Board of Education (CBE) and Calgary Catholic School District (CCSD) were approached regarding the potential of locating the community fire station within a municipal and school reserve site.

Both CBE and CCSD were open to the idea of sharing reserve lands for this type of municipal use, and after analysis of existing sites, both boards presented the City of Calgary with land options to accommodate location of the fire station.

In thoroughly assessing all potential reserve sites, with reference to access/egress and emergency response times, the City of Calgary determined that the CBE school site located at Tuscany Drive and Tuscany Way would be the best option for the location of a community fire station.

The site of interest (Attachment I) is a 10.29 acre parcel of Municipal School Reserve (MSR) lands, jointly owned by the CBE and the City of Calgary, which is defined as a "Joint Use Site". Located centrally within the community, this property was identified in the 2014-2017 School Capital Plan as a second public elementary school site in the community of Tuscany. In early 2014, the CBE was awarded funding to construct a 600 student elementary school at this location. This K-4 school is scheduled to open in the Fall 2016.

The City of Calgary has indicated that a parcel size of 1.5 acres would be required to support development of a community fire station. Although the above noted site was not the CBE's preferred option due to its smaller parcel size, the fire station could be accommodated within this property without impacting school construction schedules, size of the school, or CBE's program requirements.

CBE Administration has agreed in principle to support the request to construct a fire station on CBE elementary school lands, subject to the following:

- CBE having full use of the building envelope on Tuscany Drive and Tuscany Way, with two full street frontages available to accommodate school access requirements (parents, buses and pedestrian traffic).
- CBE to retain a full size major/minor soccer field adjacent to the school.
- Fire Department to obtain Tuscany Community Association and public support for a fire station at this location.
- Joint Use Coordinating Committee (JUCC) assessment and approval of fair market value for the lands, which must be paid for by the Fire Department.

Since the lands in question are MSR lands, JUCC support is also required for this alternate use. In February, 2014, JUCC members reviewed and approved the placement of a community fire station at the aforementioned location.

The City of Calgary has committed to maintaining CBE's access requirements, as well as the retention of a full size soccer field and smaller open active recreation space (Attachment II). In June, 2014, the City of Calgary held an open house to discuss the proposed fire hall with residents of the Tuscany community. The Tuscany Community Association subsequently provided correspondence to the City of Calgary, expressing satisfaction with the consultation process and support for a fire station at this location.

Having met CBE Administration's requirements, the City of Calgary wishes to pursue a change of land use zoning to incorporate a fire station at this location.

To formalize the change in use, the City of Calgary is also requesting subdivision of lands to separate the 1.5 acre parcel required for the fire station, and requesting that CBE remove its name from title on the subdivided parcel (disposition of lands), leaving the City of Calgary as the sole owner of the proposed fire station lands.

#### 4 | Analysis

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In accordance with Site Planning Team guidelines, the preferred site size for an elementary school would be 10 acres, consisting of a 4 acre school building envelope, and 6 acres of playfield space, with one major/minor soccer field and an additional soccer or baseball playfield.

The desired location for the community fire station is a 10.29 acre parcel of reserve lands. The fire station would require approximately 1.5 acres, reducing the developable school property to approximately 8.79 acres.

The residual MSR parcel would be slightly smaller than the Site Planning Team guidelines, but it would permit a standard school building size, playground, and minor soccer field for outdoor education.

The configuration of the 8.79 acre school parcel would also continue to allow CBE the ability to situate the school building with access along two full street frontages.

#### 5 | Financial Impact

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The CBE will receive no direct funds from disposition of the 1.5 acre parcel. In accordance with the Joint Use Agreement, when reserve lands are disposed, the equivalent value of those reserve lands is directed to the Joint Use Reserve Fund, which is accessible by parties to the Joint Use Agreement (City of Calgary, CBE and CCSD) for purchase of reserve lands where required, such as acquisition of future high school sites.

An appraised land value was presented and accepted at the JUCC meeting on June 19, 2014. CBE is a member of the Committee, and a CBE representative was present at this meeting.

#### 6 | Implementation Consequences

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Transfer of a 1.5 acre parcel of school lands at the proposed site would not change or prevent the CBE from its planned construction and operation of a 600 student capacity school at this location.

For CBE to remove its name from title on these lands, a formal disposition of lands is needed, which requires Ministerial approval. A proposed draft letter is shown in Attachment III.

## 7 | Conclusion

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The City of Calgary has requested the Calgary Board of Education to transfer a 1.5 acre portion of school lands to the municipality to allow for the development of a fire hall to serve the community of Tuscany.

Disposition of the 1.5 acre parcel would not limit or prohibit school construction within this property. CBE Administration supports the development of the fire station at the proposed location.



**DAVID STEVENSON**  
CHIEF SUPERINTENDENT OF SCHOOLS

### ATTACHMENTS

- Attachment I: Tuscany Community Plan
- Attachment II: Tuscany Site Plan
- Attachment III: Draft Letter to the Minister

### GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

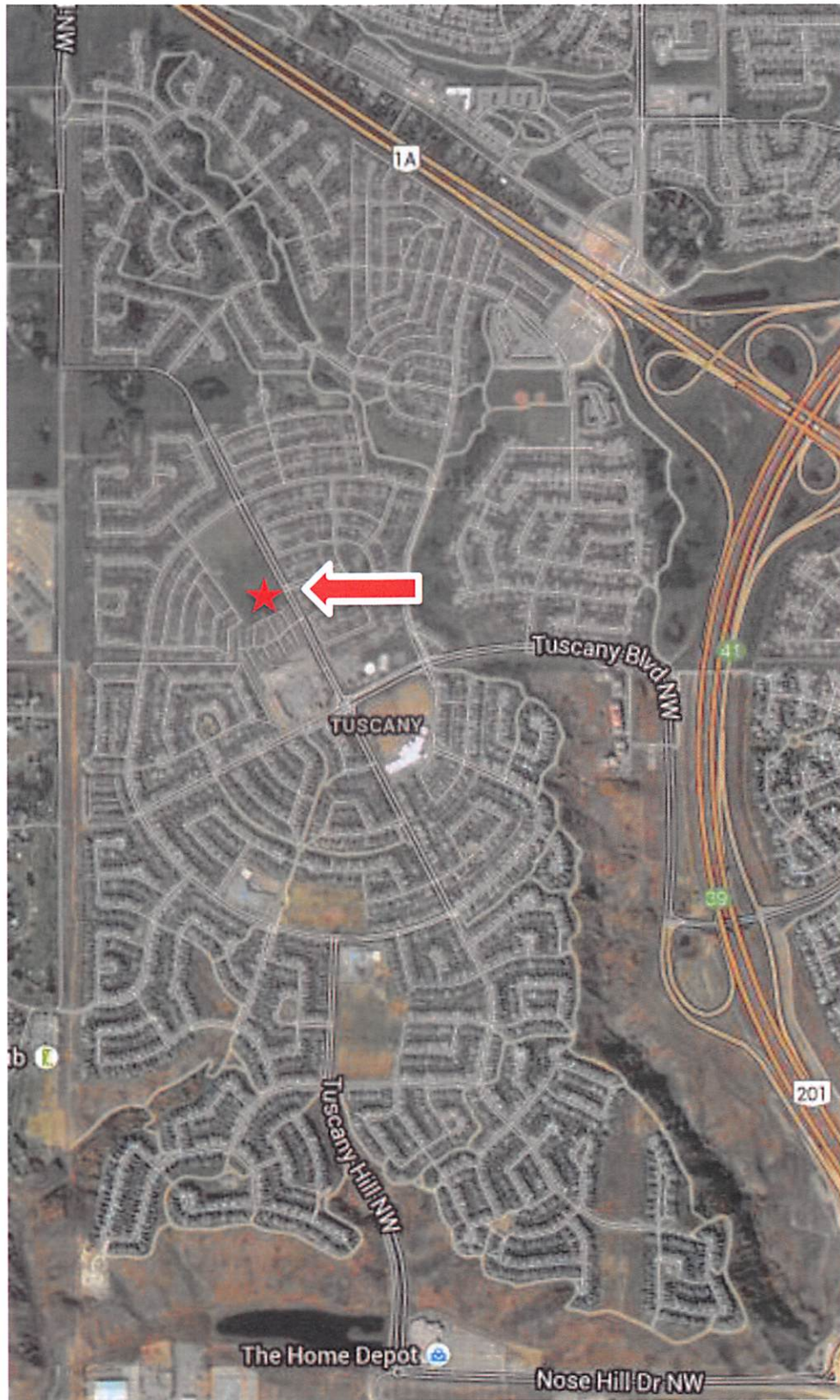
Governance Culture: The Board defined its own work and how it will be carried out. These policies clearly state the expectations the Board has for individual and collective behaviour.

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.

# TUSCANY COMMUNITY PLAN





Lot 4 MSR  
 Block 18  
 Plan 0510046

# TUSCANY SITE PLAN





*DRAFT*

Attachment III

Honorable Gordon Dirks  
Minister of Education  
424 Legislature Building  
10800 – 97 Avenue  
Edmonton, Alberta T5K 2B6

Dear Minister Dirks:

**Re: Disposition of 1.5 Acre Portion of Reserve Lands – Tuscany**

The Calgary Board of Education (CBE) requests approval to transfer a 1.5 acre portion of reserve lands to the City of Calgary to accommodate construction of a community fire station.

The City of Calgary recently approached both the public and separate school boards with a requirement to utilize municipal school reserve lands within the community of Tuscany for construction of a community fire station. Following lengthy discussions and assessment of all potential options, the City of Calgary has identified a CBE school site located at 345 Tuscany Drive NW, as the only potential location suited to meet emergency services requirements.

The site of interest was identified in our 2014-2017 School Capital Plan, as a second elementary school site in the community of Tuscany. Funding was recently approved for construction of a 600 student capacity elementary school at this location.

The lands, legally described as Plan 0510046; Block 18; Lot 4MSR, consist of a 10.29 parcel of reserve lands, owned jointly by the CBE and City of Calgary.

The City of Calgary requests that a 1.5 acre portion of these lands be subdivided and transferred under sole City ownership, with the CBE to retain joint ownership on the remaining 8.79 acre school lands (refer to Attachments I and II).

The loss of a 1.5 acre portion of lands at this location will result in a smaller than average playfield space, but will not prohibit nor restrict school size, construction schedules or educational programming. The City of Calgary has committed to meeting CBE requirements for retention of a full size major/minor soccer field, as well as full access to two street frontages for access to the elementary school property.

The City of Calgary recently engaged residents in the community of Tuscany regarding the potential for a fire station at this location, and the Community Association has expressed support for this use.

At the October 7, 2014 Public Meeting of the Board of Trustees, the following motion was approved:

**“THAT the Board of Trustees approves disposition of a 1.5 acre portion of reserve lands in the community of Tuscany to the City of Calgary, subject to approval by the Minister of Education.”**

In accordance with Joint Use Agreement guidelines, funds resulting from the transfer of reserve lands would be directed to the Joint Use Reserve Fund for future use.

In support of the City of Calgary's requirement for a fire station to serve the community of Tuscany, the CBE hereby requests Ministerial approval to transfer a 1.5 acre portion of lands legally described as Plan 0510046; Block 18; Lot 4MSR, and located municipally at 345 Tuscany Drive NW, to the City of Calgary.

Yours sincerely,

Joy Bowen-Eyre, Chair  
Board of Trustees

**report to  
Board of Trustees**

**EducationMatters Financial Statements as at July 31, 2014**

Date	October 7, 2014
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Janice R. Barkway Office of the Corporate Secretary
Purpose	Information
Originator	Monica Bryan, Director, EducationMatters
Governance Policy Reference	Governance Culture GC-3: Board Job Description

**1 | Recommendation**

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- The financial report for EducationMatters is provided for Board information.

**2 | Background**

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The Board of Trustees has requested quarterly reporting from EducationMatters. The attached report is provided in response to this request.

JANICE R. BARKWAY  
OFFICE OF THE CORPORATE SECRETARY

Appendix I: Education Matters Financial Statements as at July 31, 2014



September 29, 2014

To the Calgary Board of Education Trustees

EducationMatters is pleased to share its July 31, 2014 unaudited internal financial report (the “Report”) with you.

EducationMatters’ management (“Management”) has prepared the Report to the Trustees based on its internal reports and accounting records. While Management has used its best estimates in preparing the Report, please be advised that the Report has not been audited or reviewed nor have notes to the statements been prepared. Other readers may require additional information in order to rely on the Report for their own purposes.

The Report contains the following special purpose financial statements and other information:

- Unaudited Statement of Financial Position as at July 31, 2014 and audited December 31, 2013
- Unaudited Statement of Operations for the period ended July 31, 2014 and comparative for the year ended December 31, 2013
- Unaudited Operating Budget Comparison to July 31, 2014
- Statement of EducationMatters Funds Established as at July 31, 2014
- Statement of Grants Awarded for the year to date July 31, 2014
- A discussion of some of the amounts and transactions summarized in the statements

Respectfully submitted,

Monica Bryan - Director, Finance & Administration, EducationMatters  
Mark Saar - Treasurer, EducationMatters

**EducationMatters**  
**Statement of Financial Position**

As at July 31, 2014

\$'000

(unaudited)

	<b>As At July 31/14</b> <u>(unaudited)</u>	<b>As At Dec 31/13</b> <u>(audited)</u>
<b>ASSETS</b>		
Cash and cash equivalents	133	164
Investments	4,684	4,808
Accounts receivable	2	1
Prepaid expenses	-	6
Capital assets	2	3
Total assets	<u>4,821</u>	<u>4,982</u>
<b>LIABILITIES</b>		
Accounts payable	5	21
Deferred Contributions	-	440
Total liabilities	<u>5</u>	<u>461</u>
<b>FUND BALANCES</b>		
Endowment funds	3,291	3,061
Flow through funds	782	845
Operating funds	743	615
Total fund balances	<u>4,816</u>	<u>4,521</u>
Total liabilities and fund balances	<u>4,821</u>	<u>4,982</u>

# EducationMatters

## Statement of Operations

Year to Date to July 31, 2014

\$'000

(unaudited)

(audited)

	<u>Endowment</u>	<u>Flow-Thru</u>	<u>Operating</u>	<u>Total</u>	<u>Dec 31/13</u>
	\$	\$	\$	\$	\$
<b>REVENUES</b>					
Contributions	73	764	70	907	1,244
CBE grants			440	440	720
Gains/losses on investments	208		7	215	519
Interest & fees			26	26	37
Total revenue	281	764	543	1,588	2,520
<b>GRANTS</b>					
Grants issued	25	826		851	1,034
<b>EXPENSES</b>					
Salaries & benefits			261	261	532
Consulting & professional fees			15	15	29
Administrative expenses	26		137	163	200
Advertising & communications			3	3	4
Total expenses	26		416	442	765
<b>FUND BALANCES</b>					
Change during the period	230	(62)	127	295	721
Beginning balance	3,061	845	615	4,521	3,800
Balance, end of period	3,291	783	742	4,816	4,521

Total contributions since inception:

2014 YTD	907
2013	1,244
2012	2,279
2011	1,288
2010	862
2009	733
2008	1,197
2007	641
2006	865
2005	786
2004	612
2003	356
	11,770

**EducationMatters**  
**Operating Budget Comparison**  
**Year-to-Date July 31, 2014**  
(\$'000)

	<b>2014 BUDGET</b>	<b>31 July Actual</b> <small>(unaudited)</small>
	\$	\$
Operating Expenses by function:		
Salaries and Employee Benefits	512	261
Events	79	41
Fund Development & Communications	51	23
Organizational Administration	210	91
 Total Expenses	<u>852</u>	<u>416</u>

**EducationMatters  
Funds Established  
as at July 31, 2014**

	<b>Fund Balance \$</b>
<b>Flow Thru Funds (Grants):</b>	
Allan Markin Healthy Learners Fund	20
Athletics Flow Thru Fund, Helping Students in Need	1,425
Benjamin (Ben) Albert Legacy Fund	-
Beverley Hubert Global Citizenship Fund	-
Bowness High School Enhancement Flow Thru Fund	-
Bridlewood School Enhancement Fund	-
Calgary Flames Ambassadors Supports for Kids with the Gift of Dyslexia Fund	10
Campus Calgary Programs Flow Thru Fund	-
Career Pathways Flow Thru Projects Fund	7,730
Christine Meikle School Flow Thru Fund	-
Civil Society & Citizenship Flow Thru Fund	141
Cornerstone Fund, Enhancing Education for Economically Disadvantaged Students	-
Distinguished Alumni Fund	-
Dr. Brendan Croskery Aboriginal Culture Fund	-
Ernest Manning HS Enhancement Flow Thru Fund	-
Family Literacy Program Flow Thru Fund	-
For the Love of Learning Fund	-
French for the Future Program Fund	-
Fuel for School Program Flow Thru Fund	-
Future Leaders Flow Thru Fund	40,263
Heather and N. Murray Edwards Literacy Fund	18,093
High School Transition Program	-
Integro Legacy Fund	15,200
James Fowler HS Art Program Equipment Enhancement Fund	-
Lord Shaughnessy High School Enhancement Flow Thru Fund	-
Louise Dean School Fund	-
McGill University Faculty of Agricultural and Environmental Sciences Fund	-
Mawer Investment Management Literacy Flow Thru Fund	9,871
Public Education Enhancement Flow Thru Fund (Designated)	41,969
Public Education Enhancement Flow Thru Fund	8,295
Schools Helping Schools Fund	2,263
SPIRIT Program Fund	-
Stampede Foundation Fund	-
Students with Special Needs Flow Thru Fund	-
Supports for Students with Fetal Alcohol Spectrum Disorder Flow Thru	48
TEAM Leadership Flow Thru Fund	-
Tyler Zeer Flow Thru Fund	-
West Springs School Enhancement Fund	3,396
Willow Park School Program Enhancement Flow Thru Fund	33
Youth Mentorship Flow Thru Fund	-
<b>Total Flow Through Funds (Grants)</b>	<b>\$148,757</b>



**Fund  
Balance  
\$**

**Endowment Funds (Grants):**

Athletics Endowment Fund, Helping Students in Need	40,426
Bob Bannerman Memorial Fund	14,198
Beverley Hubert Global Citizenship Fund	19,541
Career Pathways Field of Interest Endowment Fund	73,091
Civil Society & Citizenship Education Endowment Fund	19,205
ConocoPhillips World Schools Debate Development Endowment Fund	47,654
Cornerstone Endowment Fund, Enhancing Education for Economically Disadvantaged	65,121
Creagh Family Fund	24,702
Dr. Brendan Croskery Aboriginal Culture Fund	34,085
EducationMatters Admin Endowment Fund	37,396
Enhancing Education for Students with Special Needs Endowment Fund	32,315
Enhancing ESL Education Endowment Fund	48,989
Future Leaders Endowment Fund	37,453
Georgie C Higgins Junior High Memorial School Fund	11,684
Georgie C Higgins Investment Fund for Lester B Pearson High School	11,556
Governors' Endowment Fund	7,407
Jason and Jane Louie Memorial Fund	7,029
Lehew-Wyman Family Endowment Fund	37,831
M.P. Hess Fund	8,415
Margaret and Bill Whelan Endowment Fund	62,963
Mary Nelson Memorial Fund	57,648
Mawer Investment Management Literacy Fund	24,761
McGill University Faculty of Agricultural and Environmental Sciences Fund	6,149
Public Education Enhancement Endowment Fund	295,020
Public Education Enhancement Endowment Fund (Designated)	45
Schools Helping Schools Fund	30,527
Southland Transportation Career Pathways Endowment Fund	6,842
Sunnyside School Endowment Fund	25,075
Supports for Students Born with Fetal Alcohol Spectrum Disorder Fund	34,563
TEAM Leadership Lord Beaverbrook HS Endowment Fund	5,974
Terry Wright Endowment Fund	7,945
Tiberious Publishing Program Fund	12,896
Tyler Zeer Endowment Fund	31,641
William Reid School Endowment Fund	17,264
Youth Mentorship Endowment Fund	9,214

<b>Total Endowment Funds (grant availability capped @ 4.5% per annum)</b>	<b>\$1,206,625</b>
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**EducationMatters  
Funds Established  
as at July 31, 2014**

	<b>Fund Balance \$</b>
<b>Flow Thru Funds (Scholarships):</b>	
Aaron Family Scholarship Fund	-
Aberhart Alumni Scholarship Fund	900
Aboriginal Students Award Fund	7,614
Accomplished Angels Student Award Fund	32,598
Arrata Family Award for New Canadians	408
Ataturk Peace Scholarship	-
Benjamin (Ben) Albert Legacy Fund	-
Bennett Jones Scholarship Fund	-
Calgary Bridge Foundation for Youth Student Awards Fund	15,501
Calgary Chamber of Commerce Play with the Presidents Scholarship Fund	-
City of Calgary Degree Granting Scholarship Fund	32,303
City of Calgary Post Secondary Scholarships	22,100
ConocoPhillips Canada Awards	12,195
CTS Scholarship Flow Thru Fund	-
David James Anderson Memorial Award Fund	533
EducationMatters Scholarship Flow Thru Fund	27,119
EllisDon Student Award Fund	6,634
ENMAX Scholarship Fund	15,969
Future Leaders Scholarship Flow Thru Fund	2,958
Gary Weimann Award for Community Service	238
Green & Gold Flow Thru Scholarship Fund	7,468
Hal Winlaw Health & Nutrition Legacy Award	-
Haworth & Heritage Bus Interiors Architecture/Interior Design Scholarship Fund	5,251
Henry Wise Wood Warriors Legacy Flow Thru Fund	6,893
Henry Wise Wood Class of 1970 Scholarship Fund	5,095
Hopewell Scholarship Fund	2,379
Integro Legacy Scholarship Fund	74,735
Ivy & Len Freeston Student Award Flow Thru Fund	642
Jennifer Ellen Shepherd Memorial Award Fund	25,368
Jim Hoepfner Award	1,520
Kermet Archibald & Jacoba Van Den Brink Memorial Scholarship at The Cgy Found	39,367
The Marguerite Patricia P. Bannister Scholarship Fund at The Calgary Foundation	252,615
Marofke Family Aberhart Music Scholarship	116
Pay It Forward Fund	8,900
Queen Eliz Deaf and Hard of Hearing Scholarship and Program Enhancement Fund	27,244
Richard D. Tingle Student Award Flow Thru Fund	-
Richard Dunn Music Scholarship Fund	692
Southland Transportation Scholarship Flow Thru Fund	2,008
Tom Inkster Memorial Scholarship Fund	4,638
Verna Hart Toole Legacy Award Fund	2,015
William & Toshimi Sembo Badminton Scholarship Fund	2,000
<b>Total Flow Thru Funds (Scholarships)</b>	<b>\$646,016</b>

**Fund  
Balance  
\$**

**Endowment Funds (Scholarships):**

Aaron Family Scholarship Fund	12,564
Aberhart Alumni Scholarship Fund	68,328
Accomplished Angels Student Award Fund	248,564
Archie McKillop Student Award Endowment Fund	32,451
Arrata Family Award for New Canadians	43,526
Benjamin (Ben) Albert Legacy Fund	228,539
Bennett Jones Scholarship Fund	7,975
Bruce Leidl Composition Award Fund	12,469
Carolyn Baxter Memorial Award Fund	6,818
CTS Scholarship Endowment Fund	74,623
David James Anderson Memorial Award Fund	13,707
Dr. Gordon Higgins Student Award Fund	20,346
Dustin Peers Memorial Visual Arts Award	117,820
Edith Berger Memorial Scholarship Fund	18,130
EducationMatters Endowed Scholarship Fund	1,324
Future Leaders Scholarship Endowment Fund	24,624
Gary Weimann Award for Community Service	21,190
George Morley Memorial Scholarship	9,725
Green & Gold Endowment Scholarship Fund	169,927
Hal Winlaw Health & Nutrition Legacy Award Fund	3,157
Haworth & Heritage Business Interiors Architecture/Interior Design Scholarship Fund	30,344
Henry Wise Wood Warriors Legacy Endowment Scholarship Fund	35,880
Hugh Robertson Science Award Fund	15,021
Ivy & Len Freeston Student Award Endowment Fund	18,534
James Fowler School Award Fund	14,076
Joan Ethier Women in Science Scholarship	379,085
Keith Yu Memorial Scholarship Fund	26,491
Lester B. Pearson Work Experience/RAPP Scholarship Fund	8,143
Marjorie Taylor Memorial Scholarship Fund	59,869
Marofke Family Aberhart Music Scholarship	29,134
Mary Belkin Memorial Scholarship Fund	23,652
MW & JR Tebo Memorial Journalism Fund	16,937
Pamela Jane Hardy Memorial Award Fund	34,729
Queen Elizabeth Deaf and Hard of Hearing Scholarship and Prog Enhancement Fund	53,942
Richard D. Tingle Student Award Fund	27,653
Rick Theriault Outstanding Athletic Contribution Award Fund	16,334
Ruth Ursula Leipziger Scholarship Fund	29,842
Shawn Whitney Memorial Award Fund	11,449
Southland Transportation Scholarship Endowment Fund	7,128
Steven Irving Memorial Music Scholarship	34,464
Susy Devlin Memorial Award Fund	27,829
Thomas Moore Memorial Bursary Fund	15,601
Viscount Bennett Band Parents Association Award Fund	9,346
William Keir MacGougan Memorial Bursary	23,273

**Total Endowment Funds (scholarship availability capped @ 4.5% per annum)      \$2,084,563**

**EducationMatters**  
**Statement of Grants & Scholarships Awarded**  
**Year-to-Date July 31, 2014**

	\$
All Boys Program - Literacy	1,900
Career & Technology Centre - Natural Resources Pathway Dev't	114,000
CBE - Athletics Program	2,842
CBE - Choral Program	2,232
CBE - Cinderella Project	713
CBE - Entrepreneurial Artist Program	19,500
CBE - Fuel for School Program	11,414
CBE - Pre-Engineering Program at CTC	47,500
CBE - Professional Development for CTS Pathway Teachers	98,300
CBE - Skills Competition	1,780
CBE - Supply Chain Program	58,995
CBE - Teaming Up 4 Healthy Learners	14,670
Colonel Walker School - Library to Learning Commons	36,000
Connaught School - Library to Learning Commons	36,000
Discovering Choices - Student Educational Enhancements	16,211
Dr. Gladys McKelvie Egbert School - Library to Learning Commons	25,000
Forest Lawn High School - Library to Learning Commons	25,000
Glenbrook School - Library to Learning Commons	32,500
James Short Memorial - Kindergarten Arts & Cooking Programs	1,000
Junior Achievement Southern Alta - Entrepreneurial Artist Program	28,000
Keeler School - Kindergarten Literacy Background Program	1,000
Keeler School - Library to Learning Commons	25,000
Lester B. Pearson High School - Financial Literacy Club	3,932
Lord Beaverbrook High School – T.E.A.M. Leadership Program	985
Lord Beaverbrook High School – Tiberious Publishing Program	1,633
Louise Dean School - Emergency Funds	3,417
Marion Carson School - Autistic Program	1,710
Patrick Airlie School - Kindergarten Fine Arts Program	1,000
Patrick Airlie School - Library to Learning Commons	25,000
Penbrooke Meadows School - Community Garden Program	6,010
Penbrooke Meadows School - Kindergarten Program	1,000
Radisson Park School - Kindergarten Program	1,000
Ramsay School - Library to Learning Commons	36,000
Robert Thirsk High School - International Youth Leadership Summit	3,300
Sir John A. Macdonald School - Library to Learning Commons	25,000
Valley View School - Kindergarten Arts Program	1,000
West Dover School - Library to Learning Commons	25,000
William Reid School - Supports for Struggling Readers	765
<b>Total Program Grants</b>	<b>\$736,309</b>
<b>Total Scholarships</b>	<b>114,568</b>
<b>Total Grants and Scholarships</b>	<b>\$850,877</b>
<b>Total Grants since Inception</b>	<b>\$6,184,175</b>
<b>Total Scholarships since Inception</b>	<b>\$1,394,568</b>

**EducationMatters**  
**Discussion of Financial Position and Results of Operations**

***Statement of Financial Position***

As a result of CBE and EducationMatters having different fiscal years, a portion of our operating grant contributions are deferred each year end to reflect the fiscal year for which we have received operating funds.

In October, 2013 we deferred \$440,000 of CBE operating contributions received in 2013 that relate to our fiscal year 2014.

Capital assets consist primarily of office equipment.

***Statement of Operations***

Based on July 31, 2014 financial information and “budget to actual” fund development comparisons, we are confident that we will achieve the fund development targets set for 2014.

As is common with most not for profit or charitable organizations, donations are recognized only when they are received and not accrued as promises receivable.

***Operating Budget Comparison***

Expenditures reported include only cash expenses for budget comparison purposes.

***Funds Established and Grants Awarded***

Our report on Funds Established and their balances to July 31, 2014 reflect both realized and unrealized gains on funds. The first two quarters of 2014 have shown excellent returns on EducationMatters’ balanced funds. For the long term EducationMatters expects steady growth of their investments.

Grants and scholarships worth \$851,000 have been issued year-to-date in 2014. They continue to provide a significant contribution back to public school students and systems at the CBE.

**report to  
Board of Trustees**

**Chief Superintendent's Update**

Date	October 7, 2014
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board

**1 | Recommendation**

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It is recommended:

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

**2 | Issue**

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

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



### Records Management Quarterly Report

#### BACKGROUND

At the Board of Trustees' meeting on January 24, 2012, administration was directed to provide quarterly updates to the Board regarding the Calgary Board of Education's progress to address records management and retention issues. The following update is the ninth report presented in response to this directive.

Quarterly reports reference Generally Accepted Recordkeeping Principles as a means of contextualizing the work and overall progress. The Principles are an industry standard that forms the basis for the Corporate Records Management Program. Following are the Principles of Records Management:

- Accountability
- Transparency
- Integrity
- Protection
- Compliance
- Accessibility
- Retention
- Disposition

#### QUARTERLY UPDATE

##### *Principle of Accountability*

###### **Administrative Regulations**

The Administrative Regulations related to Student Information and Archives are in their final stages of revision prior to approval. Once completed the approved versions will be implemented and communicated system-wide.

###### **Benefits**

Existing versions of AR6024 and AR1042 are outdated and require revision to reflect policy, clarify responsibilities and assist with achieving enhanced compliance.

###### **File Plan**

Using data from CBE schools, a File Plan was developed that reflected a simplified version of the Classification and Retention Schedule. This File Plan contains the retention timeframes for both onsite and offsite stages of the records' lifecycle, 'preferred terms' that standardizes the terminology and also highlights any special considerations or properties of the record. The File Plan supports both the filing of records while they are active in the schools as well as their retention and eventual disposition.

###### **Benefits**

The File Plan is an operational ('living') document that will aid school staff with classifying and managing records. It provides clear guidance for proper record preparation prior to transfer to the Records Centre. It is intended to assist schools with fast and accurate record cataloging that in turn will facilitate future access and savings on storage costs. Increased staff awareness and understanding of the Classification and Retention Schedule and improved staff precision with applying

retention timeframes are some additional benefits. Additionally, the introduction of the 'preferred terms' serves to establish a standardized system-wide vocabulary for the different types of information and records that are handled and managed within the CBE.

### **Principles of Retention and Disposition**

#### **Offsite Storage of CBE Records**

The focus on retention and disposition continues and as of August 31<sup>st</sup>, 2014:

##### **Records received from schools and departments**

1142 administrative and 559 student record boxes were received, classified and retained in accordance to the Classification and Retention schedule.

##### **Records boxes provided to schools and departments**

2850 boxes were distributed to CBE schools and offices.

##### **Off-site Disposition**

1696 boxes of records (or 2035 cubic feet) were disposed of in accordance to the Classification and Retention schedule.

##### **On-site Active Disposition**

Using the Active Disposition process, 79 boxes of records (or 95 cubic feet) of records located at schools and offices were disposed. In addition, Records Disposition notices have been sent to schools and offices for record destruction approval and sign-off.

#### **Benefits**

- Provides the means and opportunity to refocus the CBE's Records Management program from a purely warehousing function to one that supports students, teachers and the community.
- Provides facilities more appropriate for the maintenance of semi-active and inactive records (primarily fire suppression, enhanced security and protective racking to shield physical boxes from damage).
- Addresses overcrowding at the CBE's onsite facilities together with related occupational safety concerns.
- Reduces storage of active records by allowing the disposition of inactive, duplicate, or obsolete material.
- Record boxes provided to schools and departments provide superior protection of records during transit and resists crushing during long term storage.
- Reduces unnecessary monthly costs associated with record storage since records whose significance has passed are disposed.
- Reduces and/or eliminates ad-hoc and uncontrolled destruction of records.

#### **Archives Donation**

The process and documentation required for making archival donations to the CBE has been formalized. Donors will now be required to complete a 'Certificate of Gift' form before items are accepted by the Corporate Records Management Archives. This new form was developed/adapted from archival donation forms utilized by other public sector and public school boards in Alberta.

#### **Benefits**

Records are needed to document the activities and history of the organization. There is the need to preserve the historical record so that future generations can



understand what happened, why it happened and the impacts made on society. Past students, administrators, educators, veterans, immigrants, family historians, researchers and scientists, among many others, depend on the availability and preservation of Archives. Therefore, retaining records of enduring value is at the heart of meeting the CBE's fiduciary archival responsibilities.

The Archive Donation process will help to more clearly establish ownership (as the property of CBE), document the circumstances surrounding donations/acquisitions and providing a traceable history of donations.

### **Principle of Protection and Availability**

#### **Records requests**

Following from the previously implemented process to track record requests as a means of understating related time, effort and costs, during the quarter, 228 requests were received and responded to. Of these approximately 94% represented requests from the public (including past students or on behalf of past students) and the remaining 6% were internal requests. Once sufficient data has been collected, analysis will be completed with a view to establishing appropriate fees to ensure recovery of the costs associated with public requests.

#### **Confidential Shred Bins**

With inappropriate disposal of information being a key area where protected or sensitive information can be compromised, Corporate Records Management staff closely manages the CBE's Shred Bin Program. Specifically, staff continuously monitor, adjust and adapt elements of the program to ensure adequate and efficient coverage at schools and administrative sites.

During the quarter, materials from 2451 Confidential Shred Bins from CBE schools were retrieved and securely disposed.

#### **Benefits**

The results have meant greater efficiency in the program, assistance in compliance with OE-7 Asset Protection (formerly EL-12 Protection of Assets), and increased awareness of security issues with student information.

### **Principles of Integrity and Transparency**

#### **Training and Awareness**

Records Management communications are ongoing and take a variety of forms like Link Online articles, email messages and postings to the RM page on Staff Insite (portal).

During the reporting period the Records Management site on Staff Insite was redesigned to reduce the number of links users had to navigate and thus make navigation and finding required information more intuitive. Similarly, two new tabs ("staff resources" & "training videos") were created to make it easier for staff to find and retrieve information.

Training videos were developed with assistance from an external Records Management expert and they contain sufficient details to support a simple but brief overview of each of the following topics:

- How to create a File List
- How to maintain Official Student Records

- Using the Classification & Retention Schedule and File Plan
- Legal Holds and protecting Personal Information

In addition to the videos, the file plan has also been included on the RM page on Staff Insite.

**Onsite Training**

Site visits and Record Management consultations and training sessions were provided to the following Schools and Service Units during the reporting period:

Onsite Training to Schools	Onsite Training to Administration
Centennial High School	Reach
Area III – 25 schools	Risk Management

Overall training demands and requests have increased and should these demands (particularly for 'one on one' training) continue to grow then additional staff and resources will need to be considered.

**Benefits**

In order for Records Management practises to be adopted and become standard organizational practise, they must be supported by on-going training and appropriate communications. In particular, new understandings and processes often require targeted training and specific communication to employees to build the foundations for achieving a mature RM program.

**Principle of Compliance**

**Records Management Audit**

The 2014 Records Management Audit was conducted between June 2<sup>nd</sup> and June 6<sup>th</sup> and the final report was submitted in July. This audit used the results of the 2013 Audit to gauge the development of records management practices particularly after sites had received training and were directly provided with information and tools by Corporate Records Management staff.

Thirteen (13) schools representative of all areas and divisions were selected to participate. Though preliminary, overall the results of the audit appear to show substantial improvements in the adoption of Record Management practises over the previous year's results.

**School Inventory**

Three (3) temporary Records Management Technicians were hired to help address issues identified in the 2013 Audit. Following specialized RM training, these staff members were dispatched to provide RM assistance to schools. During their 4 month stint, these temporary staff members were able to assist twenty four (24) schools with creating inventories of their records, creating reports on the status of the schools records holdings and storage capabilities. In addition, they were vital for assisting schools with preparing records for transfer to the Records Centre.

**Benefits**

The Records Management Audit assessed compliance with Generally Accepted Recordkeeping Principles and internal policies and protocols. In addition, the audit provided important insights into the effectiveness of Records Management training as well as the tools that have been provided to staff.

School Record Inventories provide vital information for administering the Corporate Records Management Program as they contribute to mapping all the information stored at sites which in turn helps with the location, retrieval and management of records.

Similarly, these record inventories aide in assessing “typical” record volumes as well as associated school storage space and storage infrastructure (cabinets, shelving etc.) requirements, which could be key to revealing space considerations for existing as well as new schools. Moreover, School Record Inventories are an important input to the classification scheme, retention requirements and taxonomies.



**DAVID STEVENSTION**  
**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**

**Trustee Liaison Report - Alberta School Boards Association  
(ASBA) Board of Directors**

Date	October 7, 2014
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Pamela King
Purpose	Information
Governance Policy Reference	Governance Culture GC-3 Board Job Description

**1 | Recommendation**

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The Alberta School Boards Association (ASBA) liaison report containing the ASBA Board of Directors' Meeting Highlights dated June 12, August 21 and September 11-12, 2014 is being provided for Board information.

**2 | Issue**

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The attached are reports provided by the Alberta School Boards Association (ASBA) with respect to their work. As the Board of Trustees' representative on the ASBA Board of Directors, I am providing this report for your information.

Attachment I: ASBA Highlights June 12, August 21 and September 11-12, 2014



## ASBA Board of Directors Meeting

*Board Highlights are circulated to the Board of Directors and ASBA staff after each meeting. Board of Directors members are asked to circulate Board Highlights to their respective constituencies. The draft and official minutes are available on the ASBA website at [www.asba.ab.ca](http://www.asba.ab.ca). For more information contact **Marian Johnson** at 1.780.451.7101.*

### **ASBA responds to Teaching Excellence task force recommendations**

The board of directors approved the ASBA response to the Task Force for Teaching Excellence report: [http://www.asba.ab.ca/files/pdf/response\\_taskforce\\_report.pdf](http://www.asba.ab.ca/files/pdf/response_taskforce_report.pdf)

### **Advocacy plan**

This summer's NDP and Progressive Conservative leadership campaigns are an opportunity for school boards to raise education issues in their communities and with the candidates. The board of directors endorsed three advocacy positions it will ask school boards to use locally and with leadership candidates over the summer.

- We need long term, predictable, sustainable funding for education.
- The infrastructure shortage is hurting our communities and students.  
We need a long-term plan, jointly developed by the ASBA and government, to address this issue.
- School boards are governments, elected by their communities to represent them. School boards make difficult decisions about key issues; decisions which reflect the wishes of their constituents. A one-size-fits-all education will not work in Alberta. Local matters!

### **ASBA calls for 9 years of funding for English Language Learners**

In response to a Zone 5 Directive for Action, the board of directors will urge the government to provide 9 years of funding for English Language Learners and ask it to consider these students' needs as government moves forward on redesigning Alberta's curriculum.

## **CSBA adopts charter of commitment: FNMI education**

See page 54 of the June12 Board of Directors agenda

[http://www.asba.ab.ca/files/pdf/minutes/agenda\\_jun14.pdf](http://www.asba.ab.ca/files/pdf/minutes/agenda_jun14.pdf)

The Canadian School Boards Association has adopted a Charter of Commitment First Nation, Métis and Inuit Education.

The intent of the Charter is to articulate the support of Canadian public school boards for:

- The knowledge systems and learning models of First Nation Métis and Inuit
- The importance of culture and language to the well-being of First Nation Métis and Inuit students, families and communities
- A holistic approach to education, which addresses spiritual, emotional, physical and intellectual development in relation to oneself, one's family, community and environment
- A mechanism for school board association to report on their progress towards achieving the goals of the Charter.

## ASBA Board of Directors Meeting

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### ASBA asks NDP/PC leadership candidates 5 questions

The board of directors approved asking the NDP and PC leadership candidates the following five questions about education policy. As we receive the candidates' responses we will post them on the ASBA website.

#### How will you fund public education?

Each year, school boards wait with bated breath to find out how much money we will have to fund the programs we offer students in our communities. Year by year funding announcements do not enable the long-term strategic planning we should be doing for the complex and essential service we provide to Alberta's children and the communities we serve.

#### How will you approach collective bargaining with Alberta teachers?

#### What role will government, school boards -- who employ teachers -- and the ATA play?

Though school boards employ teachers, we have been side-lined in the last two rounds of bargaining with Alberta teachers.

#### How will you advance Albertans' vision for a transformed education system?

Three ministers of education have dedicated countless hours and dollars to consulting Albertans to reimagine transformed schools and education in Alberta. How will you move this initiative forward?

#### How will you approach infrastructure needs for Alberta students?

#### What role do elected school boards play in public education?

### Upcoming events

*Accommodating student and employee needs: ASBA Legal conference:*

Oct. 7-8, 2014, Executive Royal Hotel Calgary

Website: <https://www.regonline.ca/builder/site/Default.aspx?EventID=1579075>

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### **Wanted: School board advice re ASBA advocacy priorities**

To focus the ASBA's advocacy efforts, the board of directors is developing an advocacy plan focussed on three priorities. The first step: Getting school boards' advice about what the three priorities should be. School boards will be asked to suggest three advocacy priorities as part of the association's annual strategic plan survey which will be sent to school boards in October. The goal is to have an advocacy plan in place for April 2015.

### **Find out: Work on the ASBA's strategic plan**

Check out our progress on the ASBA's strategic plan. The report summarizing last year's work on the strategic plan is here: [www.asba.ab.ca/files/pdf/strategic-plan/strat\\_plan\\_final\\_13\\_16.pdf](http://www.asba.ab.ca/files/pdf/strategic-plan/strat_plan_final_13_16.pdf)

### **Board appointments**

**Pamela King**, Calgary Board of Education  
ATA Joint Stakeholder Committee on Children and Poverty

### **Upcoming events**

*Accommodating student and employee needs: ASBA Legal conference*

Oct. 7-8, 2014 Executive Royal Hotel Calgary

Website: <https://www.regonline.ca/builder/site/Default.aspx?EventID=1579075>

*Board Chairs/Superintendents Session: Reimagining School Board Governance*

Oct. 6, 2014 Four Points by Sheraton Calgary Airport Hotel