



Agenda

Vision: To be a centre of excellence enabling girls and young women to become confident and innovative leaders in a complex and global world

Mission: The girls and young women of CGS are agents of change who develop confidence and a strong sense of self in a safe, collaborative, inquiry-based learning environment.

Regular Meeting of the Board of Directors
Wednesday, February 08, 2017
Start Time: 6:00 pm

Learning Commons
Lakeview Campus, Calgary Girls' School
6304 Larkspur Way SW
Calgary

- | | | |
|--------|---|----------------------|
| 6.00pm | 1. Call to Order and Attendance | |
| 6.05pm | 2. Approval of Agenda | |
| | 3. Presentation of Minutes | |
| 6.10pm | 3.1 Regular Meeting of January 11, 2017 | |
| | 4. Reports & Correspondence | |
| 6.15pm | 4.1 Chair | Natalya Nicholson |
| 6.20pm | 4.2 Correspondence | (circulation folder) |
| 6.25pm | 4.3 Policy & Governance Committee | Margo Purcell |
| 6.35pm | 4.4 Superintendent | Dianne McBeth |
| 6.40pm | 4.5 TAAPCS | Geordie MacPherson |
| | 5. Monitoring Reports | |
| 6.45pm | 5.1 Transportation | Dianne McBeth |
| 6.55pm | 5.2 Enrolment Trends | Wendy Juergens |
| 7.00pm | 5.3 Facilities | Wendy Juergens |
| | 6. New Business | |
| 7.10pm | 6.1 Policy Review (Policy 5 Role of Chair) | Dianne McBeth |
| 7:30pm | 7. In camera | |
| | 8. Motions arising from <i>in camera</i> | |
| 8:00pm | 9. Adjournment | |

Notice of Future Events

Check the link below for a detailed calendar of upcoming CGS events.

Directors are welcome to attend!

<http://calgarygirlsschool.com/events/month.php?cal=CGS+EventsGuest+SpeakersField+Studies+Calendar&getdate=20140223>

Home Basketball Game

February 21 at Lakeview School

4:15pm - 7:00pm

School Council

March 03 at Lakeview School

9:30am - 12:00 pm

March Regular Board Meeting

Wednesday, March 8 6pm - 8:30pm

MINUTES OF THE BOARD OF DIRECTORS
REGULAR MEETING
HELD AT THE Bel Aire
1011 Beverley Boulevard S.W.
CALGARY, ALBERTA

WEDNESDAY January 11, 2017

	Chair	Natalya Nicholson
	Director	Natalie Kwandrans
	Director	Shary Baig
	Director	Margo Purcell
	Director	Stanley Wong
	Director	Caroline Claussen
	Director	Wayne Marshall
	Director	Geordie Macpherson
	Director	Brad Takenaka
Administration:	Superintendent	Dianne McBeth
	Secretary Treasurer	Wendy Juergens
	Principal	Judi Hadden
Guests:		

1. **Call to order:** Natalya Nicholson called the meeting to order at 6.08 pm meeting.
2. **Approval of the Agenda**
Motion: 2017-01-11-01: Motion to approve the agenda.
3. **Approval of Minutes**
 - 3.1 **Approval of the Minutes of the October 12, 2016 Regular Meeting**
Motion: 2017-01-11-02: Motion to approve the minutes of the November 23, 2016 Regular Meeting of the Board of Directors.
Moved: Margo **Carried**

Shary arrived at 6.35pm
4. **Reports and Correspondence**
 - 4.1 **Chair** –The Board Chair Natalya Nicholson gave an oral report.
 - 4.2 **Correspondence:** Natalya reviewed the Correspondence file and circulated it to the Directors. She reminded Board members of the next Board Development Workshop on January 24, 2017
 - 4.3 **Policy and Governance:** The Committee Chair Margo Purcell reported on the recent meeting and outlined plans for the next parent Speak Out, tentatively planned for mid March. It is hoped that the Speak out will facilitate the engagement of the parent community in the review of the Vision and Mission Statements. Alberta Culture and Community is assisting in the planning for Speak Out.
 - 4.4 **Superintendent** (Report attached to the Agenda Package).
5. **Monitoring Reports**
 - 5.1 **First Quarter Financials:** The Draft Operating Results for the first quarter to November 30, 2016 were presented to and received by the Board for information. These had previously been reviewed by the Finance and Audit Committee at their meeting the week prior.

5.2 Human Resources Services Report: Dianne presented the second annual Human Resources monitoring report that was accepted for information by the Board. This report had been included in the Board Agenda Package.

6. New Business - Action

6.1 Policy Review (Policy 4 Director Code of Conduct): This month, Policy 4 Director Code of Conduct was reviewed to consider the ongoing need for the policy, the intentions, the effectiveness, the change need, and evidence of compliance in the Board's decision-making. The Board considered a number of similar policies from both charter and other public jurisdictions. The Board reviewed the Policy which will continue in force.

Motion: 2017-01-11-03: That the Board approves Policy 4 Director Code of Conduct to remain in force.

Moved: Caroline

Carried

6.2 TAAPCS (Special Resolution) At the upcoming Regular TAAPCS meeting in January a revised (Draft) set of Nylaws will be presented along with an Organizational Chart supported by the Bylaws. These draft Bylaws were included in the Board Agenda Package and following a brief overview by Dianne were reviewed by the board at the meeting. Board members were asked to provide any additional comments to Geordie prior to the January 20, 2017.

7. "In Camera"

Motion 2017-01-11-04: To go 'In camera" at 7.35pm

Moved: Caroline

Carried

Motion 2015-11-23-06: To Leave "In camera" at ???pm

Moved:

Carried

Motions arising in "In Camera"

8. Meeting Adjourned at 8.15pm

Next Regular Board Meeting Wednesday February 8, 2017 .



February 8, 2017

Superintendent's Report

Government of Alberta Half-Masting Notice

CGS campuses complied with the notice, January 30 for flags to remain at half-mast until further notice re: mark the tragic events that took place in the City of Quebec on January 29, 2017.

CGS Banner Display

The CGS banner which reads "Calgary Girls' School – Open House" is at Crowchild and 55th Ave. on the pedestrian overpass for two weeks Jan. 29 – Feb. 11. City regulations prohibit banners promoting school enrolment but permit announcement of events. Since "open house" occurs several times and in response to interest, the primary intention is to advertise the school name and generate inquiries about upcoming open house opportunities.

AB Education Field Services and CGS AERR-3YEP

Field Services Manager, M. Lambe met with Principal J. Hadden and the Superintendent on January 18 for the annual review of the Annual Education Results Report (AERR) and Three Year Education Plan (3-YEP) to ensure compliance with the Accountability Pillar requirements of Alberta Education. The CGS AERR-3YEP meets all requirements and the Board will receive a confirmation letter. The *Assurance Discussion* focused on questions related to mathematics including clarifications to the K-9 Program of Studies, impact of changes in the classroom, inclusion of basic facts (no calculators permitted) section of the Grade 6 PAT's and best practice in the teaching of mathematics. Feedback was solicited on the curriculum redesign project as well as well as the accountability pillar processes. Questions included: What aspects of the current requirements are supportive of effective data analysis, planning and reporting? What aspects are challenging or not supportive? AB Education reiterated the importance of alignment between the priorities of the learning system and the priorities of jurisdictions, schools, and classrooms.

UC Werklund School – Practicum Agreement

CGS signed the UC Practicum Agreement which specifies each party's responsibilities to ensure resources, facilities and services are used in accordance with the policies and procedures of each organization, and expresses the intention to cooperate in the plans and forms of evaluation of practicum students. The Agreement term is five years with either party able to cancel with six months' notice. The more formal Agreement process is intended to ensure students receive adequate, consistent and appropriate supervision, direction and learning opportunities during their Practicum.



Facilities

The Secretary-Treasurer and Superintendent met with Architect J. Ivanski to review the conceptual design for the office areas at Lakeview and Bel Aire. Further information will be presented and discussed with the Board.

Copyright Matters

In 2013 AB Ed ceased paying a tariff to Access Copyright, a collective representing copyright holders. To ensure the Fair Dealing Guidelines of the Copyright Act have been successfully implemented, evidence of compliance, via a monitoring process will occur in the next four-year period. Without a data-driven approach, education systems are vulnerable to litigation and could be forced to return to a tariff. The data will be collected through web-based surveys to teachers and one-site data collections of photocopying transactions at randomly selected schools and board offices across Canada.

AB Education is distributing copyright awareness resources to all schools. Every teacher will receive Copyright Matters! (4th ed.) and an information fact sheet. Administrative Procedure 190 Use of Copyrighted Materials was updated in November 2016 and includes the useful links support teachers in following the Fair Dealing Guidelines.

Transportation

The transportation services contract between CGS and First Student expires on June 30. In compliance with the Agreement on Internal Trade (AIT) and the Trade and Investment and Labour Mobility Agreement (TILMA), all GOA and Alberta's MASH sector must post purchasing opportunities that exceed defined thresholds (\$75K for services). Thus, Wendy Juergens, Secretary Treasurer will post an RFP to the *Alberta Purchasing Connection* (AIP) in early February. AIP provides vendors with a single connection to public sector purchasing in Alberta and across Canada. The current service provider was notified of the contract expiry and our intention to post an RFP, and was invited to respond.

Accountability Pillar Surveys

Alberta Education mailed parent surveys beginning the week of Jan. 23-27 and continuing until the week of Jan. 30 – Feb. 03. Parents who have not yet received a survey by Feb. 10 may get a replacement by contacting AB Education or the school. The school will notify parents of this option.



TAAPCS

The Superintendent, along with Directors Wayne Marshall and Geordie MacPherson (Board's appointed voting representative) attended the mid-year General Meeting of TAAPCS in Red Deer on January 20 and 21. The Governors' meeting on Saturday addressed the revised TAAPCS bylaws, membership fees, and budget. B. Kallal provided support for the Bylaws discussion. Three options for considering fees were presented and the decision was made to continue with the current structure but to revisit this issue in May. CGS provided the door prizes for the Friday evening banquet (thanks to principal J. Hadden for taking care of this) and the Arts Academy provided the entertainment. Aurora School was spotlighted at the General Meeting. Director MacPherson will provide a more detailed oral report. The meeting minutes were posted to the Board's WIKI.

TAAPCS Committees (Fees and Communications)

Boards are invited to name representative(s) to two new committees. The Fees Committee will review the fee options (and potential amendments) and bring forward a recommendation at the May General Meeting. Similarly, the Communications Committee will develop a TAAPCS advocacy and communications plan, as well as proposed budget for the plan, for consideration at the May General Meeting. Meeting will be by conference calls beginning the second week of March. The deadline for committee appointments is February 27. Note that the Spring General Meeting is in Grande Prairie (Valhalla School).

Technology Services Update

CGS Guest Network

The new CGS Guest wiki network is available at Board Office at the end of the week Feb. 06-10.

Phone/Intercom Update

Joel Melashenko, Director of Technology reports that the wiring is now complete and the new phones for the schools are enroute. The new system will be functional by the end of February. As well, a network analysis and audit was initiated on February 2 to determine the best configuration to handle the network traffic within our bandwidth. Teacher monitoring of student machines, including student cell phones connected to the CGS network, increase the security of the system but place significant demands on the bandwidth.

Drop Out Rate Analysis

AB Ed reports the Annual Dropout and Returning Rates to provide perspectives on student enrolment patterns and enhance understanding of high school completion rates. The Annual Dropout and Returning Rates are based on data for three consecutive school years. An initial cohort of students (aged 14 to 18), the Age Specific Cohort is established for a given school



year. The Dropout Rate is then calculated by determining the number of students from the Cohort who are not found to be in the learning system in the subsequent school year. Finally, the Returning Rate is calculated by tracking how many of the students who were not in the learning system in the second consecutive year are found to have returned in the third year. Thus, the Dropout Rate noted in the Accountability Pillar Results for CGS refers to students who were not registered in an Alberta School (2015-16) following their grade 9 school year (2014-15) and not previous CGS grade 9 students who did not graduate from an Alberta High School as previously reported. Because the information is closely linked to the students from last year, CGS can identify and account for the approximately five girls who did not register for grade 10 in Alberta. As previously reported, a number of families have left Alberta to seek opportunities elsewhere.

High School Redesign

Moving Forward with High School Redesign engages stakeholders in re-imagining traditional high school practices (e.g., How can high school organize outside the 25 hour/credit requirement?) in order to ensure student-centred, inclusive learning. More information about High School Redesign is available at education.alberta.ca/moving-forward-high-school-redesign/moving-forward-with-high-school-redesign-1.

Board Development Seminars (CGS Board Hosts)

Approximately twenty-five Directors, along with five Superintendents, attended the January 24 seminar hosted by the CGS Board. B. Kallal, a former Board Chair with Edmonton Catholic Schools presented on meeting protocols and parliamentary procedures. Although the topic would not suggest an entertaining evening, Becky's lively presentation, considerable knowledge and experience, as well as hilarious anecdotes helped everyone to engage with an important topic that was a refresher for some attendees, while a new understanding for others. Verbal feedback was very positive with appreciation to the CGS Board for expanding this learning and networking opportunity.

Items from the Campuses

A Showing of *Screenagers*

Lakeview campus welcomed about 185 students and parents to a showing of *Screenagers* on the evening of January 25. The following excerpt from blogger Jennifer Jolly, available at https://well.blogs.nytimes.com/2016/03/15/in-screenagers-what-to-do-about-too-much-screen-time/?_r=0 captures an interesting scene from her interview with Dr. Delaney Ruston, the director of "Screenagers" and a physician serving as filmmaker in residence at Stony Brook Medicine in New York.



Q. The movie starts with your almost 13-year-old daughter trying to convince you she needs a smartphone. What's the big lesson for other parents here?

A. I want every parent to know two main scientific facts: The first is that the part of the brain responsible for things such as planning, decision-making and impulse control (the frontal cortex) grows slowly over the teen years and is not fully developed until our 20s. The second is that screen time releases the chemical dopamine in the reward centers of the brain, and there is no other time in life when you're as susceptible to that pleasure-producing chemical than in adolescence. The worst thing a parent can do is hand over a smartphone and hope for the best. But parents often feel like trying to set limits is pointless, that the cat is out of the bag, tech is everywhere. I hear all kinds of excuses. But kids' brains aren't wired to self-regulate. They can't do it without you, and they shouldn't have to.

Q. What should parents do then?

A. Given the right guidelines, kids can increase self-control over time. And that's a more important indicator of success than even I.Q. I was really surprised, and you'll see in the film, kids consistently told me that they want rules around their screen time. Two of our rules are: No phones in bedrooms at night, and no phone use in the car. We use alarm clocks and talk with each other instead. Those are the easy ones. For the rest of the "rules," and what you'll see after a few painful mistakes on my part in the film, is that it's best to create a contract with your kids' input.

School Based PD – (Friday, January 27 and Monday, January 30)

Principal Judi Hadden worked with a staff PD Committee to plan the learning over these two days. Commendations to Zoey Graf, Sarrah Johnstone, Eva Erfle and Allan Gallant for their assistance.

- Presenters Rebecca Sullivan, Jessalyn Keller and Joe McGuire from UC spoke on gender identity. This provided opportunity for staff to consider the issues students face and how to support them in creating a safe, caring and welcoming environment for all students. Staff also explored ways to better support fathers of CGS students in understanding girls and in feeling part of the CGS community.
- Guest Adrian Wolfleg of the Siksika Nation led a blanket ceremony to further understanding of the social, culture and emotional impacts resulting from the displacement of indigenous people in Canada. The focus on building understanding of Aboriginal people included a visit to the Glenbow Museum Indigenous Gallery. Teachers Zoey Graf and Sarrah Johnson shared their research project entitled Narratives at the Heart of Innovative Practice: Stories as Bridges Among Alberta's Diverse Geography and Peoples.



Chips & Chat Alumni Event

Lakeview sponsored "Chips & Chat" an evening event that welcomes former CGS students back to say hello to staff, reconnect with former classmates who may now be attending other high schools, and to remember what it means to be a "Go Girl."

Outside Mural

The students are working on painting the outside mural – a project through Artist in Residence Program funded by the School Council.

Outdoor Education (submitted by Teacher Alora Popow)

The Castle Mountain Ski Hostel trip was a grand success! The students of Calgary Girls' School were able to experience the wonders of the natural world in an absolute pure setting. In our first moments of arrival, we went on a snowshoe adventure through the forest. The snow was 3-4 feet deep and the girls truly experienced the effort, skills, and motivation required by traveling on foot in such environments. My colleague and I used some resources from the outdoor centre at the University of Calgary to inform the students about the history of snowshoes dating back 6000 years ago in Asia, the use and evolution of technology in terms of materials.

Passing cougar tracks that appeared to be following deer tracks, was an easy inquiry into ecosystems and food webs. Upon arrival at an open clearing, the girls built quinces, observing the layers of snow to bring awareness about avalanche safety while also recognizing the use of natural resource for survival shelter and indigenous ways of living. The opportunities of being out in nature presented themselves to be learning moments that were woven into a grander lesson for the students. The girls were in small cooking groups, building independence to provide nutritious meals for themselves.

The next day was full of ski and snowboard lessons, challenging many girls to experience a risk they had taken for the very first time. Beyond the physical experience, they have formed mental and emotional intelligence building resiliency and persisting through a challenge. In the evening, the students pulled me outside to look at the stars. We spent almost an hour in pure silence observing and listening, and feeling the effects of such an experience. Reflecting on the night sky, they were amazed, and curious with so many questions about our universe and humanity- opening up the space for truly wondering about our world and others that exist.

In all, the opportunity to get the students out into a rugged, diverse, unpredictable environment was the most authentic learning I have been a part of. Thank you for the support in encouraging youth to participate in the natural world.

Read further . . .



Thank you for your Youth Environmental Engagement Grant proposal for *Castle Mountain Ski and Hostel*. Congratulations! You've been chosen as one of our December Green Scholars recipients! We will be granting \$500 towards your project.
-Communications & Outreach Manager , Emerald Foundation



February 8, 2017

Transportation Services Annual Monitoring Report

Background:

Regular public school boards are required under s. 51 of the School Act to provide transportation services; however, this particular section of the Act does not apply to public Charter School Boards. Nevertheless, a charter board may choose to provide transportation services.

The *Funding Manual* from Alberta Education provides a number of formulas that public boards use to calculate their transportation grants. As a Charter school, CGS can claim at the *metro urban* rate for those students who reside more than 2.4 km from the school and who are registered for school transportation. The per student grant for eligible (qualifying) students is just over \$500 which is about 30% of the actual cost per student. *Boards are permitted to charge the parent of a student receiving transportation provided by the board any fee determined by the board (s.51 (3)).* The transportation fee assessed for CGS students is intended to make up the difference between the grant funding and the cost for service.

A funding formula that considers sparsity and distance, similar to the "sparsity and distance differential" provided for rural transportation, would more accurately reflect the reality that CGS buses to its centrally located campuses from all quadrants of the city. Most urban boards bus within an attendance area for "feeder schools." This results in an economy of scale that is not achievable by CGS.

Changes in transportation service over the past two years have increased efficiency and reduced costs. Route times (the difference between the first pick up and the drop off at school) have decreased and the incidents of buses arriving late to school have also decreased. Walk distances, which continue to be below the 2.4 km defined in the School Act, increased with the implementation of congregated stops to reduce overall route times.

The Board is advised that the Secretary-Treasurer is preparing an RFP for transportation services as this is the final year of our previous contract which included the optional agreement to extend for two years. Those two years expire this June.

Recommendation:

That the Board of Directors receives the *Annual Transportation Monitoring Report 2016-17* for information.

A handwritten signature in black ink, appearing to read "Dianne Skagen McBeth", is written over a horizontal line.

Dianne Skagen McBeth
Superintendent

Attachment: Annual Transportation Services Monitoring Report

Transportation Services Annual Monitoring Report 2016-2017

CGS, through contracted services with First Student operates 13 routes that transport 491/588 students (84% of total students) - 2016/2017 and 499/588 students (85% of total students) – 2015/2016, 179 (189) days per year in Calgary, in the fifth largest metropolitan area in Canada, over an area of 720 km², for a total of 303,354 km/year.

Safety

Alberta's 2008 ten-point action plan for improving school bus safety recommended that Alberta Education and the transportation industry develop a standardized route risk assessment checklist. First Student drivers annually conduct risk assessments for their routes.

Of the 13 routes, 9 forms had no issues and 2 identified issues.

September 2016- January 2017

Issue	Recommendation
Weather Related Snow Drifts and fog	Driver caution (1 issue)
Child on a Bike ran into a stationery bus	Move stop half a block (1 issue)

No child left behind

No child left behind means drivers must check all seats before leaving their buses for the day. *No child left behind* also means drivers must complete their morning route even if the bus is significantly delayed. The driver must not assume students have accessed alternative transportation. Drivers are also expected to make a regular stop even if no child appears to be waiting at the stop.

Seat Belts and Buses

For a response to questions about seat belts on school buses, see a summary by the Canada Safety Council:

<https://canadasafetycouncil.org/child-safety/there-need-seat-belts-school-buses>

Safety Training

Drivers attend the "S Course", which in addition to providing defensive driving training provides education on handling emergency situations. Students of Calgary Girls' School have already practiced evacuation drill this year. The drill would normally occur twice per year.

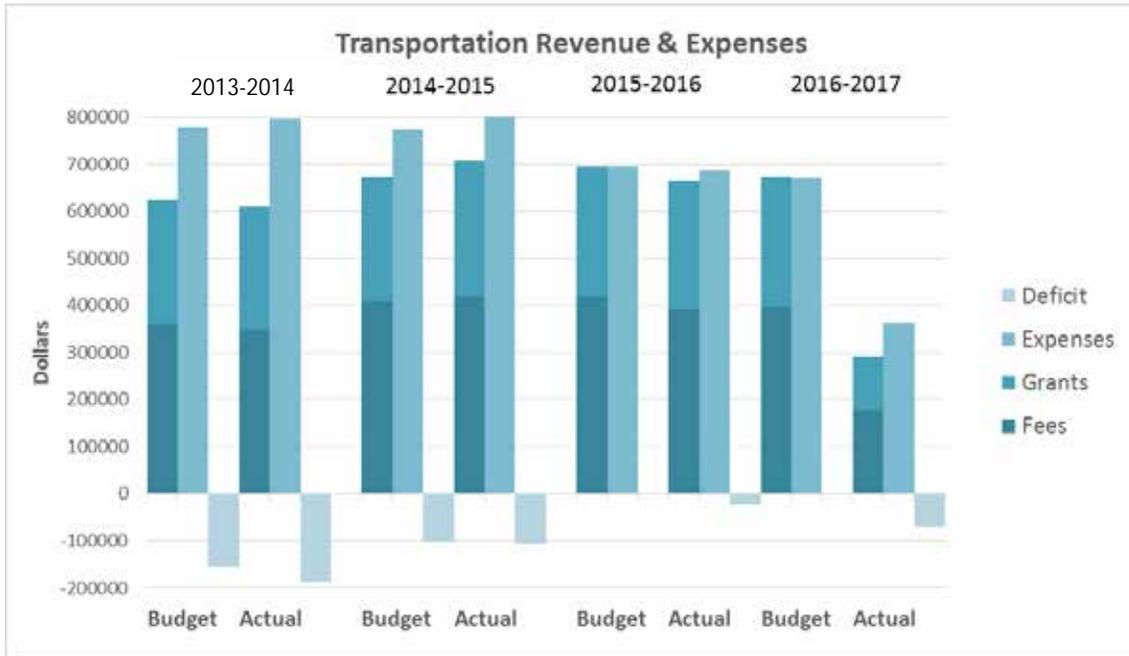
Accident/Incident Record	September 1, 2016 to January 31, 2017	
Number of Accidents	Zero	
Number of Incidents	Month	Outcome
1	November	No injuries (F Bus)
1	January	No injuries (K Bus)

Budget/Financials

Revenue and Expenses: Transportation Services 2013-14, 2014-15 2015-2016 & Current Projected 16-17

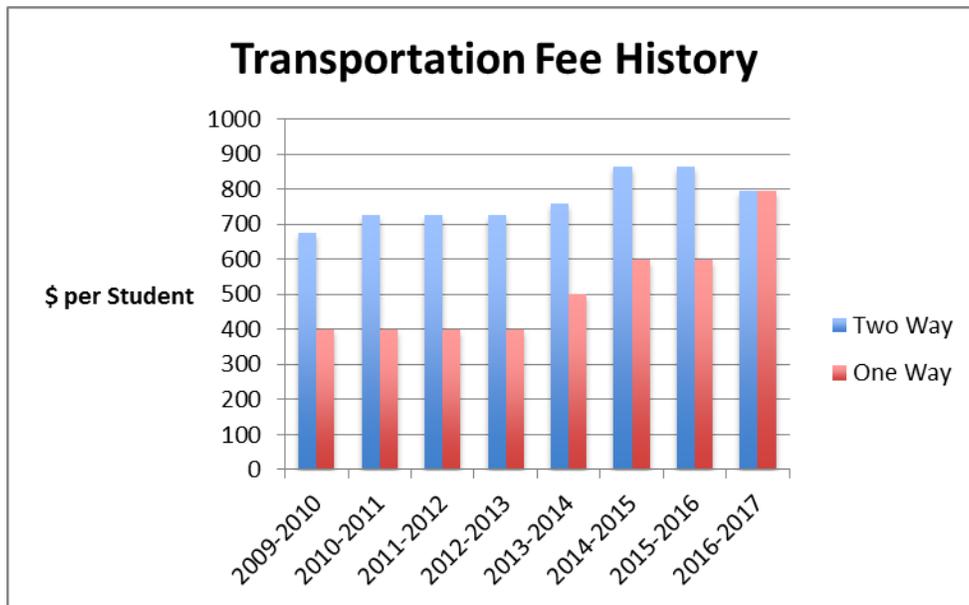
Historical Revenue 2013-14	Budget 2013-14	Percentage of Total Budget 2013-14	AFS 2013-14
Grants	263,520	4.0	262,422
Fees (net of subsidies)	360,040	6.0	348,607
Total	623,560	10.0	611,029
Expenses Total	778,545	12.0	797,137
Surplus/(Deficit)	(154,985)		(186,108)
Historical Revenue 2014 -15	Budget 2014-15	Percentage of Total Budget 2014-5	AFS 2014-2015
Grants	264,618	4.0	286,578
Fees (net of subsidies)	408,185	5.0	420,571
Total	672,803	9.0	707,149
Expenses Total	773,313	11.0	813,181
Surplus/(Deficit)	(100,510)		(106,032)
Historical Revenue 2015-16	Budget 2015/16	Percentage of Total Budget 2015-2016	AFS 2015-2016
Grants	274,500	4.0	273,951
Fees (net of subsidies)	421,200	6.2	390,965
Total	695,700	10.2	
Expenses Total	695,679	10.2	687367
Surplus/(Deficit)	21		(22,451)
Projected Revenue 2016-2017	Budget 2016/2017	Percentage of Total Budget 2016-2017	Projected to January 31, 2017
Grants	274,500	4.3	114,155
Fees(net of Subsidies)	397,500	6.2	178,188
Total	672,000	10.5	292,343
Expenses Total	671,210	10.5	362,413
Surplus/(Deficit)	790		(70,070)*

It is anticipated that transportation will meet the budgeted surplus as transportation grants are received over 12 months where as busing costs are incurred over 10 months.



Subsidies are available as per Policy 17 Transportation and Administrative Procedure 550 Transportation. Parents may apply for a subsidy that is half the fee ($795/2 = 395$, based on 2016-17 rate). The application requires parents to complete an application form and demonstrate their need. The decision is made at the business office.

Transportation Fee History



Transportation fees for CGS students remained stable at \$725/\$400 (two way/one way) for three years prior to 2013/14, but in 2014/15, fees increased to \$760.00/\$500.00, an increase of 5%/25%. In 2015/16 fees increased again to \$865.00/\$600.00, an increase of 14%/17%. The transportation fee was reduced to \$795 for 2016-2017, but along with this reduction was the elimination of the one-way fee.

Age of Bus

Age of Bus	Number			Percentage		
	16/17	(15/16)	(14/15)	16/17	(15/16)	(4/15)
0-2 years	0	(2)	(3)	0	(15.4)	(21.4)
3-5	6	(4)	(0)	46.2	(30.8)	(0)
6-10	5	(6)	(3)	38.4	(46.2)	(21.4)
11-17	2	(1)	(8)	15.4	(7.7)	(57.2)
Total:	13	13	(14)	100		

Alberta does not have a recommended schedule for bus replacement. Reliability and safety are influenced mileage, maintenance schedules, needs for retrofitting rather than just age of the bus.

Bus Size

A common misconception is that significant cost savings occur based on the bus size. Contractors prefer to purchase larger buses to maximize flexibility (change between routes) and efficiency (schools can hire one bus for two classes on a field trip) and effectiveness (emergency evacuation). The major costs for operating a bus include labor, insurance, fuel, and maintenance, which vary minimally on bus size. However, smaller buses are more nimble in dense traffic or narrow corridors. Some cost savings can be achieved with smaller buses (current contractors) but this needs to be weighed against the possibility of increasing the number of buses needed.

Route Information

Route Area & Name	Total Distance (kms)	Total Ride Time (mins)	Capacity of Bus	Number of Riders	Weighted Average Count*	Quadrant Of the City	Efficiency % 16/17 15/16(14/15)
Bus A	68	118	66	34	46	SW	52 (67) (60)
Bus B	148	160	72	30	39	NW	42 (41) (41)
Bus C	127	140	72	37	47	NW	52 (31) (42)
Bus D	140	160	72	52	69	NE	72 (71) (67)
Bus E	85	120	72	45	59	SW	63 (71) (67)
Bus F	116	120	72	57	74	SE	79 (63) (72)
Bus G	90	110	84	48	64	SW	57 (61) (63)
Bus H	137	150	72	62	78	SE	86 (78) (66)
Bus I	84	150	24	20	27	ALL	83 (71) (35)
Bus J	158	150	24	21	26	NE/NW	88 (41) (45)
Bus K	102	120	72	42	57	SE/SW	58 (65) (65)
Bus L	85	120	72	33	39.5	NW/SW	46 (40) (36)
Bus M	72	120	41	23	27	SE	56 (42) (50)

Notes: The Board approved 12 routes for the 2016-2017 school year but First Student has managed to continue the use of 13 buses by incorporating two additional smaller buses into the system at no additional cost to the contract.

The average annual ride time can be calculated for as 134 minutes for 2016-2017 compared with 2015-2016 calculated as 140 minutes.

Average efficiency has increased from 57% to 64%, although total student ridership has decreased by 8 students.

Pressure Points:

Alberta supports choice as a fundamental principle of the education system. Charter Schools represent a choice for many parents and students. However, Alberta does not fully fund transportation to programs of choice. The *urban metro* rate does not take into account the distances and/or sparsity that is recognized for rural, urban, and Francophone boards. *Parents who choose to have their children attend a school outside of their designated attendance area or a school of choice assume responsibility for the transportation of their children to that school.*

(Source: http://education.alberta.ca/media/8309883/education_funding_in_alberta_handbook_2014-2015_v2.pdf)

Charter Schools need a unique charter school funding formula that addresses the distances and the sparsity.

Recruiting and Driver Retention

Many drivers complete their first route and then take on a second route immediately after. The difference in opening and closing times among schools makes this possible. CBE implemented a daily bonus system to attract and retain drivers, which forced other boards to follow. The estimated annual cost is \$13,230 currently paid to First Student.

RFP for Transportation Service Contract

CGS's five-year contract with First Student, which expired the end of June 2015 was extended for an additional 2-year term with the increase in daily rates limited to 1.7% for the 2015/2016 year. Costs increased by the CPI for 2016/2017(3.1%). CGS is in the process of developing an RFP for Transportation Services which will be posted by mid February. It is hoped that a new 5 Year Transportation Contract will be in place by May 1, 2017. The current service provider was notified and invited to respond to the RFP.

Ridership Uncertainty

Transportation funding for does not apply to students who register for transportation after the September 30 "frozen head count" (yes, that's the label AB Education uses). The number of students registering for transportation varies from year to year and because CGS has relatively small numbers spread over 13 routes, the impact is significant when the numbers drop. Further, the number of requests for fee subsidies increased over the previous year.

Parental Satisfaction

Route delays occur for a variety of reasons of which most fit into the category of *due to circumstances beyond control* of First Student. This includes high volumes of traffic, weather impacting road conditions, construction causing delays and detours. Difficulties in starting buses during cold weather and mechanical breakdowns also cause route delays. Parents may find they are late for work as a result and this causes tensions. CGS asks parents to have a back up plan for such eventualities. The most significant concern is the timeliness of communication when a bus is late. By the time the driver realizes he/she is more than 10 minutes late (the tolerance level), he/she must stop the bus and phone in the late notice. The stopping usually adds another 5 minutes to the late time and any additional minutes quickly result in a long wait.

Communication and Response

- Communication occurs regularly between CGS and First Student. The routes area developed and changed in a consultative process.
- Parental concerns are also addressed as they arise.
- A recurring problem is the timeliness of notices to parents from First Students. CGS has recommended the use of custom-designed Apps and GPS to help with timely and accurate updates to parents. ZTA was implemented prior to full readiness and has not been successful in providing the up to date information parents desire.
- First Student uses "Tweets" to communicate with parents.

Areas for Advocacy

- Support the choice principle so that transportation funding, similar to instructional grants, follows the student.
- Support a unique funding formula for charter schools because they are neither rural nor urban, but have complexities of both including the sparsity and distances of rural boards.

Potential Areas for Exploration

- Consider partnerships with other public and public charter boards.
- Consider public transportation at least in part.
- Consider parent transportation agreements on a case-by-case basis.
- Consider adding variables (distance/family rate) to the fee structure.
- Consider the limits, if any, to the CGS transportation service.

February 08, 2017 **Enrolment Monitoring 2016-17**

Background:

Funding from Alberta Education is based on eligible student enrolment as of September 30 in a given school year.

Enrolment as of September 30, 2016

Confirmed September 30 Enrolment				
Prior Years				
Grade	13/14	14/15	15/16	16/17
4	78	69	71	76
5	105	107	87	89
6	110	116	118	100
7	109	122	109	118
8	104	109	112	104
9	63	85	89	101
Total	569	608	586	588

** enrolment by grade at September 30 for previous **three** years shown for comparison.*

In reviewing the Enrolment, the following points will be considered:

- Charter enrolment cap is 600 students
- Budget 2016-17 enrolment assumptions and implications
- Capacity for accommodating enrolment growth and/or grade expansion

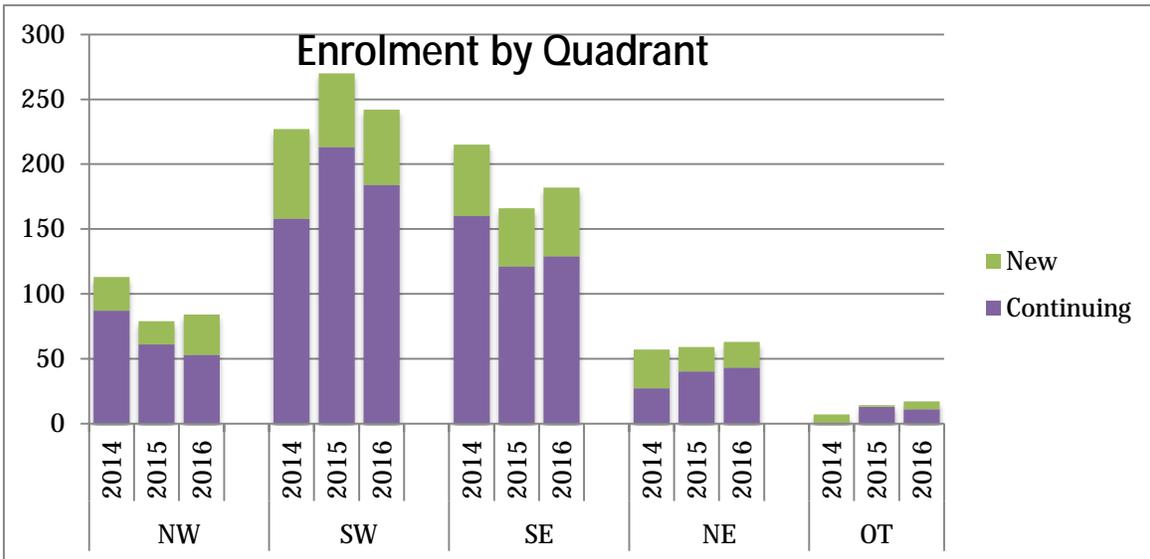
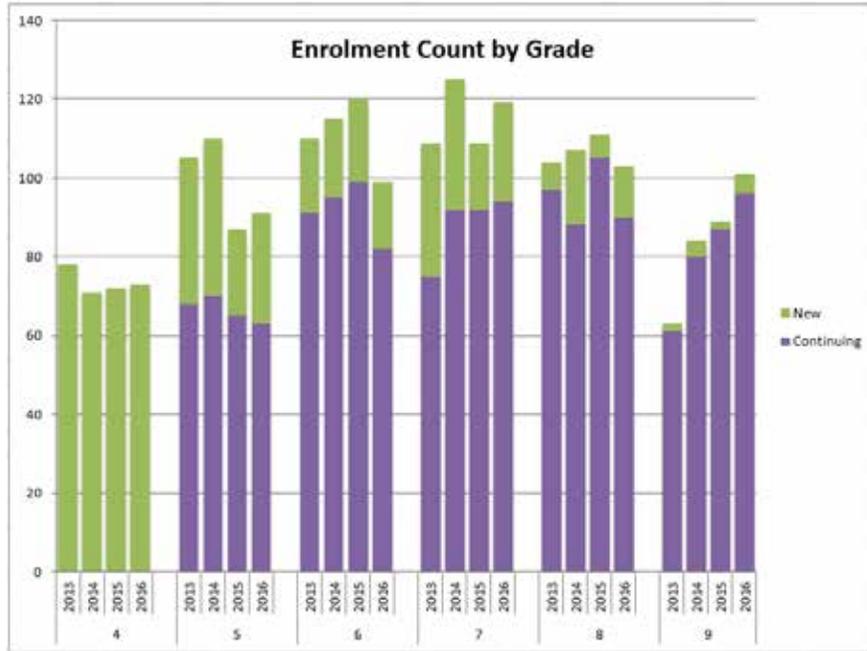
In late spring, a survey will be sent to parents of Early-Exiting Students (those who leave CGS before completing Grade 9 to consider ascertain the factors that contribute to the early-leaving decision.

Recommendation: That the Board receives the Enrolment Report as information.



Dianne Skagen McBeth
Superintendent

February 08, 2017 **Enrolment Report 2016-17**



OT = out of town



Facilities Monitoring Report

Background: The facilities report will review the on-going Plant, Operations and Maintenance (PO & M) Partnership Agreement with Foundations for the Future (FFCA), along with the financial implications of this relationship.

The four-year agreement is now in its second year, after being approved by motion at the June 7, 2014 Regular Board Meeting.

Points to Consider:

- This agreement provides for the transfer of CGS Budgeted PO and M funds from Alberta Education to Foundations for the Future Charter School (FFCA) to support a combined maintenance program
- CGS has access to a pre-determined share of the FFCA Facilities Manager and staff, providing a full service Maintenance department (Budgeted cost \$50,000).
- CGS has access to the FAME (Facilities Administration system) to request, follow and record all maintenance requests (no cost to CGS)
- CGS is saving through economies of scale on Utility costs (up to 25% on last winter's historical electricity rates and 14% on Natural Gas costs, again based on historical data from last winter), Landscaping and snow removal (up to 25% saving on monthly rates)
- Revenue and Expenses for PO&M are being reviewed and reconciled by CGS accounting staff on a quarterly basis through the shared reporting system
- Any Surplus or Deficit in PO & M is being transferred back to CGS and recorded as Revenue or Expense in the current year.

Results:

The partnership with FFCA continues to work well and we have developed an excellent working relationship with the Maintenance and Accounting staff at FFCA. The 2015-2016 year showed a small deficit in PO and M of \$3,256, which was shown as an Accounts Payable in the CGS Audited Financial Statements, thereby being carried forward into the 2016-2017 year. As at the end of January 2017 there was a small surplus of approximately \$2,000.

Recommendation: That the Board accepts the Facilities Monitoring Report for information.

A handwritten signature in black ink, appearing to read "Dianne Skagen McBeth".

Dianne Skagen McBeth
Superintendent

A handwritten signature in black ink, appearing to read "Wendy Juergens".

Wendy Juergens
Secretary/Treasurer



February 8, 2017

Governance Policy Review (Policy 5 Role of the Charter Board Chair)

Background: The Board strives to govern effectively in three modes: fiduciary, in which the board exercise its legal responsibilities of oversight and stewardship; strategic, in which the board makes major decisions about resources, programs and services to improve the desired effectiveness in serving its students; and, generative in which the board engages in deeper inquiry, explores root causes, values, optional courses of action and new ideas. Decision-making in these areas is guided by the Board's *Policy Governance Handbook*.

An important component of the Board's systematic approach to policy development is a cyclical review to ensure polices clearly reflect the intent of the board, timely adaptations respond to changing circumstances, all Directors share common understanding of the policy intentions, and decision-making complies with policy.

This *best practice* expectation for ongoing review is reflected in the Board Procedures Regulation (Procedure 4 as per the Regulations pending adoption of the Education Act) states, *The Board shall (a) establish policies and procedures governing the conduct of meetings of the board and the administration and business of the board, and (b) monitor and evaluate the effectiveness of the established policies and procedures on a regular basis.*

The following are suggested as guiding questions:

- What are the intentions of the policy? Does it achieve its purposes?
- What is the ongoing need for this policy?
- How effective is this policy?
- Have any circumstances (e.g. legal) changed that imply need for changes to this policy?
- Is the Board and organization in compliance with this policy? If not, what evidence substantiates this?

Policy 5 Role of the Charter Board Chair (approved 2014, reviewed 2015-16) is presented for consideration. The Board can affirm the current policy, recommend revisions in accordance with the process defined in Policy 10 and via the Policy and Governance Committee, or reject a policy if it is no longer needed.

Recommendation: That the Board approves Policy 5 *Role of the Charter Board Chair* to remain in force.

A handwritten signature in black ink, appearing to read "Dianne McBeth".

Dianne McBeth, Superintendent

Attachment: Policy 5 Role of the Charter Board Chair

ROLE OF THE CHARTER BOARD CHAIR

The Charter Board believes that its ability to discharge its obligation is enhanced when leadership and guidance is forthcoming from its membership.

The Charter Board, at the Organizational Meeting and thereafter at any time as determined by the Charter Board, shall elect one (1) of its members to serve as Chair, to hold office at the pleasure of the Charter Board. The Charter Board entrusts to its Chair primary responsibility for providing leadership and guidance. The Chair is accountable to the Charter Board for his/her actions, decisions and activities.

Further to any responsibilities outlined in article 5 of the Society bylaws, the Charter Board delegates to the Chair the following powers and duties:

1. Act as the official spokesperson for the Charter Board, except for those instances where the Charter Board has delegated this role to another individual or group and for the organization when there are potential political implications.
2. Preside over all Charter Board meetings and ensure that such meetings are conducted in accordance with the School Act, Society bylaws and the policies as established by the Charter Board.
3. Prior to each Charter Board meeting, confer with the Vice-Chair, the Superintendent and/or designate on the items to be included on the agenda, the order of these items and become thoroughly familiar with them.
4. Be familiar with basic meeting procedures.
5. Perform the following duties during Charter Board meetings:
 - 5.1 Maintain the order and proper conduct and decorum of the meeting so that motions may be formally debated.
 - 5.2 Ensure that all issues before the Charter Board are well-stated and clearly expressed.
 - 5.3 Display firmness, courtesy, tact, impartiality and willingness to give everyone an opportunity to speak on the subject under consideration.
 - 5.4 Ensure that debate is relevant. The Chair, in keeping with his/her responsibility to ensure that debate must be relevant to the question, shall, when s/he is of the opinion that the discussion is not relevant to the question, remind members that they must speak to the question.
 - 5.5 Decide questions of order and procedure, subject to an appeal to the rest of the Charter Board. The Chair may speak to points of order in preference to other members, and shall decide questions of order, subject to an appeal to the Charter Board by any member duly moved.

- 5.6 Submit motions or other proposals to the final decision of the meeting by a formal show of hands.
 - 5.7 Ensure that each Director present votes on all issues before the Charter Board. When appropriate, advise Directors of a possibility of a conflict of interest.
 - 5.8 Extend hospitality to Directors, Superintendent and staff, the media, and members of the public.
6. Keep informed of significant Calgary Girls' School activities.
 7. Assist with the Charter Board's orientation program for Directors.
 8. Keep the Superintendent and the Charter Board informed in a timely manner of all matters coming to his/her attention that might affect the organization.
 9. Be in regular contact with the Superintendent to maintain a working knowledge of current issues and events.
 10. Convey directly to the Superintendent such concerns as are related to him/her by Directors, parents or students that may affect the administration of the organization.
 11. Provide counsel to the Superintendent.
 12. Review and approve the Superintendent's expenditure claims and monitor total days of work as per the contract for service.
 13. Bring to the Charter Board all matters requiring a corporate decision of the Charter Board.
 14. Act as ex-officio member of all Charter Board committees, with the exception of the Student Discipline Committee.
 15. Act as a signing authority for Charter Board minutes.
 16. Act as a signing authority for the organization as follows:
 - 16.1 As required by the Government of Alberta.
 - 16.2 As required by financial institutions.
 17. Represent the Charter Board, or arrange alternative representation, at official meetings or other public functions.
 18. Address inappropriate conduct or bylaw/policy infringement on the part of a Director.
 19. Ensure the Charter Board engages in regular assessments of its effectiveness as a Charter Board.

20. Act on behalf of the Superintendent in his/her inability to act due to conflict of interest.

21. Report to Society members at the Annual General Meeting.

Legal Reference: Section 60, 61, 62, 64, 65, 67, 70, 72 School Act