



REGULAR MEETING OF THE BOARD OF TRUSTEES

PUBLIC AGENDA

TUESDAY, JANUARY 4, 2011

5:00 P.M. – 8:00 P.M.

Board Room, Plaza Level (2nd Floor), Education Centre
515 Macleod Trail SE, Calgary, Alberta

*Please join us on the Plaza at 4:40 p.m. for a musical
presentation by the Grade 8 Guitar Class from
Colonel Macleod School*

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.

<u>Attach.</u>	<u>TOPIC</u>	<u>Who</u>	<u>Time</u>
	1.0 CALL TO ORDER, NATIONAL ANTHEM AND WELCOME	Chair	5 min.
Agenda	2.0 CONSIDERATION/APPROVAL OF AGENDA	Chair	2 min.
	3.0 SCHOOL/SYSTEM PRESENTATIONS		
	4.0 HONOURS AND RECOGNITIONS		
Verbal	5.0 PUBLIC CONVERSATION AND INFORMATION		30 min.
	5.1 Report from Chair and Trustees		
	5.2 Report from Chief Superintendent		
	5.3 <u>Public Question Period</u> (An opportunity for the public and/or stakeholders to raise questions and seek clarification on educational matters with the trustees. Fill out "Public Question Period" form on the table in the foyer and submit to the Corporate Secretary in writing or electronically to corpsec@cbe.ab.ca no later than 5 hours prior to the scheduled start time of the meeting. This form is also available in Appendix C of the Board Meeting Procedures. The person asking the question must be present at the meeting.)	Public	

<u>Attach.</u>	<u>TOPIC</u>	<u>Who</u>	<u>Time</u>
	5.4 <u>Stakeholder Reports</u> (An opportunity for stakeholder groups or the public to verbally address the Board for 3 minutes on any educational issue, to a maximum of 5 reports per meeting. Advise the Corporate Secretary at least 10 minutes prior to the commencement of the meeting if you wish to do a stakeholder presentation.)	Public	
	5.5 Trustee Inquiries		
	6.0 ACTION ITEMS		
P. 6-1	6.1 Proposed Accommodation Plan for the Kindergarten to Grade 6 French Immersion Program at Highwood School and the Kindergarten to Grade 6 Mandarin Program at King George School	F.Coppinger	30 min.
P. 6-25	6.2 Proposed Accommodation Plan for the Grade 7 to 9 Regular Program at Robert Warren School	F.Coppinger	30 min.
P. 6-39	6.3 Noon Hour Supervision Fees (<i>THAT the Chief Superintendent be directed to engage in a consultation process and review of noon hour supervision fees to devise a supervision fee structure that addresses concerns raised</i>)	Trustee Lane	15 min.
P. 6-40	6.4 Electronic Broadcasting of Public Board of Trustees' Meetings (<i>THAT the Chief Superintendent be directed to compile a report by January 14, 2011 on potential future internet broadcast of public board meetings</i>)	Trustee Taylor	15 min.
	7.0 MONITORING AND RESULTS		
	8.0 POLICY DEVELOPMENT AND REVIEW		
	9.0 CONSENT AGENDA		5 min.
	9.1 Board Consent Agenda		
P. 9-14 P. 9-32	9.1.1 Approval of Minutes <ul style="list-style-type: none"> Regular Meeting held November 30, 2010 Regular Meeting held December 7, 2010 (<i>THAT the Board of Trustees approves the Minutes of the Regular Meetings held November 30, 2010 and December 7, 2010</i>)		
P. 9-1	9.1.2 Education Act 2011 – Proposed Framework (<i>THAT the Board of Trustees authorizes the Chair to correspond with the Minister of Education outlining the Board's response, as attached to the report</i>)		
	9.2 Chief Superintendent Consent Agenda		
P. 9-49	9.2.1 Chief Superintendent's Monthly Update (<i>THAT the Chief Superintendent's Monthly Update report be received for information and the record</i>)		

<u>Attach.</u>	<u>TOPIC</u>	<u>Who</u>	<u>Time</u>
10.0	TRUSTEE NOTICES OF MOTION		
11.0	IN-CAMERA ISSUES		
12.0	ADJOURNMENT	Chair	

CALGARY BOARD OF EDUCATION
REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES
PUBLIC AGENDA

January 4, 2011

To: BOARD OF TRUSTEES

From: Naomi E. Johnson, Chief Superintendent of Schools

Re: **Proposed Accommodation Plan for the French Immersion Program at Highwood School and the Chinese (Mandarin) Bilingual Program at King George School**

Purpose: Information and Approval

Governance Policy References: EL-1: General Executive Constraint
EL-3: Information, Counsel and Support to the Board of Trustees
EL-4: Treatment of Parents and Citizens
EL-13: Facilities
EL-14: Student Accommodation
GP-5: Board of Trustees' Role Description
GP-5E: Closure of Schools

Originator: Frank J. Coppinger, Superintendent, Facilities & Environmental Services

Resource Persons: Susan Church, Director, Area II
Calvin Davies, Director, Community Engagement & Operational Planning
Karen Barry, System Principal, Community Engagement & Operational Planning
Angie Schulz, System Assistant Principal, Community Engagement & Operational Planning
Conor McGreish, Planning Analyst, Community Engagement & Operational Planning

I. RECOMMENDATIONS

It is recommended:

1. THAT the Board receives, as information and for the record, the accommodation and implementation plan outlined in this report; and
2. THAT the Board of Trustees is satisfied that there is cause to proceed with a consideration of closure of the Kindergarten to grade six French Immersion

Program at Highwood School AND the Kindergarten to grade six Chinese (Mandarin) Bilingual Program at King George School for the purpose of re-alignment and re-location, one being contingent upon the other, in accordance with the Closure of Schools Regulation and the Board of Trustees' Governance Process Policy 5E: *Board of Trustees' Procedure – Consideration of School Closure*, sections 4 to 7; and

3. THAT pursuant to the Board of Trustees' Governance Policy GP-5E 5.1(a) the Board will convene a joint public meeting for stakeholders and parents from both Highwood School and King George School, for the purpose of discussing the information contained in the Written Notice provided to the Parents.

II. ISSUE

Highwood School provides a Kindergarten to grade six French Immersion Program to students residing in Area II. Low enrolment makes it difficult to provide effective programming for students and impacts the utilization of space and resources for educational purposes.

King George School provides a Kindergarten to grade six Chinese (Mandarin) Bilingual Program to students from across Calgary, and a Kindergarten to grade six French Immersion Program to students residing in Area II. With the continued growth of both the Chinese (Mandarin) Bilingual Program and the French Immersion Program, King George School is projected to be near capacity (600 students) within the next school year.

III. BACKGROUND

i) Schools and Programs

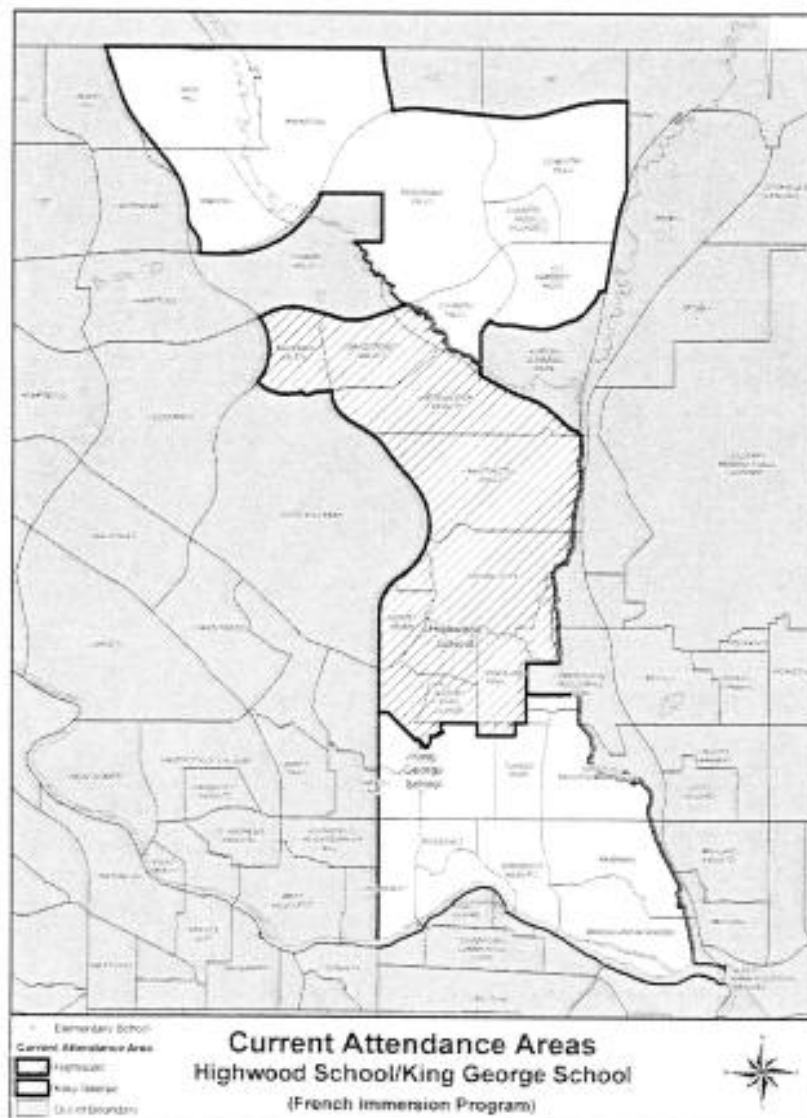
Highwood School

Highwood School offers a French Immersion Program for Kindergarten to grade six students residing in the residential districts of Beddington Heights, Cambrian Heights, Country Hills (south of golf course), Greenview, Highland Park, Highwood, Huntington Hills, MacEwan Glen, Mount Pleasant (partial), North Haven, North Haven Upper, Queen's Park Village, Sandstone Valley, Thorncliffe, Tuxedo Park (partial). Students residing in the residential districts of Greenview and Thorncliffe were designated to Highwood School in 2007 as a result of an evaluation of French Immersion Programs in Area II.

King George School

King George School offers a French Immersion Program which accommodates Kindergarten to grade six students from the residential districts of Bridgeland-Riverside, Capitol Hill (east of 14th Street), Country Hills (north of golf course), Country Hills Village, Coventry Hills, Crescent Heights, Evanston, Greenview Industrial (partial), Harvest Hills, Highland Park (partial), Hillhurst (east of 14th Street), Kincora, Mount Pleasant, Panorama Hills, Renfrew, Rosedale, Rosemont, Sage Hill, Sunnyside, Tuxedo Park and Winston Heights-Mount View.

The school also offers a Chinese (Mandarin) Bilingual Program for students from all districts within the CBE boundary. The Kindergarten to grade six Chinese (Mandarin) Bilingual Program was moved into King George School from Langevin School in September 2008 as a result of stakeholder engagement in 2007. In the past two years, the enrolment in this program has significantly exceeded CBE's expectations for growth.



ii) Accommodation Opportunities and Challenges

There is a need to provide sustainable Kindergarten to grade six French Immersion programming for the students who reside in Area II and a sustainable Kindergarten to grade six Chinese (Mandarin) Bilingual Program. The following are identified as both opportunities and challenges:

1. Sustainable Kindergarten to grade six French Immersion programming for Area II students.
2. Sustainable Kindergarten to grade six Chinese (Mandarin) Bilingual programming.
3. Effective use of space and resources for educational programming.
4. Keep “cohort groups” of students together, if possible, to facilitate transitions to junior and senior high school.
5. Transportation efficiencies.
6. Disruption to the least number of students possible.

Following is a summary of the available instructional space and enrolment of Highwood School affected by the proposed student accommodation plan:

Highwood School

Highwood School has instructional space to accommodate 400 students and, as of September 30, 2010 has an enrolment of 114 students in Kindergarten to grade six in the French Immersion Program. As this program continues to have low enrolment, there is an opportunity to accommodate the students attending Highwood School in the French Immersion Program at King George School, conditional upon the approval of the closure for the purpose of re-location for the Kindergarten to grade six Chinese (Mandarin) Bilingual Program in June 2011.

Following is a summary of the available instructional space and enrolment of Highwood School affected by the proposed student accommodation plan:

Highwood School

Instructional space available = 400 (16 classrooms)

Enrolment as of September 30, 2010

	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
French Immersion	18	13	13	19	19	10	22	114

King George School

King George School has instructional space to accommodate 600 students and, as of September 30, 2010, has an enrolment of 237 students enrolled in the Kindergarten to grade six Chinese (Mandarin) Bilingual Program and 310 students in the French Immersion Program. Due to increased enrolment, King George School is nearing its capacity.

King George School

Instructional space available = 600 (24 classrooms)

Enrolment as of September 30, 2010

	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
French Immersion	44	53	52	37	39	50	35	310
Mandarin Bilingual	45	62	41	31	18	26	14	237
Total	89	115	93	68	57	76	49	547

As this program continues to grow, the department of Community Engagement and Operational Planning has identified an opportunity to accommodate the Chinese (Mandarin) Bilingual Kindergarten to grade six students at Highwood School, conditional upon the approval of the closure of the Kindergarten to grade six French Immersion Program at Highwood School in June 2011.

iii) Community Engagement Process

Parents and stakeholders from both the French Immersion Program at Highwood School and the Chinese (Mandarin) Bilingual Program at King George School were independently engaged on several occasions related to the accommodation issues at each school. Using the International Association of Public Participation (IAP2) model of public participation, the Department of Community Engagement and Operational Planning and the Area Director determined that the level of engagement would be to "consult" participants (see Attachment I/II: Community Engagement Process Summary for a complete summary of the engagement process and corresponding promise to the public).

Following the Calgary Board of Education's *Administrative Regulation 1090: Student Accommodation Planning Process*, school and community representatives were consulted for the purpose of reviewing and soliciting feedback on a comprehensive student accommodation plan for these schools. Administration connected the values identified by the stakeholders and demonstrated the alignment with the Calgary Board of Education values that guide and inform the student accommodation plan and community engagement process.

In compliance with the requirements of Executive Limitation 14, this engagement process and student accommodation proposal reflects the following:

- Long range planning that incorporated the mission, vision and values of the Calgary Board of Education and focuses on the achievement of Ends.
- A clear and timely process to inform administrative decisions on student accommodation issues. This student accommodation planning process shall include appropriate dissemination of information, community input and participation of appropriate stakeholders.
- Projected school and program enrolments.
- Balance among equity, access, excellence and choice within the school system.
- Consideration of utilization factors at both the system and school level.

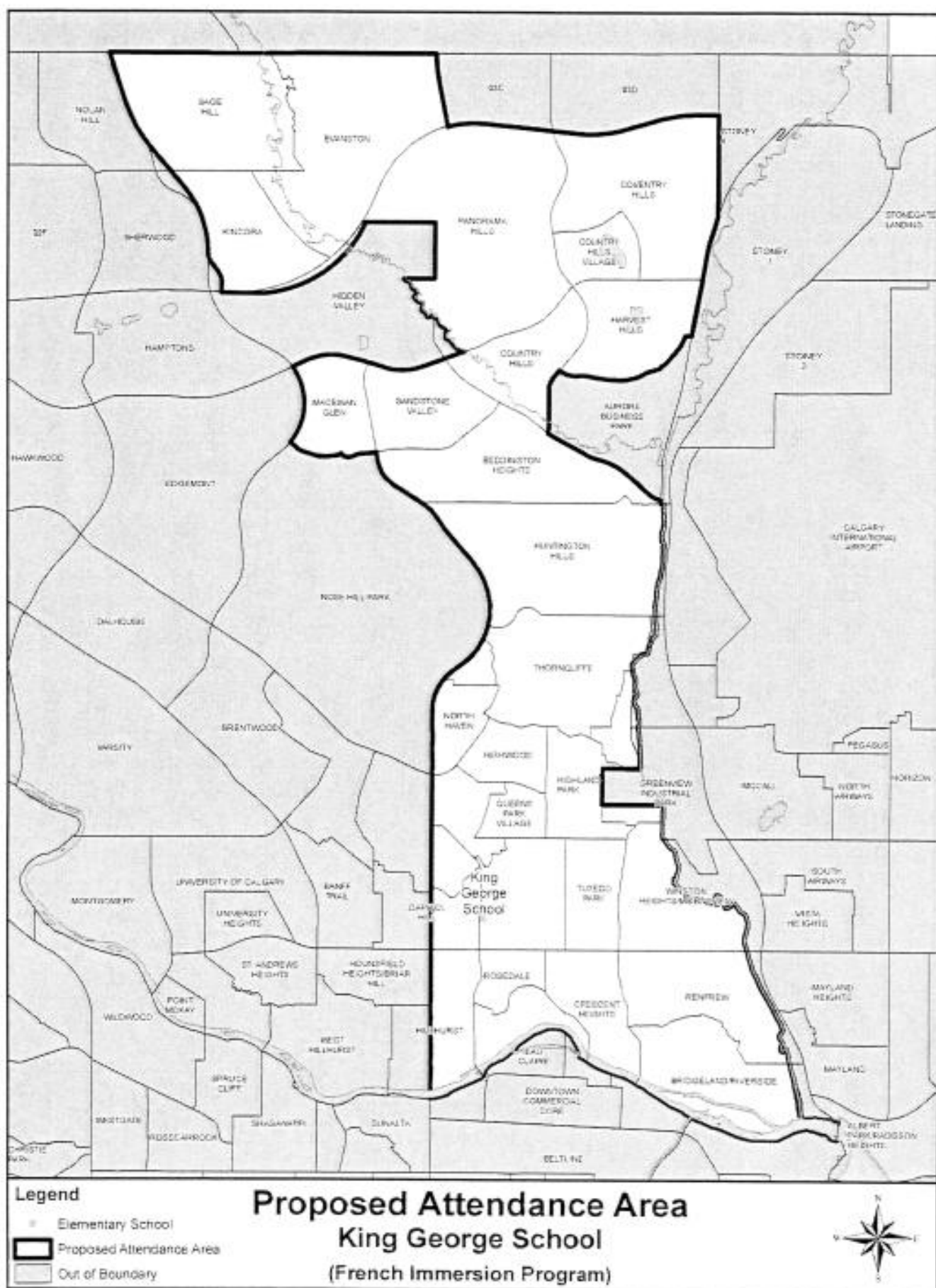
From October 2009 to February 2010 a series of meetings were held as part of the system student accommodation planning process with both groups of stakeholders. Attachment III/IV provides a summary of the feedback received from Focus Groups and attendees at meetings. Feedback from Yourvoice, an online feedback form, is summarized in Attachment V.

After consulting with stakeholders and implementing feedback where possible, the proposed long term plan, as it relates to the French Immersion Program at Highwood School and the Chinese (Mandarin) Bilingual Program at King George School, is as follows:

- Recommend consideration of closure for the purpose of re-alignment and re-location of the Kindergarten to grade six French Immersion Program at Highwood School and the Kindergarten to grade six Chinese (Mandarin) Bilingual Program at King George School, effective at the end of the 2010-2011 school year; one being contingent upon the other.

If the Board of Trustees decides to close the programs as recommended, then Administration would:

- Designate Kindergarten to grade six students from the Highwood French Immersion Program to King George School. (see page 7- Proposed Attendance Area map)
- Designate Kindergarten to grade six students from the Chinese (Mandarin) Bilingual Program at King George School to Highwood School.



IV. ANALYSIS

Highwood School

Enrolment in the French Immersion Program at Highwood School is projected to decline, which creates challenges for both educational programming and effective use of space and resources.

The following enrolment chart identifies the 2011-2012 projected enrolment for Highwood School, if the proposed closure of the Kindergarten to grade six French Immersion Program were not approved.

Highwood School (Status Quo)

Instructional space available = 400 (16 classrooms)

Projection for September 2011

	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
French Immersion	18	17	13	13	18	18	10	107

The Highwood French Immersion Program is projected to have an enrolment of 107 students within a facility that can accommodate 400. Low enrolment creates challenges for both educational programming and effective use of space and resources.

King George School

Enrolment in the Kindergarten to grade six Chinese (Mandarin) Bilingual Program at King George School continues to grow. The following enrolment chart identifies the September 2011 projected enrolment for King George School should the proposed closure not be approved:

King George School (Status Quo)

Instructional space available = 600 (24 classrooms)

Projection for September 2011

	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
French Immersion	47	40	52	51	36	38	49	313
Mandarin Bilingual	53	45	62	41	31	18	26	276
Total	100	85	114	92	67	56	75	589

As can be seen from the status quo enrolment data provided, the total enrolment at King George School is 589 students, with 313 students in the French Immersion Program and 276 students in the Chinese (Mandarin) Bilingual Program. If the proposed closure of the Kindergarten to grade six Chinese (Mandarin) Bilingual Program were not to be approved, King George School would be near capacity. Continued growth of either program would be a challenge into the future.

The following enrolment chart identifies the September 2011 projected enrolment for King George School should the proposed closure be approved:

King George School (Proposed Accommodation Plan)

Instructional space available = 600 (24 classrooms)

Projection for September 2011

	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
King George Area	47	40	52	51	36	38	49	313
Highwood Area	18	17	13	13	18	18	10	107
Total	65	57	65	64	54	56	59	420

Closing the Kindergarten to grade six French Immersion Program at Highwood School and designating the students to King George School will provide these Area II students with access to a larger cohort of students and increased resources that would provide effective organization for instruction.

The following enrolment chart identifies the September 2011 projected enrolment for Highwood School, conditional upon the approved closure for the purpose of re-location of the Kindergarten to grade six Chinese (Mandarin) Bilingual Program:

Highwood School (Accommodation Proposal)

Instructional space available = 400 (16 classrooms)

Projection for September 2011

	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
Mandarin Bilingual	53	45	62	41	31	18	26	276

In moving forward with both accommodation proposals, the CBE provides both programs with the opportunity to more effectively meet the long term learning needs of all students, in facilities that would allow for continued enrolment growth.

Given that the proposed closure of the French Immersion Program at Highwood School is contingent upon the proposed closure of the Mandarin Bilingual Program at King George School, a joint Public Meeting to discuss the Written Notice is recommended.

V. FINANCIAL IMPACT

The financial impact of these recommended program closures with respect to facility operations is negligible, since the recommendation is for the closure of two programs and both affected schools would remain operational. Given the re-location of the Chinese (Mandarin) Bilingual Program to Highwood, no operational cost savings is anticipated.

The financial impact with respect to transportation is as follows:

1. If the Kindergarten to grade six French Immersion Program at Highwood School is approved for closure, there would be no additional transportation costs associated with the designation of students from Highwood School to King George School, as these students are currently provided with transportation from their communities to the French Immersion Program.
2. If the proposed closure of the Kindergarten to grade six Chinese (Mandarin) Bilingual Program were to be approved for the purpose of re-location, students in the program would no longer be able to access existing buses. This would result in an increase in the cost of transportation due to the additional bus routes that will be required to transport these students to Highwood School.

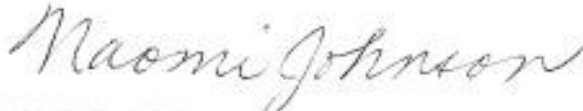
VI. IMPLEMENTATION CONSEQUENCES

The proposed student accommodation plans for the French Immersion Program at Highwood School and the Chinese (Mandarin) Bilingual Program at King George School are contingent upon the Board of Trustees' consideration of closure of the French Immersion Program at Highwood School and the Chinese (Mandarin) Bilingual Program, for the purpose of re-location, at King George School, and the Board's approval following the regulatory process pursuant to *GP-5E: Closure of Schools* and the provincial *Closure of Schools Regulation*.

If the Board of Trustees passes a motion to close the French Immersion Program at Highwood School and the Chinese (Mandarin) Bilingual Program at King George School, for the purpose of re-alignment and re-location, one contingent upon the other, Community Engagement and Operational Planning will facilitate implementation by supporting Area II and affected schools in effectively communicating this decision and the proposed accommodation plan to all stakeholders.

VII. CONCLUSION

The proposed accommodation plan provides Area II with a sustainable Kindergarten to grade six learning continuum for students desiring a French Immersion Program and a sustainable Kindergarten to grade six Chinese (Mandarin) Bilingual Program. The recommendation that two programs be closed, one contingent upon the other, supports this accommodation plan.



NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

- Attachment I: Community Engagement Process Summary for Highwood School, French Immersion Program
- Attachment II: Community Engagement Process Summary for the King George School, Chinese (Mandarin) Bilingual Program
- Attachment III: Student Accommodation Plan – Feedback (Summary) Highwood School, French Immersion Program Responses to Most Frequently Asked Questions
- Attachment IV: Student Accommodation Plan – Feedback (Summary) King George School, Chinese (Mandarin) Bilingual Program
- Attachment V: Yourvoice Feeddback(Summary)

Attachment I: Community Engagement Process Summary Highwood School French Immersion Program

Note: The original Accommodation Plan and Community Engagement Process Summary reflects a proposal to move the French Immersion Program at Highwood School to Alex Munro School. After meeting with parents from Highwood School and Alex Munro School, an Administrative decision was made engage the Chinese (Mandarin) Bilingual Program parents at King George School and move forward on an Accommodation Plan that proposed the closure of the Chinese (Mandarin) Bilingual Program at King George School, for the purpose of re-location to Highwood School contingent upon the closure of the Highwood School French Immersion Program, with a view to move the program into King George School.

Level of Public Participation (see IAP2 Spectrum): Inform/Consult
<p>Issue(s):</p> <p>The enrolment in the elementary French Immersion Program at Highwood School does not allow for the effective utilization of space, resources for educational purposes and for plant operation and maintenance.</p>
Calgary Board of Education Alignment
<ul style="list-style-type: none"> • The Mega End Statement focuses on ensuring that all students complete high school. In developing our student accommodation plans we are committed to our students and stakeholders by providing continuity for their learning through sustainable programs so that they may achieve this End. • Three Year Education Plan outcome 3.1: "The education system meets the needs of all K-12 students, our society and the economy." guides our work during and engagement process. • Decisions regarding student accommodation require the respectful engagement of stakeholders with due attention paid to the values and criteria stated in Executive Limitation (EL) 14 Student Accommodation. • As per EL-14, we use clear and timely processes to communicate and engage internal and external stakeholders in order to seek input and participation for each student accommodation plan, through the engagement process.
Parameters
<ul style="list-style-type: none"> • Sustainable Kindergarten to grade six French Immersion programming for the designated Area II communities. • Effective use of space & resources for both educational programming and plant operations & maintenance. • Keep "cohort groups" of students together, if possible, to facilitate transitions to junior and senior high school. • Transportation efficiencies. • Disruption to the least number of schools and students possible.
Goal of Public Participation Process
To provide you with objective information to assist you in understanding the problem, opportunities, alternatives and or solutions.
Promise to the Public
We will listen to and acknowledge your concerns regarding the transitioning for students, as a result of this accommodation.

Decision Making	
<ul style="list-style-type: none"> Any decisions regarding attendance area changes will be made by the Area Director and the Director of Community Engagement and Operational Planning. Any decisions regarding consideration of closure of programs and/or schools will be made by the Board of Trustees upon a recommendation from the Area Director and the Director of Community Engagement and Operational Planning. Any decisions regarding the implementation of student accommodation plans resulting from attendance area changes or closures of programs and/or schools will be made by the Area Director and the Director of Community Engagement and Operational Planning. 	
Community Engagement Process	Dates:
1. Start-up Meeting <ul style="list-style-type: none"> Meet with principals(Highwood and Alex Munro) and Area II Director to present information regarding the issues and the accommodation proposal Discuss elements that will determine Community Engagement Plan Members to include: Principals, Area II Director and members of Community Engagement and Operational Planning	Oct.16, 2009 Riverside Bungalow @ 12:15- 1:15 p.m.
2. Information meeting for all Principals of the Huntington Community (CN Gunn, Huntington Hills, Dr. J.K. Mulloy, Panorama Hills Schools)	Oct. 19, 2009 @ Dr. J.K.Mulloy
3. School Council Representatives meeting – Highwood School and Alex Munro School <ul style="list-style-type: none"> Director of Community Engagement and Operational Planning to present new information and the new student accommodation proposal and new community engagement plan Members to include: Principals, Parent representatives, members of Community Engagement and Operational Planning	Oct. 19,2009@ Highwood School Library 12:00
4. Focus Group Meeting (Highwood School -French Immersion Program) <ul style="list-style-type: none"> Review the changes to the original Huntington Hills community engagement plan and student accommodation plans Collect feedback around the separate and new student accommodation proposal for Highwood School French Immersion Program Identify anticipated questions from parents Members to include: Principals, Area II Director, Parent representatives, members of Community Engagement and Operational Planning	Oct. 22, 2009 @ Sir John A. MacDonald School @ 6:30 p.m.- 8:00 p.m.
5. Conversation with Parents- Highwood School -French Immersion Program Only <ul style="list-style-type: none"> Conversation/feedback meeting around the separate and new student accommodation proposal for Highwood School French Immersion Program Identify anticipated questions Members to include: Principals, Area II Director, 14 Parent representatives, members of Community Engagement and Operational Planning	Nov. 2, 2009 @ Highwood School 6:30-8:00 p.m.

6. Evening Conversation- Highwood School -French Immersion Program Only <ul style="list-style-type: none"> • To respond to the feedback and requests from the representative group meeting held on November 2, 2009 • To possibly identify next steps and action Members to include: Principals, Area II Director, 14 Parent representatives, members of Community Engagement and Operational Planning	Nov. 19, 2009 @ Highwood School 6:30-8:00 p.m.
7. Communicate recommendations and/or decisions	Feb. 22, 2010
8. School Council Executive Meeting <ul style="list-style-type: none"> • Review feedback recommendation and timelines • Next steps 	Oct. 15, 2010
Community Engagement Process – Internal Stakeholders:	
CEOP support for Area Director and Principals may include: <ul style="list-style-type: none"> • Director of CEOP to present new information, the new student accommodation proposal and new community engagement plan • Providing assistance or support in gathering staff feedback 	<i>Oct. 19, 2009 for Highwood School</i> <i>*Principal will inform Alex Munro staff</i> <i>Oct. 19, 2009</i>
Principals communicate recommendations and/or decisions to staff	

Attachment II: Community Engagement Process Summary Chinese (Mandarin) Bilingual Program

Level of Public Participation (see IAP2 Spectrum): Involve
<p>Issues:</p> <ul style="list-style-type: none"> The Chinese (Mandarin) Bilingual Program student enrollment has increased at a greater rate than anticipated since the move to King George School in 2006. Space is available for the Chinese (Mandarin) Bilingual Program to have its own dedicated facility.
Calgary Board of Education Alignment
<ul style="list-style-type: none"> The Mega End Statement focuses on ensuring that all students complete high school. In developing our student accommodation plans we are committed to our students and stakeholders by providing continuity for their learning through sustainable programs so that they may achieve this End. Three Year Education Plan outcome 3.1; "The education system meets the needs of all K-12 students, our society and the economy," guides our work during an engagement process. Decisions regarding student accommodation require the respectful engagement of stakeholders with due attention paid to the values and criteria stated in Executive Limitation (EL) 14 Student Accommodation. As per EL-14, we use clear and timely processes to communicate and engage internal and external stakeholders in order to seek input and participation for each student accommodation plan, through the engagement process.
Parameters
<ul style="list-style-type: none"> French Immersion Program cannot be accommodated in another location. Chinese (Mandarin) Bilingual Program must be accommodated in a location that allows for continued growth. Decisions regarding accommodation must be implemented prior to the 2011 school year.
Goal of Public Participation Process
<ul style="list-style-type: none"> To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.
Promise to the Public
<ul style="list-style-type: none"> We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.
Decision Making
<ul style="list-style-type: none"> Any decisions regarding attendance area changes will be made by the Area Director and the Director of Community Engagement and Operational Planning. Any decisions regarding consideration of closure of programs and/or schools will be made by the Board of Trustees upon a recommendation from the Area Director and the Director of Community Engagement and Operational Planning. Any decisions regarding the implementation of student accommodation plans resulting from attendance area changes or closures of programs and/or schools will be made by the Area Director and the Director of Community Engagement and Operational Planning.

Community Engagement Process:	Dates:
1. Meeting with School Council Representatives Director of Community Engagement and Operational Planning met with 4 members of the Chinese (Mandarin) Bilingual Program School Council to: <ul style="list-style-type: none"> • Present information regarding the issues and the accommodation proposal • Collect feedback and discuss next steps Members to include: School Council Representative, Principal, Director of Community Engagement and Operational Planning (CEOP)	Dec. 7, 2009
2. Parent Town Hall Meeting <ul style="list-style-type: none"> • Present information to the broader stakeholder group regarding challenges and opportunities to address the accommodation needs of the Chinese (Mandarin) Bilingual Program. • To answer questions and hear comments from the attendees. Members to include: All Chinese (Mandarin) Bilingual Program parent were invited to attend, Principal, Area II Director, members of CEOP	Dec. 17, 2009
3. Parent Survey (translated) <ul style="list-style-type: none"> • Soliciting parent feedback regarding potential accommodation solutions. 	Jan. 11, 2010
4. Parent Meeting <ul style="list-style-type: none"> • Share results of parent survey • Present options considered as a result of the December 17, 2009 Town Hall meeting • Present rationale for the recommended accommodation plan • Identify timelines and supports required Members to include: All Chinese (Mandarin) Bilingual Program parent were invited to attend, Principal, Area II Director, members of CEOP	Feb. 4, 2010
5. Communicate recommendations and/or decisions	Feb. 10, 2010
6. Mandarin Parent Advisory Meeting <ul style="list-style-type: none"> • Give background to this new group • Table Conversation about recommendations and decisions • Gather advice for implementation. 	Oct. 25, 2010
Community Engagement Process – Internal Stakeholders:	
1. Director of CEOP met with school staff <ul style="list-style-type: none"> • Presented the proposed accommodation for Chinese (Mandarin) Bilingual Program • Gathered staff feedback 	Dec. 17, 2009
Principals communicate recommendations and/or decisions to staff	Feb. 2010

Attachment III: Student Accommodation Plan Feedback (Summary)
Parent Questions Highwood School, French Immersion Program
November 2, 2009

* The number in brackets behind a comment indicates the number of stakeholders that made the same comment

French Immersion Programming

Why are we not looking at building a strong single track French Immersion Program?

Could we not place more Northern Hills communities in Highwood?

What if the Highwood community doesn't continue in French Immersion if it moves to Alex Munro – low numbers, sustainability?

What is the long term plan for French Immersion in Calgary?

What is the smallest French Immersion School in the CBE?

Chinese Program at King George

How many families speak both French & Mandarin?

What is the enrolment of the Chinese Program?

Why can't they be moved and make King George only French Immersion?

How long will the Chinese Program be able to fit into King George?

Other Options

What other schools were looked at besides Alex Munro?

How can we say this is the only option?

Want to have more options & due diligence.

Want a long term plan, not a series of band-aids.

Why not two schools instead of one?

Transportation

Could we look at realigning transportation routes to create better efficiencies?

Process/Engagement

Why are we not engaging the public at the same level as we did previously?

What happens if the Trustees reject this proposal, what would happen to the program then?

Check on any commitments made by Trustees at the Board Meeting from the Highwood Closure.

Open House

Thursday, December 3, 2009

Option 1: Feedback related to having a single track French Immersion Program where the students from Highwood School would move into an existing French Immersion Program - Below are the opportunities that the parents saw with this option:

- A stronger French program but my three children never had a problem with dual track I think large school at King George would be best, so the children would have a large group of friends and the school would have more resources.
- I loved the idea of a single track program, but even a larger French Immersion Program within a dual track school would provide more opportunities for French culture within the larger context of learning.
- Would allow more focused environment for kids to learn French in (Kindergarten to 6 no English signs etc.)
- Kids would not (or might not) have to move and cohorts can stay together
- Prefer single track only. Over the past two years, little or no French is being spoken by the children in the playground. All concerts are predominately in English and very little French. My child does not speak as fluent as expected by us and he is now in grade five. Help to keep school staff jobs.

Below are the challenges that the parents saw with this option:

- potential for not enough kids to remain viable/sustainable
- other children would have to travel greater distances
- the removal of students to fill one school might just create this problem somewhere else
- class sized might be too large to be effective
- We don't have enough students unless you made it a Kindergarten to nine schools with junior high and middle immersion. This would be my preferred option.

Option II: Feedback related to having a **dual** track French Immersion Program/ Regular program where the students from Highwood School would move into a school with an English program.

Below are the opportunities that the parents saw with this option:

- Perhaps this would keep Highwood School open
- Not interested as you kicked out the English kids four years ago. Once bitten, twice shy.

Below are the challenges that the parents saw with this option:

- Maybe a French program could be a stronger "French" program if it were single track

Comments

- Not recommended as the children will speak English in preference to French on the playground and concerts

Option III: A change in grade configurations (i.e. K- 4 in one school grade 5-9 in another)

Below are the opportunities that the parents saw with this option:

- My daughter (grade five) would probably like this. I would have no problem with this option
- Smaller classes
- Higher education

- More time to learn than get in line waiting for someone to behave
- Good opportunity for middle immersion. This is important to me as it maintains the French at a much higher level and less opportunity for English speaking. I am much more focused about the program than the school location.
- I believe this could be a solution that would solve the problem within several schools. If CBE was able to bring together several French programs, but do a grade reconfiguration, then there might be the opportunity to grow several groups without separating students from their cohorts within their grade. This would mean there may be separation of families, e.g. a family with a child in grade 3 and grade 5 may be split sooner than expected, but that would be a reality in a year anyways. I'm not certain about the sized and requirements of all the schools, but perhaps if Highwood became a middle school and housed all the grade 5 and 6 French students from both Highwood and King George; King George could have all the k-4. Or there may be another arrangement that would allow cohorts to remain together, but would expand the numbers within the individual grades.

Below are the challenges that the parents saw with this option:

- The Kindergarten to grade six has always been a good mix for age groups
- Some parents would not like this, younger kids with older kids(3)
- That would maybe separate a brother in sixth grade and a sister in the school in fourth grade (2)
- We could be too small, then people would move and this could start all over
- Where would you locate a middle school, would it be here? I don't think you would have trouble marketing it if you included early immersion and middle immersion together.

Comments

- I think they should keep Highwood School open because my family has a history at Highwood. I would like to keep our family history going.
- My best friend has history at this school. Think how sad these people will be including me. Do you really want to break those peoples heart, including mine? Please keep the school open. Please!
- This option for reorganizing a middle school starting at grade five is very attractive. The jobs of our school staff may be better protected.

Questions

- If this option is considered, how soon implemented and how it affects King George and Banff Trail schools, plus G.P. Vanier.

Option IV: Re-align the Designations of the Community Currently Attending Highwood School

Below are the opportunities that the parents saw with this option:

- Banff Trail school enrolment is going down. King George school would have room if Mandarin had their own school
- Would bolster numbers of kids in the French Immersion Program, thereby allowing Highwood to remain open(3)

- This makes the most reasonable sense to me. Highwood could service some of the northern communities and there would be less distance for transportation for these students. I realize that this would probably mean splitting up cohort groups and there is concern about this, but perhaps this option combined with a grade reconfiguration would help solve the problem.

Below are the challenges that the parents saw with this option:

- Would need to do community engagement in January 2010, can you respond that quickly?
- This would affect a number of other schools and would only move this problem to another school
- Children would have to travel greater distances to attend school

Comments

- You knew this would happen two years ago. You should have planned with Langevin parents that they could move into Highwood School, then there would have been room either at King George or Banff Trail school.
- The re-aligning of communities is long overdue. This should have been done better three years ago to avoid the significant drop in the number of children attending Highwood School over the past three years!
- If this could be done, maybe Highwood School would be more attractive to families to register their children. Unfortunately, the CBE may be too late as there is no confidence for families to move to Highwood and to take the risk to join. Therefore, they will choose other communities where school closures are not on the agenda or at risk when selecting a community to purchase a home.

Questions

- Why do you never look at trends far enough in advance to avoid these knee jerk reactions? The focus two years ago was to close Highwood School and it is still your only focus. I don't think you really care where you stick the 125 kids, and if the French dies, you have met the needs of Traditional Learning Centre and English.

QUESTION: In the event that we move forward on the initial proposal, what do we need to pay attention to regarding: the designation of the Kindergarten to grade six French Immersion Program at Highwood School to Alex Munro School?

Opportunities

- The children get to stay with the same teachers
- Most kids stay together (2)
- Maybe this would keep Alex Munro open but long term would it even stay open
- Alex Munro school is (relatively) close to Highwood so travel to/from might be less of an issue
- Would be a good use of space and resources
- Would still keep the program small(er)

Challenges

- I expect the number of students in French Immersion to continue to decline dramatically. Most parents who live in the communities of Highwood, Cambrian & North Haven will not want their children to take the bus and continue to want their children to walk to school.(2)

Comments

- Our family is looking at all options available for our grade five child. Alex Munro School is not on the top of our list and we live in Highwood.
- If the only other options are moving to a single track, changing grade configurations or re-designating communities, I think this is the best one. Obviously, I would prefer my child's school not close at all, but if this is not a viable option, then I would prefer to see the CBE's resources used wisely. Thanks for asking for our input.
- Will not entertain this option. I will look to a single track French Immersion School, even if it has to be private or out of catchment.

Attachment IV: Student Accommodation Plan Feedback (Summary)
Parent Feedback King George School, Chinese (Mandarin) Bilingual Program
December 17, 2009

Comments:

- There seems to have been more questions than answers tonight. There were a lot of ideas tossed around but no final conclusions. There was talk about a survey. If we are to make an informed decision we would need more detailed information about the options. I really liked the website idea. I blog might prove very useful.

February 3, 2010

Transition

- If delay the move to 2011/12, will give the Mandarin Program and Parent Council more time for transition. Also to allocate resources to where it is needed. More vision – planning.
- My concern is that if moving to Highwood in Fall 2010: can everything be put in place so students can learn and teachers don't have a chaotic start? (2)

Technology

- Must invest in more technology. Not enough SMART boards. Need SMART documents cameras and SMART audio.

Resources

- With this move (I'm a parent of a kindergartner) how much resources will be left in the Highwood School i.e. books, computers, etc., will we start off with in the year 2010?

Child Care

- On-site childcare (before and after) is important and can impact program stability and growth. I realize it is not a responsibility of CBE but is integral to enrolment. (3)

In support of the Program Move:

- Great opportunity for Chinese Program to have its own school! We like the location and facility. Lunchrooms are not the norm in public elementary schools. It's the people who will make it work. Don't make it an ethnic issue.
- Prefer a more central location and bi-track school.
- Having own school is irrelevant. It's critical to have good teachers and school board support to expand the program. Why can't this program be offered at multiple locations?
- Support the move to Highwood School. Let's do it sooner than later.(5)
- Highwood is a very nice little school, location and facility is good. It's exciting to have our own Chinese. Hope to be here in September 2010.
- For long term benefit it makes sense to have our own Chinese Bilingual school. Yes, move.(2)

Against the Program move:

- No lunch room
- Want a mixed program like we have in King George now

- We have our children go to school in Canada. Moving the program to an isolated school where there is just Mandarin programming has the kids 'miss out' on the diversity of another in program.(2)
- Highwood School is small and old; things are already in place in King George, busses, after hours and great staff. (3)
- Moving after two years is lack of respect for the children
- Do not like to move to Highwood because:
 - promises made in the last move were never fulfilled
 - too far from the south
 - possible loss in teacher/resources
- What happens when this reaches capacity? You're going to have to find another school anyways! Keep the program at King George.

Attachment V: Yourvoice Feedback (Summary)

Regarding the Highwood Proposal (Original proposal to move the students to Alex Munro School and new proposal to move the students to King George School)

Below are excerpts from feedback submitted by stakeholders through Yourvoice. Complete Yourvoice feedback (6 submissions in their entirety) is available through the Department of Community Engagement and Operational Planning.

- I would really like to see the school stay open and keep its French Immersion Program. It seems to me that we have already been down this road with proposed closure of Highwood School and here we are again.....
- Please tell me about the long term accommodation plans for French Immersion in Area II, perhaps Area I as well.....
-While I understand their frustration and understand there are budgets to work with, their lack of creativity and especially effort to TRY to keep Highwood open is unacceptable. It is especially critical during economic times like these to have creative people that exercise due diligence. I will continue to attend these meeting and try to assist in making the best of a bad situation.
- I am so disappointed that the CBE is revisiting the closure of Highwood School. This is an unpleasant experience for students and there families. Sadly the turmoil and upset is a very recent memory for many of the families. It is a particular disappointment to those of us who choose to live in an area with a French Immersion school so we can have both a community school and ensure our kids get an education in both of Canada's official languages.....
-I am against being relocated to Alex Munro as the viability of a French immersion Program in an English open concept school seems to defy logic. I would have liked all the meetings be open to all parties concerned, especially the children. I have heard mention that Cambrian school is bursting at the seams, perhaps we could go back to dual track, English and French. Otherwise I see the area losing its French immersion Program completely; people will go to a stable English program in the area..... I am a single parent and I can't afford to keep moving to the "designated area" following the French Immersion Program!! I had to do that once already.
-I am disappointed in a system that would make such an obvious poor choice (Alex Munro) for our kids to be moved to, is anyone even considering what the children want?? Let's let them have a voice, maybe they should be consulted about their educational needs after all it's their future. Once again I am left wonder why "the system" doesn't value our children, it just keeps moving them around without considering the consequences for the children.....

Yourvoice Feedback from the stakeholders with students in the Chinese (Mandarin) Bilingual Program

.... Tonight CBE had presented the suggestion that the mandarin K-6 program be moved to Highwood school due to a shortage of space at King George, making it the only program at that school. I am in favor of a new school for this program because this program will have room to grow there.....

CALGARY BOARD OF EDUCATION
REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES
PUBLIC AGENDA

January 4, 2011

To: Board of Trustees

From: Naomi E. Johnson, Chief Superintendent of Schools

Re: **Proposed Student Accommodation Plan for Robert Warren School**

Purpose: Information and Approval

Governance Policy References:

EL-1:	General Executive Constraint
EL-3:	Information, Counsel and Support to the Board of Trustees
EL-4:	Treatment of Parents and Citizens
EL-13:	Facilities
EL-14:	Student Accommodation
GP-5:	Board of Trustees' Role Description
GP-5E:	Closure of Schools

Originator: Frank J. Coppinger, Superintendent, Facilities & Environmental Services

Resource Persons: Calvin Davies, Director, Community Engagement & Operational Planning
Jane Rogerson, Director, Area V
Karen Barry, System Principal, Community Engagement & Operational Planning
Angie Schulz, System Assistant Principal, Community Engagement & Operational Planning
Anne Trombley, Planning Analyst, Community Engagement & Operational Planning

1. RECOMMENDATIONS

It is recommended:

1. THAT, the Board receives, as information and for the record, the accommodation and implementation plan outlined in this report; and
2. THAT the Board of Trustees is satisfied that there is cause to proceed with a consideration of the closure of the grade seven to nine regular program at Robert Warren School, effective June 30, 2011, in accordance with the Closure of

II. ISSUE

The enrolment at Robert Warren School in the regular program is low and declining. As a result, it will be difficult to sustain a grade seven to nine regular program into the future. Kindergarten to grade six students residing in the residential district of Canyon Meadows are currently designated to Ethel M. Johnson School. In order to allow these students to continue into junior high with their peer group, a change in the designation from Robert Warren School to Harold Panabaker School is required.

III. BACKGROUND

In the 2006-2007 school year, a Scenario Development Team consisting of parent representatives and CBE administration worked together to develop a long term student accommodation strategy for Kindergarten to grade nine regular program students residing in the Canyon Meadows residential district. As a result of that process the regular program at Canyon Meadows School was approved for closure by the Board of Trustees on April 10, 2007 and students were designated to Ethel M. Johnson School in stages, starting with Kindergarten to grade three students in September 2007. In order to keep the cohort group of students together, a change in the designated junior high school is required as these students have reached grade six.

i) Schools and Programs

Ethel M. Johnson School

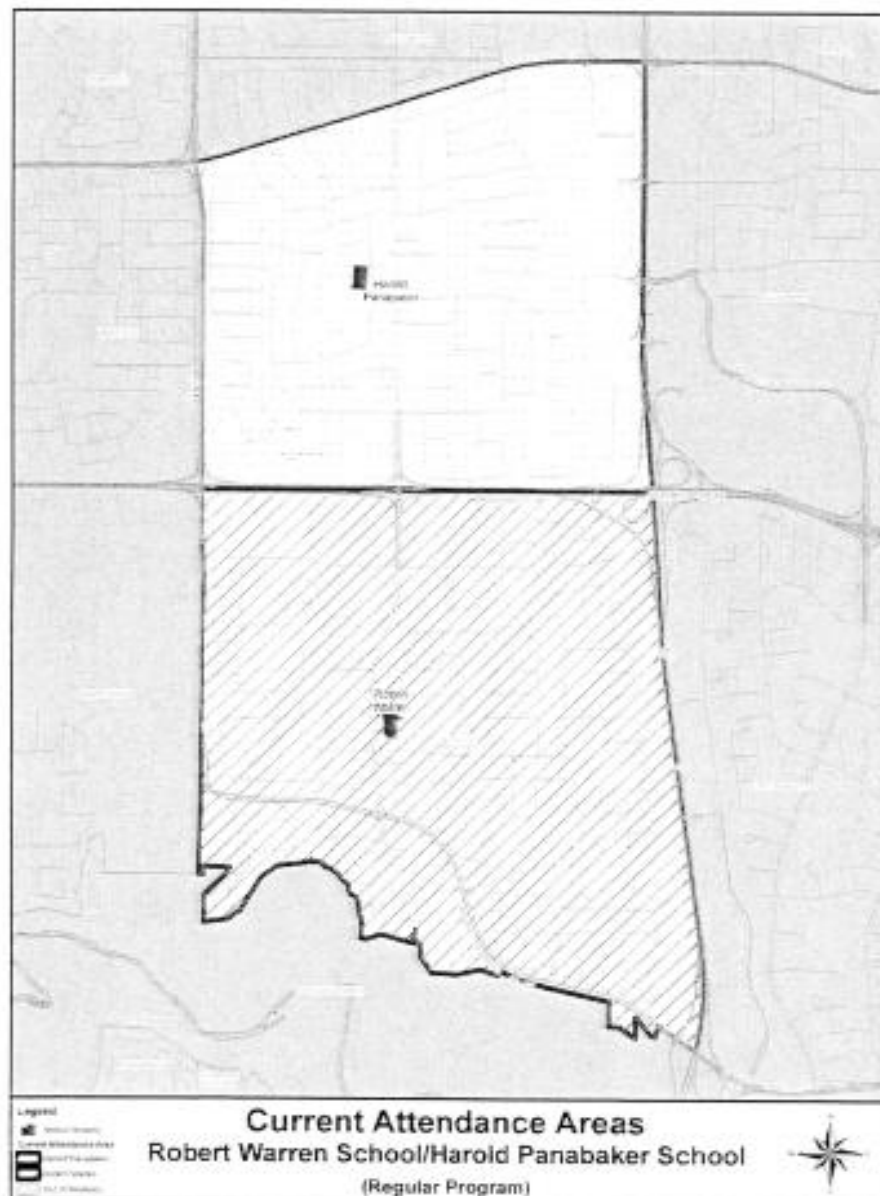
Ethel M. Johnson School offers a Kindergarten to grade six regular program for students residing in Southwood and Canyon Meadows and is a bus receiver for the residential district of Silverado. The school also accommodates system special education classes: Learning and Literacy (L&L), Paced Learning Program (PLP) and Social Knowledge, Independent Living and Language (SKILL).

Robert Warren School

Robert Warren School offers a grade five to nine, Spanish Bilingual Program for all Area V students. For the 2010-2011 school year, Robert Warren School offers a grade seven to nine regular program for students residing in Canyon Meadows.

Harold Panabaker School

Harold Panabaker School offers a regular program for students in grades seven to nine residing in the residential district of Southwood and is a bus receiver school for the students residing in the residential district of Silverado. The school offers a continuing and late French Immersion Program for grade seven to nine students in Area V residing west of Macleod Trail.



ii) Accommodation Opportunities and Challenges

There is a need to complete the original accommodation plan, developed by the Scenario Development Team and CBE administration in 2006-2007, for Kindergarten to grade nine students residing in Canyon Meadows. The 2006-2007 Student Accommodation Plan identified the need to provide a sustainable grade seven to nine regular program for the students from the residential district of Canyon Meadows. There is also a need to provide a continuum of learning which will allow the students residing in Canyon Meadows to continue into a junior high setting with their peers from Ethel M. Johnson School. The following are identified as both opportunities and challenges:

- Enrolment in the regular program at Robert Warren School is low and declining.
- Harold Panabaker School has the capacity to provide a regular program for all students from grade seven to nine, living in the residential district of Canyon Meadows.
- Robert Warren School will continue to offer the Spanish Bilingual Program for Area V students.

Following is a summary of the available instructional space and enrolment of each school included in the proposed Student Accommodation Plan:

Ethel M. Johnson School

The table below provides the enrolment at Ethel M. Johnson School on September 30, 2010. There are no changes under consideration for Ethel M. Johnson School at this time. Enrolment information is provided to show the number of students from Canyon Meadows who are attending the regular program at Ethel M. Johnson School and will be impacted by the change in designation to Harold Panabaker School, beginning with the grade six students in the 2011-2012 school year.

Ethel M. Johnson School

Instructional Space Available = 500 (20 classrooms)

Enrolment as at September 30, 2010

Community	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
Canyon Meadows	8	9	9	11	13	15	12	77
Silverado	17	7	9	15	5	8	13	74
Southwood	20	13	21	20	20	23	16	133
Out of Attendance Area	2	7	3	4	4	4	5	29
<i>Sub-Total</i>	<i>47</i>	<i>36</i>	<i>42</i>	<i>50</i>	<i>42</i>	<i>50</i>	<i>46</i>	<i>313</i>
Learning & Literacy II class					6	12	9	27
Paced Learning Program II class					6	6	10	22
Social Knowledge, Independent Living & Language I/II classes			3	4	1	4	3	15
Total Enrolment	47	36	45	54	55	72	68	377

Robert Warren School

Robert Warren School has instructional space to accommodate 590 students and, as of September 30, 2010, has an enrolment of 279 students. Of the total number of students, 103 students are enrolled in the grade seven to nine regular program and 176 students are enrolled in the grade five to nine Spanish Bilingual Program.

Robert Warren School

Instructional Space Available = 590

(24 teaching spaces including 2 CTS spaces)

Enrolment as at September 30, 2010

Regular Program	GR7	GR8	GR9	Total
Canyon Meadows	25	22	33	80
Out of Attendance Area	6	8	9	23
Total Regular Program	31	30	42	103

Spanish Bilingual	GR5	GR6	GR7	GR8	GR9	Total
	57	54	32	21	12	176

Total Enrolment

279

Harold Panabaker School

Harold Panabaker School has instructional space to accommodate 615 students and, as of September 30, 2010, has a total enrolment of 320 students. Of the total number of students, 155 students are enrolled in the grade seven to nine French Immersion Program and 165 students are enrolled in the grade seven to nine regular program.

Harold Panabaker School

Instructional Space Available = 615

(25 teaching spaces including 2 CTS spaces)

Enrolment as at September 30, 2010

Regular	GR7	GR8	GR9	Total
Silverado	10	13	6	29
Southwood	12	24	21	57
Learning & Literacy	9	11	8	28
Out of Attendance Area	7	11	33	51
Total Regular	38	59	68	165

French Immersion	GR7	GR8	GR9	Total
	49	61	45	155

Total Enrolment

320

iii) *Community Engagement Process*

CBE administration began working collaboratively with stakeholders in February 2007 to address accommodation challenges for regular program students residing in Canyon Meadows as well as for Spanish Bilingual students in Area V. A Scenario Development Team was formed consisting of CBE administration, representatives from Canyon Meadows School, Robert Warren School, Ethel M. Johnson School and Harold Panabaker School as well as the Southwood and Canyon Meadows community associations. There were approximately 25 members on the Scenario Development Team who worked together to create and review seven scenarios over the course of four meetings. Opportunities and challenges for all scenarios, as well as the scenario that the team recommended for implementation, were presented to the community at an Open House in May 2007.

In completing the final stage of the Accommodation Plan that was developed in 2007 and to engage stakeholders using the International Association of Public Participation (IAP2) model of public participation, the Department of Community Engagement and Operational Planning and the Area Director determined that the level of engagement for current stakeholders would be to “inform” participants (see Attachment I: Community Engagement Plan for a complete summary of the engagement process and corresponding promise to the public).

Following the Calgary Board of Education’s *Administrative Regulation 1090: Student Accommodation Planning Process*, stakeholders from Ethel M. Johnson School, Robert Warren School and Harold Panabaker School were invited to a meeting held on October 26, 2010 at Robert Warren School where the proposed student accommodation plan regarding grade seven to nine regular program students residing in Canyon Meadows was presented.

In compliance with the requirements of Executive Limitation 14, this engagement process and student accommodation proposal reflects the following:

- Long range planning that incorporated the mission, vision and values of the Calgary Board of Education and focuses on the achievement of Ends.
- A clear and timely process to inform administrative decisions on student accommodation issues. This student accommodation planning process shall include appropriate dissemination of information, community input and participation of appropriate stakeholders.
- Projected school and program enrolments.
- Minimal disruptions for students due to reassignments.
- Consideration of utilization factors at both the system and school level.

To date, no feedback or questions have been received from stakeholders.

After informing stakeholders, and in order to complete the original accommodation plan developed with the Scenario Development Team in 2006-2007, as well as to minimize disruptions to students attending the regular program at Robert Warren School, the proposed accommodation plan is as follows:

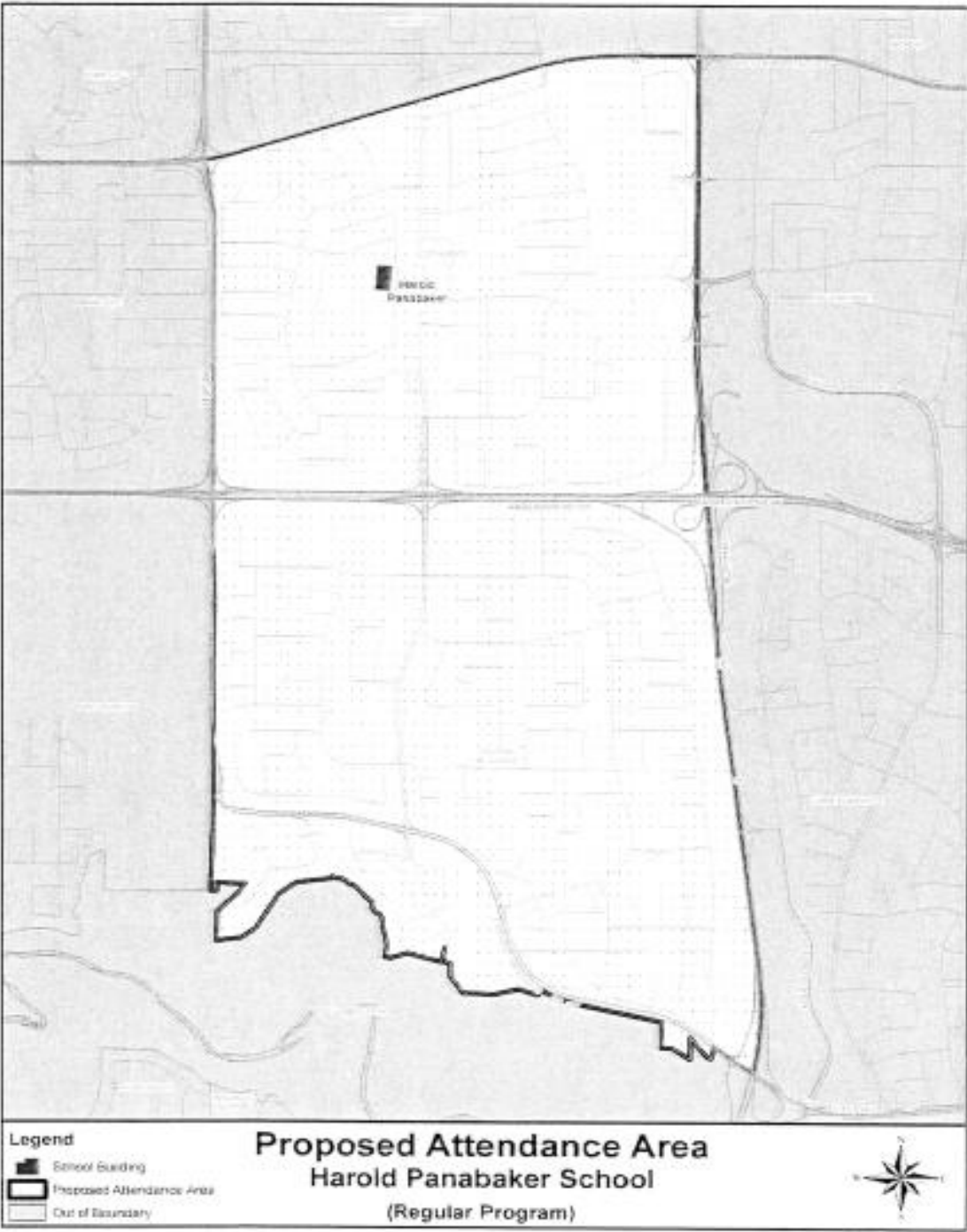
- Recommend consideration of closure, in stages, of the grade seven to nine regular program at Robert Warren School effective June 30, 2011.

If the Board of Trustees decides to close the regular program as recommended, administration will:

- Designate grade seven to nine regular program students from the residential district of Canyon Meadows to Harold Panabaker School as follows:

School Year	Grade (s)	Designated School
2011-2012	7	Harold Panabaker School
	8-9	Robert Warren School
2012-2013	7-8	Harold Panabaker School
	9	Robert Warren School
2013-2014 and onward	7-9	Harold Panabaker School

The map below illustrates the proposed attendance area for the regular program at Harold Panabaker School:



IV. ANALYSIS

The opening of the Area V Spanish Bilingual Program at Canyon Meadows School in September 2002 has had a significant impact on the number of students residing in Canyon Meadows who choose to enroll in the regular program. Based on September 30, 2010 data, 51% of Kindergarten to grade six students who reside in Canyon Meadows are enrolled in the Spanish Bilingual Program and 29% are attending their designated regular program at Ethel M. Johnson School. The enrolment at Robert Warren School is low and declining in the regular program. As a result, it will be difficult to sustain a grade seven to nine regular program into the future. Harold Panabaker School has the capacity to provide a sustainable grade seven to nine regular program for students residing in the residential district of Canyon Meadows. The proposed closure of the regular program at Robert Warren School will allow students residing in Canyon Meadows who are attending Ethel M. Johnson School to transition to grade seven with their established peer group. It will also allow all students who are currently enrolled in the regular program at Robert Warren School to complete grade nine at Robert Warren School.

The following enrolment chart provides the projected enrolment in the regular program only at Robert Warren School if the regular program were to remain open. Enrolment in the regular program would be 15 students or less per grade into the future. Low enrolment makes it difficult to provide effective programming for students and impacts resources for educational purposes.

Robert Warren School

Instructional Space Available = 590

(24 teaching spaces including 2 CTS spaces)

Projected Enrolment (2011-2015) - Regular Program Only

Year	GR7	GR8	GR9	Total
2011	12	30	30	72
2012	15	12	30	57
2013	13	15	12	40
2014	10	13	15	38
2015	10	10	13	33

Robert Warren School will continue to accommodate grade five to nine Spanish Bilingual students residing in Area V. The school is expected to operate close to capacity into the future. The enrolment chart below provides the projected enrolment for the Spanish Bilingual Program only.

ROBERT WARREN SCHOOL

Instructional Space Available = 590

(24 teaching spaces including 2 CTS spaces)

Projected Enrolment (2011-2017) - Spanish Bilingual Program Only

Year	GR5	GR6	GR7	GR8	GR9	Total
2011	60	55	50	30	20	215
2012	80	60	55	50	30	275
2013	105	80	60	55	50	350
2014	110	105	80	60	55	410
2015	105	110	105	80	60	460
2016	110	105	110	105	80	510
2017	110	110	105	110	105	540

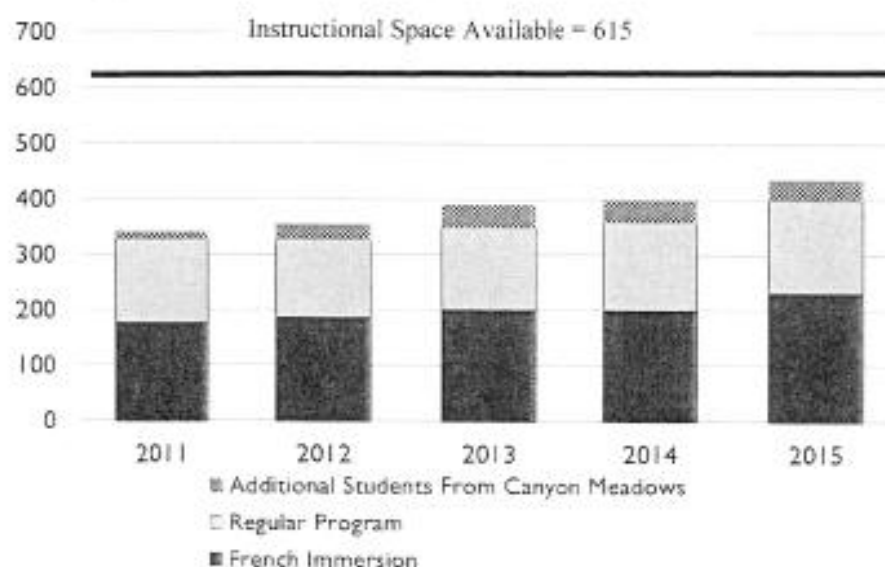
The following enrolment graph provides projected enrolment at Harold Panabaker School should the proposed student accommodation plan be implemented. If the proposed closure of the regular program at Robert Warren School is approved, an additional 10 to 15 students per grade from Canyon Meadows would be designated to Harold Panabaker School starting with grade seven students in September 2011.

Harold Panabaker School

Instructional Space Available = 615

(25 teaching spaces including 2 CTS spaces)

Scenario Projected Enrolment (2011-2015)



Note: Regular program enrolment includes Learning & Literacy (L&L) students

In order to more effectively provide for the long term programming needs of junior high students desiring a regular program from the residential district of Canyon Meadows, the proposed accommodation plan includes a recommendation that the Board of Trustees consider the closure of the grade seven to nine regular program at Robert Warren School. This plan provides an opportunity to effectively meet the long term learning needs of students residing in the residential district of Canyon Meadows at Harold Panabaker School. Robert Warren School will continue to offer a grade five to nine Spanish Bilingual Program for students residing in Area V.

V. FINANCIAL IMPACT

The financial impact of the recommended regular program closure is negligible. Since the recommendation is for the closure of a program and Robert Warren School would remain operational, no operational cost savings are anticipated.

Currently there are no buses required for students residing in the residential district of Canyon Meadows to Robert Warren School as all students who will be completing their division at Robert Warren School reside in the walk zone.

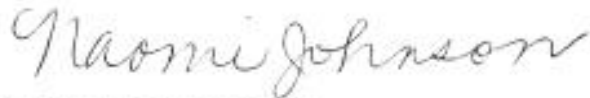
There are three grade six students currently attending Ethel M. Johnson School from the residential district of Canyon Meadows that will be in grade seven next year and will be eligible for transportation to Harold Panabaker School. These students will be able to access buses currently transporting French Immersion Program students to the school, thereby resulting in no additional buses. All other grade six students at Ethel M. Johnson School who will be moving into the regular grade seven program at Harold Panabaker School reside in the walk zone for the school.

VI. IMPLEMENTATION CONSEQUENCES

The proposed student accommodation plan for the grade seven to nine regular program at Robert Warren School is conditional upon the Board of Trustees' consideration of the closure of the regular program and the Board's approval following the regulatory process pursuant to *GP-5E: Closure of Schools* and the provincial *Closure of Schools Regulation*. If the Board of Trustees passes a motion to close the grade seven to nine regular program in stages at Robert Warren School, Community Engagement and Operational Planning will facilitate implementation by supporting Area V and affected schools in effectively communicating this decision and the proposed accommodation plan to all stakeholders.

VII. CONCLUSION

The recommendation that the grade seven to nine regular program at Robert Warren School be considered for closure in stages completes an accommodation plan originally developed by the Scenario Development Team in 2006-2007 and allows students currently in grade seven and eight to finish their division at Robert Warren School. It also allows students currently attending at Ethel M. Johnson School to transition with their grade seven peer group to Harold Panabaker School. The proposed accommodation plan provides the residential district of Canyon Meadows with a sustainable grade seven to nine learning continuum for students desiring the regular program.



NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

Attachment I: Community Engagement Plan – Robert Warren

Attachment I: Community Engagement Plan - Robert Warren

Level of Public Participation (see IAP2): Inform		
Issue		
Continuation of community engagement process and completion of student accommodation plan developed by the Scenario Development Team in 2006 <ul style="list-style-type: none"> As anticipated in 2006, Robert Warren School will not have enough regular program students to sustain a regular grade seven to nine program in the future 		
Calgary Board of Education Alignment		
<ul style="list-style-type: none"> The Mega End Statement focuses on ensuring that all students complete high school. In developing our student accommodation plans we are committed to our students and stakeholders by providing continuity for their learning through sustainable programs so that they may achieve this End. The Three Year Education Plan outcome 3.1; "The education system meets the needs of all K-12 students, our society and the economy." guides our work during and engagement process. Decisions regarding student accommodation require the respectful engagement of stakeholders with due attention paid to the values and criteria stated in Executive Limitation (EL) 14 Student Accommodation. As per EL-14, we use clear and timely processes to communicate and engage internal and external stakeholders in order to seek input and participation for each student accommodation plan, through the engagement process. 		
Parameters		
<ul style="list-style-type: none"> Sustainable grade 7-9 regular programming. Effective use of space and resources. 		
Goal of Public Participation Process: Inform		
To provide the public with balanced and objective information to assist them in understanding the student accommodation proposal, the implementation of the proposal and the proposed administrative recommendation.		
Promise to the Public		
We will keep you informed.		
Stakeholders		
<ul style="list-style-type: none"> School Staff Parents & Students Community Members 	Robert Warren School Harold Panabaker School	Canyon Meadows School Ethel M. Johnson School
Decision Making		
<ul style="list-style-type: none"> Any decisions regarding attendance area changes will be made by the Area Director and the Director of Community Engagement and Operational Planning. Any decisions regarding consideration of closure of programs and/or schools will be made by the Board of Trustees upon a recommendation from the Area Director and the Director of Community Engagement and Operational Planning. Any decisions regarding the implementation of student accommodation plans resulting from attendance area changes or closures of programs and/or schools will be made by the Area Director and the Director of Community Engagement and Operational Planning. 		

Community Engagement Process:	
1. Start-up Meeting <ul style="list-style-type: none"> Meet with principals and Area V Director to present information regarding the issues and the accommodation proposal To develop an engagement plan Members to include: Principal, Area V Director and members of Community Engagement and Operational Planning	June 24, 2010
2. Letter to Parents	October 18, 2010
3. Parent Meeting	October 26, 2010 Robert Warren School
4. Communicate recommendations and/or decisions	
Community Engagement Process – Internal Stakeholders:	
Principals to present community engagement plan and student accommodation plan to staff	
Principals to present recommendation and/or decisions to staff	

CALGARY BOARD OF EDUCATION
REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES
PUBLIC AGENDA

January 4, 2011

RE: Noon Hour Supervision Fees

RECOMMENDATION:

WHEREAS, the matter of differential noon hour supervision fees for different categories of students presents, to some, an appearance of undue complexity and unfairness, and

WHEREAS, noon hour supervision fees was a topic of some parental concern in the recent school board election, and

WHEREAS, the recent implementation of “walk zones” by the CBE has resulted in the loss of ‘bus eligibility’ for some children, and

I THEREFORE MOVE that the Chief Superintendent be directed to engage in a process of consultation, and review of noon hour supervision fees as charged by the CBE [as well as those of other School Boards] with a view to devising a noon hour supervision fee structure that addresses, insofar as is reasonable and practical, the concerns raised.

Respectfully submitted,

Trustee George S. Lane

CALGARY BOARD OF EDUCATION
REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES
PUBLIC AGENDA

January 4, 2011

RE: Electronic Broadcasting of Public Board of Trustees' Meetings

RECOMMENDATION:

WHEREAS, according to GP-13 the Board of Trustees shall establish mechanisms for maintaining relationships and communication with stakeholders and other relevant agencies and organizations; and

WHEREAS other school boards and other governments in Alberta are broadcasting public meetings via electronic means (internet, television);

I THEREFORE MOVE that the Chief Superintendent be directed to compile a report by January 14, 2011 on potential future internet broadcast of all public board meetings. This report shall include the technical options available for broadcasting, costs, challenges, opportunities, and a timeframe for implementation.

Respectfully Submitted,

Trustee Sheila Taylor

CALGARY BOARD OF EDUCATION
REGULAR MEETING OF THE BOARD OF TRUSTEES
PUBLIC AGENDA

January 4, 2011

TOPIC: **Education Act 2011 – Proposed Framework**

SUBMITTED BY: **Board of Trustees**

RECOMMENDATION

Be it resolved:

That with respect to the current School Act, and the Education Act 2011 - Proposed Framework dated October 7, 2010, the Board of Trustees authorizes the Chair to correspond with the Minister of Education outlining the Board's response, as attached to this report.

Background

On November 26, 2010, trustees met with members of Superintendents' Team, Education Directors, and the Assistant Corporate Secretary in a generative discussion to review the proposed framework with the purpose being to provide the Minister of Education with input on the proposed legislation.

Attachments

Honourable Dave Hancock
Minister of Education
224 Legislature Building
10800 – 97 Avenue
Edmonton, Alberta T5K 2B6

Dear Mr. Hancock:

On behalf of the Board of Trustees, I am pleased to provide you with feedback on the 2011 Education Act Proposed Framework.

Our Board and senior Administration have been active participants in both the Inspiring Education and Setting the Direction for Special Education initiatives. The outcomes of these two initiatives have certainly provided you with strong statements regarding the vision that Albertans have for their Kindergarten -Grade 12 public education system.

We are disappointed with the Proposed Framework in relation to the expectations set out in the work of Inspiring Education, Inspiring Action and Setting the Direction for Special Education. We do not see the ideas from these public consultations reflected in the proposed framework. The framework does not reflect values such as: responsive, empowering, broad, visionary, innovative, flexible, inclusive, student focused and outcomes focused. It does not reflect the principles of democracy in public education. The language and terminology used is "old" language.

If the proposed framework moves forward as is, the new Act will not serve us well into the future and in our efforts to transform public education.

Yours truly,

Pat Cochrane, Chair
Board of Trustees

Attachment

Education Act 2011 Proposed Framework – October 7, 2010

The Calgary Board of Education Perspective

The Calgary Board of Education (CBE) is pleased to offer the following comments on the Proposed Framework for the new Education Act. We have reviewed the framework document and have organized our comments under each of the seven Parts of the proposed legislation.

Preamble

Recommendations for Improvement

The Inspiring Education, Inspiring Action and Setting the Direction for Special Education documents are pivotal in moving forward with the transformation of our public education system. In reviewing the preamble, we do not see the vision articulated in these documents contained in the preamble.

The preamble specifically mentions the interests of students and parents but neglects to mention the role of taxpayers, the owners of the public education system. Public education is owned by Alberta taxpayers and the interests of all citizens, not only students and parents, need to be included in the new Education Act.

It was challenging to fully understand concepts in the proposed framework given that the definition section was not included.

Part 1 – Access to Education

Observations for your consideration

Definitions in this section would have been helpful. What is meant by "student", "child", "school", "resident student", "early childhood education" and "kindergarten"? We need to know how Alberta Education defines these terms in order to fully understand the proposed provisions.

Student residency is a complex matter and many factors must be taken into consideration. For example: Catholic/public; school board boundaries/municipal boundaries; international students; alternative programs schools operated by a school board within the boundaries of a different board. We also would suggest that access to education is affected by transportation.

Recommendations for Improvement

The introduction of this part states: "this part of the act will define who the Province of Alberta and individual school authorities are responsible for educating, and how we provide that education". While the section does speak to "who" we are responsible for educating, it says nothing as to "how" the education is to be provided.

The proposed provisions that speak to age specific entrance and exit of the school system are restrictive and may not stand the test of time. We recommend that the provisions be re-written as values-based statements that speak to accessing the public education system. Values statements will better serve the public over time compared to articulating very specific statements of age.

In reviewing the provisions related to age, we are assuming that this deals with "funded access" versus simply "access". If that is the case, perhaps the wording of the provision can be improved to make the statement clear.

If an objective of the Alberta government is to have all Albertans complete high school, why have age restrictions been included in the new Education Act?

Part 2 – Opportunities to Learning

Observations for your consideration

The concepts of flexibility, responsiveness and "any time, anywhere learning" are not reflected in Part 2. The overarching vision for tomorrow's learner is not expressed. The wrap-around service concept, whether it be an interdepartmental or a community based resource, is not evident.

The proposed provisions do not empower boards. What is contained in the provisions is a listing of what boards may provide and is quite similar to current legislation. The role of the educator in designing and programming curriculum is not mentioned in this section.

The use of "may" versus "shall" entered into our discussion. Does "may" mean the board has discretion in this area? Clarity of language is required.

Recommendations for Improvement

Include the expectations, as set out in Inspiring Education and Inspiring Action.

The preamble states: "This Part will reflect the concepts of access to instruction in various ways – in a variety of settings, times and at a pace that reflects individual needs of students and supports learner success." However, when reviewing Part 2, we see nothing that speaks to the vision, values or principles of Inspiring Action. The proposed provisions are not visionary, innovative, flexible, responsive, student-focused nor outcomes focused.

We recommend that Alberta Education grant Natural Person Power to school boards. This will empower boards to carry out activities and conduct their day-to-day business without the need for specific legislative authority.

We believe that Alberta Education intends the new Education Act to be transforming of public education. As such, we recommend a review of the language and terminology used in the Proposed Framework. Using consistent and forward thinking language will better serve Albertans well into the future.

Part 3 – Student Needs and Dispute Resolution

Observations for your consideration

School boards are accountable to students in a number of areas, dispute resolution being only one of these areas. Also there are different types of disputes many of which will not be resolved through a suspension or expulsion.

Part 3 of the proposed framework takes a prescriptive and restrictive approach to the dispute resolution process. The purpose statement is not in line with the proposed provisions as the provisions do not speak to student success.

The values espoused in Inspiring Action should be demonstrated in this section. Local autonomy is limited.

Alberta Education should consider including values statements that propose the rights and responsibilities of parents in their child's education. The second purpose statement reads: "Parents have a right and responsibility to make decisions respecting the education of their children". However in the proposed provisions, point 6 is the sole provision related to parents and it states "a parent must seek review within 60 days of the decision of the Board of Trustees".

Recommendations for Improvement

Change the title of Part 3 to reflect a broader values statement.

Grant Natural Person Power to school boards so that they are empowered to carry out activities and conduct their day-to-day business without the need for specific legislative authority.

Place many of the proposed provisions (i.e.: 6, 8, 9, 12) in a regulation as these are very detailed and not consistent with the vision of new legislation being enabling, empowering, supportive and less prescriptive.

We are of the opinion that the act of suspending a student lies solely with the school principal, and not with the individual teacher.

Use consistent and forward-thinking language. Part 3 must consider the vision of anytime anywhere learning.

Part 4 – Governance and Roles

Observations for your consideration

Part 4 does not reflect the principles of democracy in public education. Our Board strongly disagrees with the appointment of Trustees because it does not reflect democratic principles.

Elected trustees are expected to represent the interests of their constituents regardless of race, religion, gender or age. We make decisions that are in the best interests of the majority of students in our school system. We believe it will be difficult to determine what groups or segments of the population are underrepresented on a Board of Trustees. This may open an opportunity for lobbying by special interest groups for appointment to the school board.

As the City of Calgary and the Province of Alberta continue to welcome more and more people from countries all over the world, we will welcome their children and youth into our public schools. Student success is our top priority and we will continue to work with community-based organizations to support our students' learning.

Codifying collaboration is not required; understanding and responding to the needs of one's community is. For example, the CBE has established a Cultural Advisory Council and an Elder Advisory Council that gives counsel to

the Board to help inform decisions and policy that support the concept of diversity and multiculturalism.

The proposed framework does not address the role of Community in public education. In Inspiring Action, there is an entire section dedicated to the role of parent and community engagement.

More specifically:

- 6(c): We are concerned that a breach of the Board's Code of Conduct would lead to a Trustee's disqualification. Our Board currently has a policy that addresses Board Member Violations and includes a process of disciplinary action.
- 14(b): How will the Minister measure research and innovation in Charter Schools? How will this research benefit all Alberta students?

Recommendations for Improvement

We have a number of recommendations regarding specific proposed provisions:

- Include what school boards are accountable for in the purpose statement
- 3(e): Define the philosophy of inclusive education in the preamble.
- 3(g): Not to specify 'bullying' because there are many factors that affect student well-being and success.
- 3(j): Not to legislate a code of conduct and an appeal process. We do not see the benefit of including this in the Education Act.

Part 5 – Financial Responsibility

Observations for your Consideration

We believe that collaboration between Alberta Education and Alberta Infrastructure is essential in order to ensure our schools are being built to meet 21st century educational programming and so school boards will not have to fund retrofitting new schools to meet student needs.

The framework neglects to outline parents' responsibilities with respect to student fees.

Recommendations for Improvement

School boards desire sustainable and predictable funding for both operational and capital expenses.

Create funding mechanisms that are connected to providing choice, personalization of learning, and a range of learning environments within a school board jurisdiction to meet student needs.

The purpose statement needs to reflect the concept of financial equity as opposed to financial equality in the purpose statement. We recommend the following be included in the purpose statement: In order to meet student learning outcomes school boards must have adequate funding.

We recommend that the proposed provisions 1-9 be contained in regulation rather than legislation.

We recommend moving proposed provision 8 regarding school closures to Part 4 Governance and Roles.

We recommend Alberta Education grant Natural Person Power to school boards (i.e.: buy, sell, and own property).

Part 6 – Educational Professional and Occupations

Our review did not include an examination of Part 6 as the provisions relating to professionals and paraprofessionals in the education sector will be moved into a separate act for introduction in 2012 or 2013.

Conclusion

The Alberta Education website says this about the School Act Review: *"In preparation for this, Alberta Education has been actively engaging Albertans in discussions around the future of education through several key initiatives. Public and stakeholder input gathered from Inspiring Education: A Dialogue with Albertans and Inspiring Action was used to inform legislative proposals. The new act is expected to reflect public expectations of a strong education system that ensures the rights, needs and expectations of individuals and groups are in balance with those of society as a whole".*

In our review of the proposed framework, we were disappointed that the ideas from these public consultations are not reflected in the proposed framework.

The proposed framework does not reflect values such as: responsive, empowering, broad, visionary, innovative, flexible, inclusive, student-focused and outcomes focused. It does not reflect the principles of democracy in public education. The language and terminology used is "old" language.

We believe that if the proposed framework moves forward as is, the new Act will not serve us well into the future and in the Minister's efforts to transform public education.

Education Act 2011 Proposed Framework

October 7, 2010

A vision for education for the twenty-first century has been articulated as a result of public engagement initiatives. The vision defines education as core to individual and societal well-being. The role of education goes beyond subject matter content and competencies to developing citizens who will embrace the challenges that they will face in an increasingly complex world, and who will actively engage in their communities' activities, growth, and well-being. Student, parent and community engagement is viewed as critical to the strength of the system's foundation. This new vision embraces education as fundamental to the development of a progressive democratic civil society.

The proposed Education Act is developed on the foundational themes which have emerged through Department discussions. The themes are represented in the act by the Parts into which the act is divided.

Preamble

The Preamble will be a statement of the vision of education in Alberta. It will emphasize

- education is at the core of individual well-being;
- education is foundational to a healthy democracy, and as such is at the core of societal well-being;
- the role of education is to develop citizens who will be engaged in their communities and will be able to face the challenges they face in an increasingly complex world;
- The Government of Alberta recognizes the importance of enabling high quality and socially engaging learning opportunities with flexible timing and pacing through a range of learning environments to meet diverse student needs.

Limiting the Preamble to these concepts will provide us with the best opportunity to express the heart and soul of the act at the outset.

There are other foundational statements which many people would expect to see in the Preamble. Including these statements in the Preamble is an option; in the alternative, these statements might be addressed by having a purpose statement at the beginning of each Part of the act, and would include:

- All Alberta children shall have access to the early childhood services to grade 12 education system.
- The educational interest of the student is the paramount consideration in making decisions about a child's education.
- Parents have rights and responsibilities for their children's learning.
- Student success is the primary goal of the education system and government has a responsibility to provide the structure and supports to enable student success.
- The Government of Alberta is committed to the preservation and continuation of rights to minority language and minority denominational education as described and protected by the Constitution of Canada.

Interpretation

Definitions

Part 1 – Access to Education

This Part of the act will define who the Province of Alberta and individual school authorities are responsible for educating, and how we provide that education. Access is significantly more multi-dimensional than formerly considered; it has gone beyond attending at the school house door and expecting entry, to including our concerns to provide meaningful opportunities for learning that are responsive to the individual needs of the student, whether those needs arise as a result of geography, ability, language, family circumstance, or a host of other factors which affect each child's access to education.

Purpose statements:

- All Alberta children shall have access to the early childhood services to grade 12 education system.
- The educational interest of the student is the paramount consideration in making decisions about a child's education.
- Early childhood learning begins long before formal education, and it is the responsibility of all stakeholders to support early childhood learning.

Proposed provisions:

1. Access will be provided to children who are four years and six months of age or older on September 1 of the school year.
2. Access will be provided to individuals who are younger than 21 years of age on September 1 of the school year.
3. Access will be provided to individuals who are lawfully entitled to be in Canada, are resident in Alberta and who have a parent that is lawfully resident in Canada.
4. A student is a resident student of the board of the district or division in which the student resides.
5. Individuals who are older than five years and six months of age and younger than seventeen years of age on September 1 shall attend school.
6. Provisions which describe the board's responsibilities to resident students, for example, to provide a safe and caring learning environment, and contain definitions of residence will be included in this Part.

Part 2 – Opportunities for Learning

This Part will reflect the concepts of access to instruction in various ways – in a variety of settings, times, and at a pace that reflects the individual needs of students and supports learner success. It will also describe the responsibilities of the Minister and the school authorities for programming and curriculum.

Purpose statement:

- School authorities (boards, charter schools and private schools) are required to assess the needs of students and provide access to learning that meets the needs of each student and supports educational success.

Proposed provisions:

1. The Minister may prescribe and authorize courses of study and education programs. Provisions contained in the *Guide to Education* are requirements, where indicated.
2. The Minister may set out by order the requirements for high school completion which will reflect competencies and may include differentiated designations with respect to high school diplomas.
3. A board or, with the approval of the Minister, a person may, subject to the act and the regulations, operate an early childhood services program.
4. A board may, subject to the act and the regulations, offer an alternative program to those students whose parents enroll them in that program.
5. A board may, subject to the act and the regulations, develop or offer courses or programs and instructional materials for use in programs or in schools.
6. A board may determine that a student is in need of specialized supports and services. The board shall, subject to the act and the regulations, provide access to those supports and services to meet the identified needs of that student.
7. A board may provide off-campus education programs to its students.
8. A board may provide continuing education opportunities.

Part 3 – Student Needs and Dispute Resolution

Student success is the primary goal of the education system. On occasion, the adults involved in making decisions concerning a student's education may disagree as to the best way to meet the student's learning needs, whether the needs arise as a result of the student's unique abilities, behaviours, or attendance.

Purpose statements:

- Student success is the primary goal of the education system and government has a responsibility to provide the structure and supports to enable student success.
- Parents have a right and responsibility to make decisions respecting the education of their children.
- Procedures to resolve issues surrounding a student's education must be fair and timely, and recognize the interests of the student, the rights and responsibilities of parents, and the responsibility of the local school authority.

Proposed provisions:

1. Boards shall develop a dispute resolution process that is in accordance with the requirements of the Minister as established by Ministerial order.
2. The dispute resolution process must be used before a student may appeal to the Board of Trustees.
3. The Board of Trustees may determine the limitations on which matters may be appealed to the Board.
4. A review by the Minister may be requested in circumstances where the issue is the student's right to access education or appropriate education programming for the student.

5. The standard of review on a review by the Minister is whether the decision of the Board of Trustees was reasonable in the circumstances, that is, whether the Board's policies with respect to appeals complies with the requirements of the legislation, whether the Board complied with its own policies fairly and transparently, and whether the education program provided for the student is reasonable.
6. A parent must seek review within 60 days of the decision of the Board of Trustees.
7. The Minister will, by regulation, establish processes to address circumstances where a board has determined that it cannot meet the identified needs of a student with complex or exceptional learning needs.
8. A teacher or principal may suspend a student for one class or up to five days, respectively.
9. A suspension may not exceed five days, unless the principal has made a recommendation to the Board of Trustees that the student be expelled. The Board of Trustees must make a decision as to whether or not to expel the student within ten school days after the date of the suspension.
10. The Board of Trustees may impose conditions respecting an expulsion at its discretion, and may direct or redirect a student to an education program at a location of the board's choice on a continuing basis beyond the current school year.
11. The Attendance Board mandate will reflect flexible timing and pacing in meeting students' instructional needs, and will shift focus from "attending school" to "participating in an education program".
12. The authority of the Attendance Board will include processes for alternative dispute resolution, in addition to formal Attendance Board hearings.

Part 4 - Governance and Roles

This Part is intended to set out the roles and responsibilities of the different types of school authorities. It should reflect the foundational theme that government has the responsibility and authority to determine the structure of school authorities, to set provincial standards for the roles and responsibilities of boards, and to support developing trustee and board competence. In addition, the importance of the connection of local communities with their schools and students as well as with the elected school authorities has been identified. Expectations concerning collaboration will be codified in this Part.

Purpose statements:

- The Minister of Education and the Government of Alberta are accountable for the education of all students.
- Each student has rights and responsibilities for their own learning.
- Parents have rights and responsibilities for their children's learning.
- Government has the responsibility and authority to determine the structure of school authorities and to set provincial standards for the roles and responsibilities of boards, charter, and private schools.
- School authorities are expected to actively engage the parents, students, staff and community in the governance and delivery of education to their students.
- School authorities are responsible for ensuring that all children and students who experience significant risk factors or disabilities are provided with a continuum of supports and services to assist them in achieving education success.

- School authorities are expected to collaborate with external agencies to ensure that all children and students receive the continuum of services and supports they require to achieve educational success.

Proposed Provisions:

- Students** - The rights and responsibilities of students for their learning will be clearly defined, and will include the expectation that each student will be an active participant in their learning.
- Parents** - The rights and responsibilities of parents for their children's learning will be clearly defined, and will include the expectation that parents are active partners with the teachers, principals and instructional team in their children's learning.
- Boards** - The roles and responsibilities of boards will include:
 - to deliver appropriate education programming to meet the needs of all students and to enable their success
 - to be accountable for student achievement of learning outcomes
 - to provide for the engagement of parents, students, staff, and the various communities of the board on board matters, where appropriate, and specifically on the board's multi-year plans and the achievement of goals and targets within those plans
 - to provide a safe and caring environment
 - to provide a continuum of supports and services to students with diverse needs consistent with the philosophy of inclusive education
 - to increase collaboration between the board and community-based service agencies in order to more effectively address the needs of all students
 - to develop and maintain policies and organizational structures that promote student well-being and success, including initiatives to address bullying, and to monitor and evaluate their effectiveness
 - to ensure effective stewardship of the board's resources
 - to recruit the superintendent, and to entrust the day-to-day management of the school authority to the staff through the superintendent
 - to develop and implement a code of conduct that applies to members of the board, which includes definitions of breaches and sanctions, in accordance with principles set out by the Minister
 - to establish appropriate dispute resolution processes
 - such other items as the Minister may consider.
- Powers of boards** will include the authority to
 - determine ward and electoral subdivisions with the approval of the Minister
 - open and close schools or school programs as necessary
 - enter into education service agreements for the education of First Nation students which must meet minimum requirements set by Ministerial Order to reflect the goal to provide for the best educational interests of the students
 - enter into agreements with other boards to provide for regional governance on all matters or any single matter that is a common interest among boards.
- The Minister will have the authority to make regulations relating to the procedural and administrative requirements of boards.
- Trustees**
 - The duties of trustees will include complying with the board's code of conduct, and providing for the engagement of parents, students, staff, and various communities on board matters.
 - Elections** - Qualification will continue to be determined by the Local Authorities Election Act, with the addition that where a separate school district has been

- established a member of the minority faith may choose to run for election as a public school trustee and to vote in the election of public school trustees.
- Disqualification** - The reasons for which a trustee may be disqualified will include, in addition to the existing reasons for disqualification, a breach of the board's code of conduct.
 - Appointment of trustees** - Trustees appointed under these provisions shall be deemed to be members of the board and to have all the rights and obligations of trustees, and shall hold office until the next general election. The total number of trustees appointed under these provisions may not exceed one-third of the number of trustees on the board.
 - Where a vacancy has occurred between elections, and in the event that no eligible candidates file nomination papers after two by-elections are attempted in accordance with the Local Authorities Election Act, the Minister will have the authority to appoint a trustee by Ministerial Order.
 - Where an education services agreement exists between a board and a First Nation band, the Minister, in consultation with the band and the board, may appoint a trustee representing the band.
 - Where there are underrepresented groups, a board may appoint, with the approval of the Minister, up to one third of the number of trustees to a board, and the Minister, in consultation with the board, may appoint up to one-third of the number of trustees to the board.
- Establishment and dissolution of public school districts, divisions, and regional divisions** - The distinctions between school districts, divisions and regional divisions will be removed, and will be redefined as "school divisions".
 - Establishment and dissolution of separate school districts and regions**
 - The separate school electors in an establishment area (to be defined) where a separate school district has not been established may establish a separate school district within that establishment area.
 - The procedural requirements for separate school establishment will reflect broader community involvement and less government involvement in the establishment of a separate school district, and will require that the establishment meeting and notice to the Minister has been completed by November 1 of the year prior to the school year in which the newly established separate school district is added to the separate school region.
 - The Minister will have the authority to change the designation of a public school jurisdiction to a separate school jurisdiction, and the reverse, when the designations of the jurisdictions no longer accurately reflect the minority faith population.
 - Separate school elector choice** - Separate school electors may choose whether to vote in the separate school district or in the public school district.
 - Francophone education regions - application of the act**
 - Establishment and dissolution of Francophone education regions**
 - The Minister will have the authority to make regulations relating to the procedural and administrative requirements of Francophone education regions.
 - Charter Schools - application of the act**
 - Establishment of charter schools**
 - Charter schools will continue to be a part of the educational choices for parents in Alberta.
 - The focus of charter schools will be on innovation and research.
 - A school authority may apply to operate a charter school.

- 15 The Minister will have the authority to make regulations relating to the procedural and administrative requirements of charter schools.
- 16 **Private Schools - application of the act**
- 17 The Minister will have the authority to make regulations relating to the procedural and administrative requirements of private schools, including the authority to suspend or cancel the registration or accreditation of a private school if the evaluation, monitoring or inquiry of the private school discloses financial mismanagement or a failure to follow provincial regulations or policies.
- 18 **Inquiries and investigations** – the conditions under which an inquiry into the operation and administration of the board will be clarified to allow for a broad range of reasons for inquiry, including the failure to meet specified achievement outcomes. The Minister will have flexibility in instances where a less intrusive approach is preferred. The Minister will continue to have the authority to appoint an official trustee, where necessary.

Part 5 - Financial Responsibility

This Part of the act will deal with the roles and obligations of the boards and the Government of Alberta with respect to finance, financial and capital planning, spending, and financial accountability. Roles and responsibilities concerning the management of capital will be clarified and defined to allow better understanding of the authorities that each party holds.

Purpose statement:

- Local autonomy must be exercised with due regard to fiscal accountability.

Proposed provisions:

- Boards will continue to be accountable for the expenditure of funds and to provide accurate financial statements to the Minister as required.
- Provisions relating to property assessment, requisitions, and the Alberta School Foundation Fund will remain in effect.
- Boards will continue to be able to access the Special School Tax Levy Plebiscite provisions.
- Restrictions around borrowing by a school board for operational expenses will be removed. The Minister may, by order, set a threshold over which Ministerial approval for borrowing must be obtained.
- A school board will be required to provide notification in advance to the Minister if it plans to purchase or lease land for a school building.
- A school board will have the authority to determine whether it no longer has use for a school building, and will be required to notify the Minister when this determination has been made.
- Ministerial approval will be required for school building projects but will not be required for non-school building projects.
- Clarification of the definitions, responsibilities and procedures for school closure will provide greater flexibility and autonomy for school boards. School boards will be required to implement and make available to the public policies respecting closure of a school and the transfer of students from one school building to another school building.
- Transportation funding and regulations will be simplified.

Part 6 - Educational Professions and Occupations

Provisions related to educational professions and occupations will be assembled in Part 6. The provisions that relate to professionals and paraprofessionals in the education sector will be moved into a separate act, the *Education Professions and Occupations Act* (working title) for introduction in 2012 or 2013.

Purpose statements:

- Alberta's education system requires increased flexibility, collaboration and community involvement to equip students with the competencies they will need for success.
- The role of the teacher and other staff who form part of the education experience of students is increasingly complex and requires a high degree of training, experience, and commitment.
- Government has a responsibility to support staff and boards in developing staff competence, and to set provincial requirements for the preparation, competencies, and performance of staff in the education system.

Proposed provisions:

- Duties of teachers, principals and superintendents, as well as non-teaching employees, will be described.
- The act will include existing provisions concerning teacher employment, contracts of employment, terminations, and the Board of Reference.

CALGARY BOARD OF EDUCATION

REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES Public Agenda

January 4, 2011

To: Board of Trustees
From: Naomi E. Johnson, Chief Superintendent of Schools
Re: Chief Superintendent's Update
Purpose: Information

I. RECOMMENDATION

It is recommended that the Board of Trustees receive this report for information.

II. PURPOSE OF THE UPDATE REPORT

As the Board's Chief Executive Officer, the Chief Superintendent is accountable for meeting the expectations set by the Board of Trustees. These expectations are stated in Ends and Executive Limitation (EL) policies.

Executive Limitation 3: Information, Counsel and Support to the Board of Trustees requires the provision of timely information, prudent counsel and support to the Board of Trustees. Along with other reports submitted to the Board of Trustees, this update meets the requirement of EL-3 for the provision of information in a timely, accurate and understandable manner.

III. TIMELY INFORMATION

OFFICE OF THE CHIEF SUPERINTENDENT

Annual Education Results Report and Three-Year Education Plan

EL-3: Information, Counsel and Support to the Board of Trustees

The CBE combined Annual Education Results Report 2009-2010 and Three-Year Education Plan 2010-2013 was published on the CBE website on Monday, December 13, 2010. The document is available at:

<http://www.cbe.ab.ca/aboutus/documents.asp>

Subsequent to the Board of Trustee meeting on December 7 and prior to publication, staff continued to proof the report. In addition to some minor modifications made to presentation, the following information was included to enhance the clarity of this communication.

- An explicit action regarding Knowledge and Employability courses and meeting student need was added on page 13. While the existing strategy “Design and implement consistent in-depth processes to support students through times of transition” includes all students, the additional action clarifies our intentions in this particular area.
- Changes were made to the Capital Projects in Progress chart on page 53 to update the work in-progress or completed as of the last possible date prior to publication.

Boys’ School Alternative Program Proposal - Update

Ends 1: Mega End

EL-3: Information, Counsel and Support to the Board of Trustees

EL-6: Instructional Program

Executive Limitation 6: Instructional Program states, “Accordingly, the Chief Superintendent shall not fail to: 6. inform the Board of Trustees of all new alternative program proposals that have been submitted for evaluation and all alternative programs that are being considered.” The following information is shared in compliance with the criteria set out by this policy provision and builds upon information shared in the Chief Superintendent’s Update dated September 28, 2010.

Superintendents’ Team received a report titled “Boys’ School Alternative Program Proposal” at the meeting on Monday, November 15, 2010. Based on information contained in the report, Superintendents’ Team approved moving to the next steps in the process. On December 10, the Area Director met with the group that submitted the proposal and provided an update. Administration is currently planning an Expression of Interest to gather feedback from the Calgary community regarding this alternative program.

School Instructional Calendars

EL-3: Information, Counsel and Support to the Board of Trustees

EL-6: Instructional Program

Calgary Board of Education administration has approved system instructional calendars for the 2011-2012 school year, and published tentative instructional calendars for the 2012-2013, 2013-2014, and 2014-2015 school years. These instructional calendars are available on the CBE website and in The Staffroom.

To link to the site developed for parents and other members of the public, you may click on the Parent tab on the [CBE homepage](#) or on the lead story under What’s New.

- Important Information about 2011-2012 School Instructional Calendar

First Day of Classes for Students: In the 2011-2012 school year, the first day of classes for students in traditional calendar schools is Thursday, September 1, 2011, which is before Labour Day. Students attending schools using a modified calendar start on Monday, August 15, 2011.

Spring Break Date Change: The dates of Spring Break 2012 have changed. Spring Break in the traditional calendar is now Monday, March 26 to Friday, March 30, 2012. Spring Break in the modified calendar is now Monday, March 26 to Friday, April 6, 2012.

LEARNING INNOVATION

Calgary Board of Education at the AISI Conference

Ends 1 to 5

EL-3: Information, Counsel and Support to the Board of Trustees

EL-6: Instructional Program

The annual AISI conference, *Engaging Minds: It's All About the Learning*, being held February 7 and 8, 2011 in Edmonton, provides the opportunity to celebrate work currently being conducted through innovative AISI projects. The work of the Calgary Board of Education will be highlighted through showcase presentations that emphasize student learning and/or engagement, as well as promising practices and strategies. The Calgary Board of Education will offer a total of nine presentations related to both the Cycle 4 *Personalization of Student Learning* project and the *Creating Secondary Schools That Serve All Students* project. Each showcase presentation, with representation from every Area, will illuminate a promising practice by providing a description of the work in schools. All Calgary Board of Education presentations will focus on the personalization of student learning as an innovative approach to systemic change.

Alberta Education International Recruitment Mission - Japan

Ends 1 to 5

EL-3: Information, Counsel and Support to the Board of Trustees

EL-6: Instructional Program

Staff from the Calgary Board of Education recently travelled to Tokyo and Okinawa Japan to support the Alberta Education International Recruitment Mission; meeting several parents and young students interested in studying in Calgary. Other districts in attendance included Red Deer Public, Red Deer Catholic, Battle River School Division and Edmonton Public Schools. The Alberta delegates participated in meetings organized by the Canadian Embassy as well as the Japan and Alberta government offices.

Videoconferencing with Peru

Ends 1 to 5

EL-3: Information, Counsel and Support to the Board of Trustees

EL-6: Instructional Program

On November 16 and 17, 2010 eight schools from Calgary participated in a special videoconference connecting Calgary students with members of Mosqoy, a registered Canadian charitable organization working to bridge cross-cultural gaps between North America and Peru in Cusco, Peru. The students learned first-hand about traditions and customs of the people of the Sacred Valley in Peru, and in turn, come to understand how globalization is having an impact on their traditional ways of life. Students were offered opportunities to ask the Mosqoy members questions during the presentation. One school commented in a follow up email, "The energy from the experience is still flowing today, as we received many positive comments in agendas from parents and the students' comments and reflections about it are just so terrific!"

Hearing from Students in the Middle Years

Ends 1: Mega End

EL-3: Information, Counsel and Support to the Board of Trustees

EL-6: Instructional Program

Alberta Education's Speak Out initiative has demonstrated that when asked, students are tremendously articulate and insightful about what is most important in their education. In a similar "Speak Out" format, middle years learners from all five Areas engaged in conversations related to what they need from our system, their schools and their teachers in order to be engaged in, feel competent with and connected to their learning. The information and insight gained in these conversations will be used to inform and construct our system understanding and vision of middle years learning and give students, teachers, and parents a starting point for conversations about the learning needs of individual learners in their "middle years".

Four new middle schools will open within the Calgary Board of Education in the next three years, providing the system with an exciting opportunity to articulate a vision of excellence in middle years teaching and learning. Student voices will help to inform what practices, processes, strategies and structures best promote the development of lifelong learning for students in their middle years.

As we deepen our understanding of how Elmore's Instructional Core—the teacher, the student and the content—impacts teaching and learning, we are further developing our sense of students' needs at each developmental stage and how to support our students as they construct their understandings of the world.

Support for English Language Learners

Ends 1: Mega End

Ends 2: Academic Success

EL-3: Information, Counsel and Support to the Board of Trustees

EL-6: Instructional Program

CBE schools are striving to reduce learning gaps for English Language Learners and improve high school completion rates. With educators seeking innovative ways of meeting the needs of this unique student population, the CBE was named one of 20 jurisdictions in the province to participate in a project investigating the efficacy of laptops for teaching and learning in the 21st Century. Identified students in an elementary, junior high and high school were tracked using these devices over a three-year period. Significant longitudinal research data was obtained to determine impact on student learning and to drive systemic change. Information was also gathered on the practice of teachers who are engaged in designing learning experiences using mobile computing devices, Inclusive Learning Technologies and existing technologies in their daily teaching practice.

To read the full reports and view the videos, click on the following link:

<http://www.innovativelearning.ca/assistivetech/projects-eslm.asp>

As a follow-up to this initiative, the CBE has been selected to participate in an Alberta Education Community of Practice in which findings from the three-year initiative will be further examined to build out a larger systemic model. The model will support English Language Learners within the CBE and shared throughout the province. This new initiative will begin in January 2011 and extend until June 2012.

Beyond Learning and Literacy Initiative

Ends 1: Mega End

Ends 2: Academic Success

EL-3: Information, Counsel and Support to the Board of Trustees

EL-6: Instructional Program

The Beyond Learning and Literacy Initiative (Beyond L&L) is currently supporting close to 300 students in over 75 schools system wide. The focus of the initiative is to support students transitioning from Learning and Literacy Programs. This is accomplished by providing assistance to teachers as they work to develop strategies to implement technologies that support students with identified exceptional learning needs. Specialists/strategists from across the system have combined efforts to assist schools in developing greater understandings of the role of technologies, including assistive technologies, in helping to personalize student learning to meet all students' learning needs.

Teaming UP 4 Healthy Learners

Ends 1: Mega End

Ends 2: Academic Success

Ends 4: Personal Development

EL-3: Information, Counsel and Support to the Board of Trustees

EL-6: Instructional Program

Teaming UP 4 Healthy Learners is supporting the increased awareness of health and wellness in CBE schools. There are now 110 schools committed to working with this Comprehensive School Health support strategy. The networking session on November 25, 2010 was attended by over 50 teachers, administrators, parents and school nurses from more than 40 schools. This was an opportunity to network, share promising practices and celebrate the successful health and wellness commitments currently in our schools. Schools had an opportunity to consider the range of supports available to them and strategically plan to build on the foundations provided through current initiatives to help students make healthy, active choices.

The Teaming UP Steering Committee has also developed a task force to build on the current strengths of Administrative Regulation 3047—Nutrition to build out a Chief Superintendent Directive. We are using a collaborative approach to include community stakeholders, parents, business partners and school based administrators to assist in developing a system direction and implementation plan for food and beverages being sold in schools. Our hope is to make the transition to healthier choices a values-based decision in CBE schools with effective supports in place and commitments from all levels of the organization.

LEARNING SUPPORT

Restorative Response Intervention

EL-3: Information, Counsel and Support to the Board of Trustees

EL-6: Instructional Program

EL-16: Learning Environment/Treatment of Students

The Calgary Board of Education's newly developed Restorative Response Intervention (RRI) Team supports students dealing with conflict or a discipline issue through intentional intervention focused on character development including:

- promoting student understanding of the rights and needs of others
- developing empathy and insight of the impact of student actions on the wider school community
- encouraging accountability and responsibility through personal reflection and action where there is facilitated opportunity to learn from mistakes and mend harm done.

Since September 2010, the RRI Team has received 31 referrals from 29 schools, impacting 118 students. The RRI Team works collaboratively with administration, students, families and other stakeholders by facilitating in-school conferences and restoration agreements where students are supported in taking responsibility for their actions through enabling and meaningful consequences. The RRI Team also offers supports and strategies intended to build long term capacity and enhance restorative school culture by developing student-led initiatives that impact school culture and strategizing with schools and families regarding continued supports, strategies and utilization of existing resources.

Children's Village School: FAST Class

EL-3: Information, Counsel and Support to the Board of Trustees

EL-6: Instructional Program

EL-16: Learning Environment/Treatment of Students

In response to an identified need for specialized programming for students with Autism Spectrum Disorders (ASD) the Functional Assessment Stabilization and Transition (FAST) class was created at the Children's Village School.

Students demonstrating highly aggressive behaviours including self-harm, lack of self-regulation skills, low frustration tolerance, and inability to manage in already specialized classroom settings access the FAST class. In partnership with Children and Youth with Complex Needs (CYCN) the FAST class is staffed with highly trained professionals. The one-to-one teacher-student ratio allows development and implementation of highly specialized behaviour intervention programming aimed at increasing students' ability to respond safely and appropriately to adult requests, peer interactions and personal frustrations.

The FAST class aims to provide an environment where there is continuous movement in and out of the classroom as student needs are identified and addressed. As one student successfully transitions out of the program, a space is opened for other students to benefit from this highly specialized and personalized learning experience.

To date, programming for the three students accessing this highly intensive behavioural intervention setting has proven highly effective. One student is now successfully integrated with same age peers for 50% of the day and we hope to transition him to his community school in the New Year. The other two students have demonstrated a remarkable decrease in aggressive behaviours, are communicating more effectively, and are able to engage in learning tasks through the entire school day.

IV. ENDS STATEMENT FOCUS

The focus of this report is on Ends 5: Character. The Board of Trustees has indicated that, "Each student will possess the character to do what is right, act

morally with wisdom, and balance individual concerns with the rights and needs of others.”

Calgary Board of Education schools have provided illustrative examples of how personalized student learning that supports the Board of Trustees’ Ends is lived in classrooms across the district.

AREA I

The role of *intention* had a significant impact on character development in a kindergarten class at Edgemont School. There were deliberate efforts to have students understand the importance of setting intentions prior to a task. Students were asked to consciously acknowledge the significance of their contributions to each other, and the need to listen respectfully to each other as they contemplated their own work.

Each morning the students were asked to share their intentions for selecting a center of their choice. Through this sharing, students learned how their classmates engaged, innovated, explored materials and tasks. These shared experiences inspired the group and changed the culture of the classroom to one of mutual respect as well as cultivating a sense of belonging. Thoughtfully articulating their intentions held students accountable for their work. These intentions provided expectations that the task be sustained for a considerable amount of time as the group would be expecting to see evidence of their efforts.

As quality work emerged, intentions became more significant as students realized that not only their work was worthy of critique but to accomplish this they needed to exercise effective work habits to produce good work. Within two weeks, behaviour issues notably decreased, replaced with engagement, persistence and effort. Students began to realize that goal setting could lead to meaningful work. Their peers were listening, available to offer expertise, share in a project and suggest possibilities, and the students expressed pride in their work.

AREA II

At Coventry Hills School, our Grade One/Two classes have been working on “Together we make a difference– One person at a time”. In Social Studies, students have been introduced to the concept of community and how they are related to it, “understanding that with empowerment comes personal and collective responsibility for the public good.” Ends 5: Character is embedded in this work. Through class discussions and lessons our students have reflected on the many ways they make, and can make, a positive difference in their family and community. Listed below are some of the ways our Grade One and Two students have said they demonstrate character traits such as initiative, respect, responsibility and decency as they develop a disposition toward caring for self and others and to contributing positively to their communities.

My Family

I dust my house and do laundry
I carry groceries
I do dishes
I help my dad find his wallet

My Community

I pick up garbage and put it where it's
supposed to be
I tell people what time it is when they ask
me
I walk in the halls to keep me and others
safe
I lend my pencil to other kids

AREA III

At Guy Weadick School we are purposeful in the creation of three school rules: Be Kind, Be Safe, Be Responsible. This framework allows students at all developmental stages and their parents to understand and connect to character development. Our work with students and parents to nurture a common understanding of the eleven qualities identified with Ends 5 can be personalized and taught as situations arise.

We do this teaching in the classroom through our Lion's Quest Program, school-wide in Teaming up 4 Healthy Learners and throughout the year by sharing and celebrating the diversity of our community. For example, our winter concert this year is 'December in Our Town,' a celebration of Kwanzaa, Hanukkah, Christmas, Solstice, and Las Posadas. Students are sharing in the traditions of these celebrations and discovering that each of us, within our own traditions, share similar values. Giving to those less fortunate has been one way of coming together in an expression of compassion and respect.

We are connected to parents and the community through our School Council, school newsletter and in our face to face interactions. We strive to listen and understand how we can find consensus to make our school and community a place of safety and caring.

AREA IV

Glenbrook is a Circle of Courage school with consistent school-wide expectations from Kindergarten to Grade Six. We are building a common language around the character traits, using the Circle of Courage. This assists students in expressing their feelings and articulating their actions, as well as reinforcing positive interactions in our school community. Visuals including word walls and bulletin board displays reinforce and support this work. Although the core work takes place in the classroom, at times students are involved in cross-grade work where they further explore and practice character and citizenship education. During our monthly assemblies, we recognize the work our students do according to the Ends values as reflected in the Circle of Courage. In our daily work, students and staff recognize meaningful examples of character values and present medallions of the Circle of Courage.

AREA V

The month of December at Centennial High School provided our students, staff and community with endless opportunities to share and 'give back' to others who can benefit from our actions. The actions of our students clearly exhibited the qualities and characteristics that serve to define Ends 5: Character.

The month of giving, demonstrating compassion, initiative and responsibility included

- collection of food items for the Veterans' Food Bank,
- Wreaths for CUPS, made and delivered by the Art Club,
- New Eyes for the Needy collecting over 100 pairs of glasses,
- Jacket Racket compiling over 500 jackets organized by Math PLC,
- food drive organized by Leadership students collecting thirty Food Bank boxes Operation Christmas Child filling fifty-four shoe boxes,
- Support Staff 'adopting' two individuals to provide a warm, happy holiday with personal gifts,
- Cos for a Cause, whereby our Cosmetology students raised over \$1100 for a family in need,
- International Language's classes creating books for young students in Central and South American schools who lack books. The books will be delivered by Centennial High School students who will be in those countries during Spring Break as part of community activities to build homes and schools.

A video containing some highlights of those events can be found at <http://www.youtube.com/watch?v=g9hGU6vgBWw>



Naomi E. Johnson
Chief Superintendent of Schools
CALGARY BOARD OF EDUCATION