



REGULAR MEETING OF THE BOARD OF TRUSTEES

PUBLIC AGENDA

TUESDAY, FEBRUARY 15, 2011

5:00 P.M. – 8:00 P.M.

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

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		
	4.1 Lighthouse Award	M. Levy	15 min.
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	
	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		

<u>Attach.</u>	<u>TOPIC</u>	<u>Who</u>	<u>Time</u>
	6.0 ACTION ITEMS		
P. 6-1	6.1 Consideration of Closure of the French Immersion Program at Highwood School and the Chinese (Mandarin) Bilingual Program at King George School	F. Coppinger	30 min.
P. 6-88	6.2 Board Development Session	Board	10 min.
	7.0 MONITORING AND RESULTS		
P. 7-1	7.1 Annual Monitoring of EL-5: Annual Report to the Public	N. Johnson	20 min.
P. 7-6	7.2 Annual Monitoring of EL-18: Student Fees	N. Johnson	20 min.
	8.0 POLICY DEVELOPMENT AND REVIEW		
	9.0 CONSENT AGENDA		5 min.
	9.1 Board Consent Agenda		
P. 9-10	9.1.1 Approval of Minutes <ul style="list-style-type: none"> Regular Meeting held February 1, 2011 <i>(THAT the Board of Trustees approves the Minutes of the Regular Meeting held February 1, 2011, as submitted.)</i>		
P. 9-1	9.1.2 Annual Monitoring of Governance Process Policies 7, 10 and 11 <i>(THAT the Board of Trustees approves the Governance Process Policy monitoring reports for GP-7, GP-10, and GP-11, as submitted.)</i>		
P. 9-7	9.1.3 Recommendations for Amendment of Governance Process Policy 11: Board of Trustees' Committees <i>(THAT the Board of Trustees gives three readings to the amendments proposed for GP-11, as submitted.)</i>		
P. 9-17	9.1.4 Appointment of External Members to the Board of Trustees' Trustee Remuneration Committee <i>(THAT the Board of Trustees approves the appointment of Ms. E. Kelly, Mr. E. Miller, Ms. M. Munro and Ms. W. Fraser to the Trustee Remuneration Committee for the 2010-2011 school year.)</i>		
	9.2 Chief Superintendent Consent Agenda		
	10.0 TRUSTEE NOTICES OF MOTION		
	11.0 IN-CAMERA ISSUES		
	12.0 ADJOURNMENT	Chair	

CALGARY BOARD OF EDUCATION

REPORT TO REGULAR MEETING OF THE BOARD OF TRUSTEES PUBLIC AGENDA

February 15, 2011

To: The Board of Trustees

From: Naomi E. Johnson, Chief Superintendent of Schools

Re: **Consideration of Closure of the French Immersion Program (Kindergarten to Grade 6) at Highwood School and the Chinese (Mandarin) Bilingual Program (Kindergarten to Grade 6) at King George School**

Purpose: Information and for the Record, and Approval of the Public Meeting Minutes

Governance Policy Reference: EL-1: General Executive Constraint
EL-3: Information, Counsel and Support to the Board of Trustees
GP- 5E: Closure of Schools

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

Resource Persons: Calvin Davies, Director, Community Engagement & Operational Planning
Susan Church, Director, Area II
Rod Peden, General Counsel and Corporate Secretary
Janice Barkway, Director of Client Services, Legal Affairs

I. RECOMMENDATION

It is recommended:

1. THAT the Minutes of the Public Meeting of January 20, 2011, attached to this report as Attachment I, be approved by the Board of Trustees, and
2. THAT this report be received for information and for the record.

II. ISSUE

The Board of Trustees' Governance Policies and Procedures identify the formal process that must be followed when closure is being considered. Under the direction of the Board of Trustees, the steps necessary to comply with the Board of Trustees' Policies and Procedures relative to school closure have been undertaken. This report is being provided to document compliance and to assist the Board of Trustees with its further deliberations.

III. BACKGROUND

Where the Board is considering closure it must raise the matter through a motion at a regular meeting of the Board. On January 4, 2011, the Board of Trustees passed a motion to consider the 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.

The attached chart identifies the timelines and actions taken in compliance with the Board of Trustees' Governance Procedures. (Attachment II)

IV. CONCLUSION

The Calgary Board of Education has complied with the requirements of the *Board of Trustees' Governance Policies and Procedures* as set forth herein. The Board of Trustees is now in a position to deliberate and to decide, by resolution, whether to close 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. Any such resolution may be considered as of February 11, 2011 and must be considered before the end of this current school year.



NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

Attachment I:	Minutes of the Public Meeting of January 20, 2011
Attachment II:	Relevant Excerpts from GP-5E: Board of Trustees' Procedure – Consideration of School Closure
Attachment III:	Written Notice Respecting the Consideration of Closure of the French Immersion Program at Highwood School and the Chinese (Mandarin) Bilingual Program at King George School
Attachment IV:	Record of Signs Respecting the Consideration of Closure of the French Immersion Program at Highwood School
Attachment V:	Record of Signs Respecting the Consideration of Closure of the Chinese (Mandarin) Program at King George School
Attachment VI:	Record of Posters Respecting the Consideration of Closure of the French Immersion Program at Highwood School
Attachment VII:	Record of Posters Respecting the Consideration of Closure of the Chinese (Mandarin) Bilingual Program at King George School
Attachment VIII:	Record of Newspaper Advertisement Respecting the Consideration of Closure of the French Immersion at Highwood School and the Chinese (Mandarin) Bilingual Program at King George School

- Attachment IX: Agenda for the Pubic Meeting Respecting the Consideration of Closure of the French Immersion Program at Highwood School and the Chinese (Mandarin) Bilingual Program at King George School
- Attachment X: Letter to His Worship Mayor Nenshi Regarding the Consideration of Closure of the French Immersion Program at Highwood School and the Chinese (Mandarin) Bilingual Program at King George School
- Attachment XI: Written Submissions Received After the Public Meeting Respecting the Consideration of Closure of the French Immersion Program at Highwood School and the Chinese (Mandarin) Program at King George School

**Attachment I: Minutes of the Public Meeting Respecting the Consideration of Closure of the French
Immersion Program at Highwood School and the Chinese (Mandarin) Bilingual Program
At King George School**

Calgary Board of Education

Minutes of the Public Meeting re: Consideration of Closure of 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 Realignment and Relocation, One being Contingent upon the Other, held in the Highwood School Gymnasium, 11 Holmwood Avenue NW Calgary, Alberta on Thursday, January 20, 2011 at 7:00 p.m.

PRESENT

Board of Trustees:

Ms. L. Ferguson, Vice-Chair, Trustee – Wards 3 & 4
Ms. C. Bazinet, Trustee – Wards 12 & 14 (arrived at 7:22 p.m.)
Ms. J. Bowen-Eyre, Trustee – Wards 1 & 2
Ms. P. King, Trustee – Wards 5 & 10
Dr. G. Lane, Trustee – Wards 6 & 7
Ms. S. Taylor, Trustee – Wards 11 & 13

ABSENT

Ms. P. Cochrane, Trustee – Wards 8 & 9

Administration:

Mr. C. Davies, Moderator and Co-Chair of the Public Meeting
Ms. K. Barry, Meeting Co-Chair of the Public Meeting and System Principal, Community Engagement and Operational Planning (CEOP)
Mr. R. Peden, Procedures Chair
Ms. D. Stevenson, Deputy Chief Superintendent of Schools
Ms. S. Church, Director, Area II
Ms. J. Barkway, Assistant Corporate Secretary
Ms. H. Numrich, Recording Secretary

WELCOME AND INTRODUCTIONS

Copies of the Agenda entitled “Board of Trustees, Calgary Board of Education, Public Meeting, Discussion Respecting 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 realignment and relocation, one being contingent upon the other, Thursday, January 20, 2011”, which also contained information with respect to Purpose of the Meeting, Discussion Guidelines, and Written Submissions and Further Questions, were made available to those present and submitted for the record.

Mr. Davies, Director, Community Engagement and Operational Planning (CEOP) called the meeting to order at 7:05 p.m. and noted he would be Chair of the meeting and that the meeting had been arranged and convened by the Board of Trustees of the Calgary Board of Education. He made introduction of the Trustees present and the Calgary Board of Education (CBE) Administration. He also noted the attendance of Ms. R. Harms, Principal of Highwood School and Ms. M. Samson, Principal of King George School, and gave recognition to the teachers and staff members that were in attendance.

Mr. Davies informed that the meeting was being recorded on video for the purpose of maintaining an accurate internal record of the proceedings and he noted that minutes would be available on the website at www.cbe.ab.ca prior to the Board of Trustees making its decision.

OPENING REMARKS

Deputy Chief Superintendent D. Stevenson expressed his welcome and presented the following information:

“Good evening ladies and gentlemen. My name is David Stevenson. I am the Deputy Chief Superintendent of the Calgary Board of Education.

On behalf of the Calgary Board of Education Administration I'd like to extend my thanks to all of you for attending tonight's meeting and for the significant time commitment that many of you have previously made in relation to this matter.

Tonight's meeting has been convened by the Board of Trustees and our Board Vice-Chair, Lynn Ferguson, will be speaking to you shortly to outline their role in the closure consideration process. Before you hear from the Board Vice-Chair I wanted to speak with you about the advisory role and the support role that Administration plays leading up to and following the formal legislated closure consideration process.

As many of you will already know, Administration's Community Engagement and Operational Planning department initiated and coordinated an engagement process with the community some time ago, most significantly in December 2009 and January and February 2010, to address the opportunities and challenges associated with the 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-location, one being contingent upon the other.

Many of you here tonight, and many other members of the community, made significant contributions to that initial work, either as parent representatives, as part of focus groups, or simply in attending Open Houses and providing the Calgary Board of Education with your feedback, and I want to express my sincere appreciation to each and every one of you for the thoughtful and carefully considered input you provided Administration to assist in that difficult work. That work was undertaken as part of Administration's advisory role to the Board of Trustees.

That engagement process led to the preparation of an Administrative recommendation that went forward to the Board of Trustees on January 4, 2011 and, after deliberation, the Board of Trustees did decide at that time to consider the closure of the French Immersion Program at Highwood School and the Chinese (Mandarin) Bilingual Program at King George School. It is important to note that these considerations of closure would be contingent upon one another – we could not close one of these programs without closing the other.

As I'm certain the Board Vice-Chair will tell you, the fact that the Board of Trustees is prepared to "consider" the closure of these programs should in no way suggest that any determination has already been made, and the fact is that no decision has been made to date.

Administration has made "recommendations" in the past, in relation to matters such as this, that the Board has reviewed and as a consequence of input from the public, decided not to follow.

Because the Board of Trustees has sole authority and responsibility for the closure consideration process, Administration's role since January 4, 2011 has been, and will be, to provide the Board of Trustees, the school community and the general public with our full and total support in providing relevant information and answers to questions. I want to offer my assurance to you tonight that throughout the process we will be doing just that.

On behalf of Calgary Board of Education Administration I welcome any questions or comments that you may wish to direct to me or the team that is assembled here tonight. However, we would ask you to hold them until the open discussion questions and comments portion of the evening.

Thank you."

PURPOSE OF THE MEETING AND ROLE OF THE BOARD OF TRUSTEES

Mr. Davies welcomed Ms. L. Ferguson, Board Vice-Chair and Trustee of Wards 3 & 4. Ms. Ferguson spoke about the Board of Trustees' role in the closure consideration process, presenting the following information on behalf of the Board of Trustees:

"Good evening ladies and gentlemen. As the Meeting Chair has indicated, I'm Lynn Ferguson, Trustee for Wards 3 & 4 and Vice-Chair of the Board of Trustees of the Calgary Board of Education. On behalf of myself and my fellow Trustees, I would like to speak to you briefly about the Board of Trustees' role in the closure consideration process.

On Tuesday, January 4, 2011, after discussion and debate at a regular meeting of the Board of Trustees, a motion was passed by the Board to give consideration to the 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.

The Board of Trustees has the sole responsibility and authority to make closure decisions and I want to make it clear tonight that no decision has been made at this time.

Based on information provided to us by Administration, a Written Notice Regarding the Consideration of Closure of these programs has been issued by the Board of Trustees, but that is only one part of the information that has been, and will be, reviewed and considered by Trustees. In accordance with Alberta legislation and the Board of Trustees' Governance Policies and Procedures, before making any final decision on a matter such as this, the Board follows a process to secure additional community input.

That process involves providing important and relevant information to you – the Written Notice – and reviewing it with you. It also involves providing you and other concerned members of the public an opportunity to impact our decision by providing us with your input. Tonight, Trustees want to augment our understanding of the information presented in the Written Notice by hearing your observations, submissions and questions. That is why the Board of Trustees has organized and convened tonight's public meeting. Following tonight's meeting, you will have an additional opportunity to ask further written questions and make further written submissions.

Trustees, as the final decision makers, are here tonight to listen and observe. Throughout tonight's discussion and throughout the closure consideration process, Trustees will be paying very careful attention to what you have to say.

All of the information collected during the closure consideration process will be weighed very carefully by Trustees before any final decision is made.

The Board of Trustees tentatively anticipates debating the merits of this matter and making a decision regarding these program closure considerations on Tuesday, February 15, 2011.

The Board's ongoing commitment is to provide educational programs and services in suitable facilities throughout Calgary. To honour that commitment, we, as a Board, need to take into consideration student populations, the demand for programs, our available resources, and any other factors that may be significant. Although we certainly may consider financial factors, such as costs of the school or program, there are many other equally important considerations that impact our examination of any school's circumstances - student enrolment levels, our ability to resource instructional programming, the health and safety of students, accessibility, and on a system-wide basis, serving the overall interests of public education within our jurisdiction.

Consideration of closure is a very serious matter to the Board of Trustees and we clearly appreciate that it is very significant to the students, parents and other concerned members of the community. Because of that, we want to hear your input around this very important matter. We look forward to listening carefully tonight to your comments, observations and questions.

On behalf of the Board of Trustees I thank you."

REVIEW OF THE WRITTEN NOTICE

Mr. Davies indicated that copies of the *Agenda* and *Written Notice Regarding 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 realignment and relocation, one being contingent upon the other* were available on the table at the back of the gymnasium. He indicated that the public's observations and questions form part of the material that the Board of Trustees will consider as they review the potential closures and ultimately make a decision. It was pointed out that the public also has until 12:00 noon on Monday, February 14, 2011 to submit written follow-up questions and until 9:00 a.m. on Tuesday, February 15, 2011 to provide further written submissions to the Trustees regarding this closure consideration.

Ms. K. Barry, Meeting Co-Chair and System Principal, CEOP, gave a PowerPoint presentation that provided an overview of the *Written Notice*. The following is a summary of the presentation given by Ms. Barry.

The issues:

Highwood School provides a Kindergarten to grade six French Immersion Program for students residing in Area II. Low enrolment at the school 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 for students from across Calgary, and a Kindergarten to grade six French Immersion Program to students residing in Area II. With the anticipated 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.

Schools and programs:

Highwood School offers a French Immersion Program for Kindergarten to grade six students residing in the following 15 residential districts as noted on page 2 of the Written Notice. The table provided on page 2 identifies September 30, 2010 enrolment at Highwood School. Highwood School has instructional space to accommodate 400 students and, as of September 30, 2010 had an enrolment of 114 students in the French Immersion Program.

King George School offers a French Immersion Program which accommodates Kindergarten to grade six students from the 20 residential districts as outlined on page 3 of the Written Notice. King George School also offers a Chinese (Mandarin) Bilingual Program for students from all residential 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. The student enrolment in this program has continued to grow.

On page 3 of the Written Notice the table indicates the instructional space available and September 30, 2010 enrolment at King George School. King George School has instructional space to accommodate 600 students and, as of September 30, 2010, had an enrolment of 237 students enrolled in the Kindergarten to grade six Chinese (Mandarin) Bilingual Program and 310 students in the French Immersion Program.

King George School is nearing its capacity as there are 547 students in both programs offered at the school. There is an opportunity to accommodate the Kindergarten to grade six Chinese (Mandarin) Bilingual students at Highwood School. This would be contingent upon the approval of the closure of the French Immersion Program at Highwood School and the designation of those students to King George School.

As Highwood School continues to have low enrolment, there is an opportunity to accommodate those students in the French Immersion Program at King George School, conditional upon the

approval of the closure for the purpose of re-location of the Kindergarten to grade six Chinese (Mandarin) Bilingual Program in June 2011.

SECTION A: IMPLICATIONS FOR AFFECTED ATTENDANCE AREAS

The map on page 4 illustrates the current attendance areas for the French Immersion Programs at Highwood School and King George School.

The map on page 5 illustrates the proposed attendance area for the King George School French Immersion Program, if the proposed closures are approved.

Page 6 of the Written Notice shows the student designations that will change if the Board of Trustees decides to close the French Immersion Program at Highwood School, and the Chinese (Mandarin) Bilingual Program at King George School, one contingent upon the other, effective the 2011-2012 school year. Kindergarten to grade six students from the Highwood French Immersion Program will be designated to King George School. Kindergarten to grade six students from the Chinese (Mandarin) Bilingual Program at King George School will be designated to Highwood School. Attendance at other schools will not be impacted.

INFORMATION SECTION B: IMPLICATIONS RELATIVE TO CBE'S LONG-RANGE CAPITAL PLAN (comprised of the 2011-2014 School Capital Plan and the Ten-Year System Student Accommodation and Facilities Strategy)

A decision to close the French Immersion Program at Highwood School and the Chinese (Mandarin) Bilingual Program at King George School would have no implications relative to the CBE's long range capital plan. The CBE's *School Capital Plan 2011-2014* identifies project priorities for new school or replacement school construction and preservation and/or major modernization projects and is submitted to the Province on an annual basis. The Calgary Board of Education's *Ten-Year System Student Accommodation and Facilities Strategy* provides long range future requests and plans for CBE schools.

As noted on page 6 both documents are available from any CBE school or can be accessed on the CBE website. The web address is: www.cbe.ab.ca/aboutus/documents.asp

INFORMATION SECTION C: IMPLICATIONS WITH RESPECT TO BUSING

As the majority of the students in both the French Immersion Program at Highwood School and the Chinese (Mandarin) Bilingual Program at King George School access transportation services, administration anticipates an increase in the cost of bussing as a result of the implementation of the accommodation proposal.

Approximately 11 to 13 new bus routes will need to be established as students in the Chinese (Mandarin) Bilingual Program would no longer be able to access existing dually utilized buses. Approximately 5 less bus routes will be required for students attending King George School.

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As a result, an increase of 6 to 8 buses will be required resulting in a net increase of approximately \$300,000-\$400,000 in order to provide transportation service to the students in the Chinese (Mandarin) Bilingual Program.

Students residing in the walk zones for King George School or Highwood School will not be eligible for transportation services. Appendix 1 on page 13 of the Written Notice provides the proposed Walk Zone Map for the Chinese (Mandarin) Bilingual Program students at Highwood School. Appendix 2 on page 14 of the Written Notice provides the Walk Zone Map for the French Immersion Program students at King George School.

INFORMATION SECTION D: EDUCATIONAL, PROGRAMMING AND STAFFING IMPACTS

On page 7 of the Written Notice the table indicates the projected September 2011 enrolment for Highwood School, if the Kindergarten to grade six French Immersion Program at Highwood School were not to close. The student enrolment in the French Immersion Program at Highwood School is projected to be 107 students and is projected to continue to decline. If the French Immersion Program at Highwood School is not closed the educational impact on the program is as follows:

- Low enrolment creates challenges for educational programming and the effective use of space and resources. Student access to extra- curricular and co-curricular activities is also limited when student enrolment is low. The table on page 7 demonstrates the September 2011 projected enrolment for King George School should the proposed closure not be approved.
- The total projected enrolment at King George School would be 589 students, with 313 students in the French Immersion Program and 276 students in the Chinese (Mandarin) Bilingual Program. As King George School is projected to operate near capacity, continued growth of either program would be a challenge into the future.
- The educational impact if the Chinese (Mandarin) Bilingual Program at King George School is not closed is as follows:
- King George School would operate near capacity and continued growth of either program would be a challenge into the future. The enrolment table on page 8 of the Written Notice identifies the September 2011 projected enrolment for King George School, if the proposed closures are approved.
- Closing the Kindergarten to grade six French Immersion Program at Highwood School and designating the students to King George School will provide these students with access to a larger cohort of students. This allows for student access to a larger collection of resources and provides greater flexibility to effectively organize for instruction.
- The table on page 8 identifies the September 2011 projected enrolment for the Chinese (Mandarin) Bilingual Program at Highwood School, if the proposed closures are approved.
- Closing the Kindergarten to grade six Chinese (Mandarin) Bilingual Program at King George School for the purpose of re-location to Highwood School will provide students access to teachers with expertise in a variety of disciplines and access to staff who could continue to offer a range of extra-curricular and co-curricular activities. These activities could help

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support the acquisition of the Chinese Mandarin language and culture. Students would also have access to a facility that will allow for continued growth.

Staffing Impact

French Immersion Program at Highwood School

Resources are allocated to schools based on a per school base allocation, student enrolment and student profile. Should the French Immersion Program at Highwood School close, resource allocation levels would be adjusted at King George School and reflect the projected student enrolment and profile for September 2011. Further adjustments would be made should there be any discrepancy between the projected student enrolment and profile and the actual September 30, 2011 student enrolment.

Based on the number and individual needs of students enrolled at a school, the principal, in consultation with their staff, determines how to effectively allocate physical and human resources to best serve the learning needs of students. As with all CBE schools, final teacher staffing decisions take place in the fall of each school year, based on September 30th actual enrolments. Teachers would be transferred as per the teacher transfer processes in accordance with the CBE's current staffing processes. Support staff would be identified for transfer/layoff and considered for placement and recall in accordance with the Calgary Board of Education and Staff Association Collective Agreement and current staffing processes. Facility Operations staffing levels will be assessed in accordance with the CBE and CUPE Local 40 Collective Agreement and caretaking staffing formulae and practices.

Staffing Impact-Chinese Mandarin bilingual program at King George School.

Resources are allocated to schools based on a per school base allocation, student enrolment and student profile. Should the Chinese (Mandarin) Bilingual Program at King George School close for the purpose of re-location, resources would follow the students to the new school site and resource allocation levels would be reflected in the projected student enrolment and profile. Further adjustments would be made should there be any discrepancy between the projected student enrolment and profile and the actual September 30, 2011 student enrolment.

Should the Kindergarten to grade six Chinese (Mandarin) Bilingual Program at King George School be closed and relocated to Highwood School, then the teaching staff and support staff assigned to the Chinese (Mandarin) Bilingual Program would move with the students to the new location at Highwood School, in accordance with the Calgary Board of Education's current staffing processes.

Deployment of both resources and staff will be at the discretion of the principal, in consultation with their staff, as they determine how to effectively allocate physical and human resources to best serve the learning needs of students. Final staffing decisions cannot be made until the actual number of students and their unique learning needs are determined.

Facility Operations staffing levels will be assessed in accordance with the CBE and CUPE Local 40 Collective Agreement and caretaking staffing formulae and practices.

INFORMATION SECTION E: FINANCIAL AND CAPITAL IMPLICATIONS

The operational impact is negligible as the King George School facility and the Highwood School facility both will continue to be fully operational.

Administration anticipates an increase in cost of approximately \$41,000 as the result of an administrative designation associated with requiring an Assistant Principal (\$18,000) and 0.25 of a teacher (\$22,000) for the Highwood Mandarin Bilingual Program. (NOTE: This is an estimate and is contingent on staffing decisions made at the school level).

In order to provide transportation service to the students in the Chinese (Mandarin) Bilingual Program an increase of 6 to 8 buses is anticipated resulting in a net increase of approximately \$300,000-\$400,000.

Capital Impacts

There are no known capital costs associated with the proposed program closures.

INFORMATION SECTION F: FUTURE FACILITY PLANS

Both King George School and Highwood School will continue to be utilized by the Calgary Board of Education for educational purposes based on the proposed accommodation plan.

RESPONSES TO PREVIOUSLY SUBMITTED OR ANTICIPATED QUESTIONS

Mr. Davies indicated that the following questions were either received before this evening's public consultation meeting or are anticipated by administration.

Question: *Why are six to eight more buses required to transport the students in the Chinese (Mandarin) Bilingual Program to Highwood School?*

Response: As a way of being fiscally responsible, buses are typically utilized by two schools, meaning that school times are aligned in such a way that buses can pick students up and drop students at two different schools.

Through the re-location of the Chinese (Mandarin) Program to Highwood School, students are no longer able to access the same buses, which were dually utilized by the TLC Program or the French Immersion Program, and new bus routes would need to be established.

CBE Administration will be reviewing the transportation needs of the Chinese Mandarin Bilingual Program to identify economies if the closures are approved.

It is important to note that transportation route efficiencies and adjustments over the entire school district are examined each September based upon program location, and ridership.

It is likely that route adjustments and load rates for the next school year will assist in offsetting the potential increase in the routes required for the Chinese Mandarin Bilingual Program re-location to Highwood School.

Question: *In Section E: Financial and Capital Implications (pg. 10 of the Written Notice) it states that an additional cost of \$41,000 is required as a result of an administrative designation for an Assistant Principal. Why is this an estimate and the cost contingent upon staffing decisions at the school level?*

Response: Principals, in conjunction with their staff, make staffing decisions based on their allocated budget which depends upon the September 30, 2011 student enrolment. Should the Chinese (Mandarin) Bilingual Program be re-located, based upon the projected September 30, 2011 enrolment the addition of an Assistant Principal would be necessary.

The estimated \$41,000 is a combination of the administrative salary for an Assistant Principal (\$18,000) and a 0.25 FTE teacher (\$22,000). These costs reflect what the school Principal will be allocated in the school budget. The September 30, 2011 student enrolment should provide the necessary funds to cover the \$41,000 estimated administrative costs and therefore would not be an additional cost to the school system.

Question: *Have you considered the effect a closure would have on parents and children requiring before and after school care?*

Response: If the closures are approved, there would be an opportunity to explore before and after school care at Highwood School.

Question: *The Chinese (Mandarin) Bilingual program was moved three years ago, why is the program being recommended for another move?*

Response: It was not anticipated that the Chinese Mandarin Bilingual program would grow by 140% (139 students) in 3 years based on historical enrolment data. CBE Administration considered:

- Splitting the students in the current program into two different locations; or
- Keeping the current cohort of students together and moving them to one location.

Question: *Why was Highwood School chosen as the site for the Chinese (Mandarin) Bilingual Program and not a more centrally located site in the city?*

Response: Administration believes that Highwood School is centrally located in the north part of Calgary. Highwood School has the capacity to accommodate an alternative program and its future growth.

Question: *What are the French Immersion numbers by community in Area II?*

Response: A map of Area II was displayed by PowerPoint and the French Immersion enrolment numbers in each district were reviewed.

Question: *Has CBE Administration given consideration to designating the French Immersion students living closer to Highwood School to the Highwood French Immersion Program and leaving the Chinese (Mandarin) Bilingual Program at King George School instead of closing and moving both programs?*

Response: Administration considered this option and recognized the necessity of balancing program needs as well as competing interests and values of all our stakeholders. Currently there are 5 elementary French Immersion Programs in Area II. This exceeds the required capacity. Administration reviews student accommodation in all programs on an annual basis. Feedback from many Highwood School stakeholders supported the accommodation proposal.

The consolidation of the two French Immersion Programs into one location will provide stability into the future for the communities served by Highwood School.

Future growth of the King George Chinese (Mandarin) Bilingual program is not possible in its present location.

Many Chinese (Mandarin) Bilingual Program stakeholders expressed a desire for a single language focused program to support language learning and cultural understanding.

Question: *Will there be a disadvantage to English language learners enrolled in the Chinese (Mandarin) Bilingual Program, as they will not be able to interact with students who are in the French Immersion Program during lunch, recess and other school activities?*

Response: Many students in the Chinese (Mandarin) Bilingual Program are English speakers, as the program is designed for non-Mandarin speaking students. As such, students will continue to have opportunities to integrate with each other during lunch, recess, and other school activities in the English language.

The Chinese (Mandarin) Bilingual Program emphasizes the communicative approach to language and offers integrated and content-based instruction with 50% of the instruction in Mandarin and 50% of the instruction in English. English Language Learners will continue to receive support within the context of the classroom with teachers who are proficient in English language instruction.

OPEN DISCUSSION – COMMENTS & QUESTIONS FROM PARENTS AND PUBLIC

Mr. Davies provided a brief review of the discussion guidelines, which are noted on the back of the *Agenda*. He reiterated that the Trustees were present to hear the public's input and that they will ultimately be the sole decision makers regarding the status of the 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 realignment and relocation, one being contingent upon the other, and it would not be appropriate in the middle of the process for Trustees to respond directly to questions or to engage

in debate. He asked that questions be directed to him as the meeting Chair and he would provide a response or he would direct the question to an appropriate CBE Administrator for response.

Ms. M. Decker, a parent who lives in the Highwood community, questioned if other locations had been considered for the Mandarin program. In her opinion, this does not look like a long term solution because if the Mandarin program continues to grow at the rate that it is growing now, Highwood School would be full by 2014.

Mr. Davies agreed that if the Chinese Mandarin program continues to grow at the current rate, Highwood School could be at full capacity in the next four years. He stated that if this happened the CEOP team would work with the parents of the Chinese Mandarin program to consider further expansion of the program. He further noted that with the growth of new and developing communities in the north, it is anticipated that the French Immersion program at King George School will also see continued growth.

Dr. M. Filyk, a parent and mental health care provider residing in the Highwood community, stated that she chose to live in Highwood in order that her children could walk to school. She noted that this is the second closure consideration of the French Immersion program at Highwood School. She believes that it is clear that the Chinese Mandarin program needs more space, but requested that the importance of the community be considered. She suggested that instead other services could be offered at the school, in order to keep it viable, that both students and parents could access.

Mr. M. Weber, a parent and co-chair of parent council, commented that he was a participant in the discussions regarding the viability of the French Immersion program at King George School. He voiced his support for the proposal noting that he understood the key point that parents wanted to be heard was the importance of the French language program, not its location. He believes that this proposal will allow for growth of the French program at King George School.

Ms. S. Grills, a Highwood School parent, commented that she is thrilled with this proposal and that it is her belief that by having a larger number of students together in the same French Immersion program at King George School, it will provide more opportunities for students to interact with others that have similar directions and goals.

Mr. R. Wiles, a King George School parent inquired what the long term enrolment French Immersion projections are into the future at King George School.

Mr. Davies responded with the following French Immersion enrolment projections for King George School: 2011 – 431 students; 2012 – 444 students; 2013 – 460 students; 2014 – 469 students.

Mr. J. Liang, a King George School parent, inquired if both the English and Chinese speaking teachers would be moving with the Chinese Mandarin program if it does move to Highwood School?

Director Church responded that if the Chinese Mandarin program moves to Highwood School, the Chinese Mandarin staff would move with the program. The English portion would continue to be taught by English teachers, either new teachers or those that would move with the program. The same program delivery model would continue for students.

Ms. E. Ng, a Chinese Mandarin program parent, commented in support of the move of the program to Highwood School. She believes that more space will be very positive for the program and students. It is her opinion that the program will become even more appealing to parents when they see that the program has its own space. She also expressed her support and interest of a Chinese Mandarin program junior high school.

Ms. M. Decker, a community member and parent, inquired what will happen to Highwood School should it fill to capacity in a few years by the Chinese Mandarin Program, and inquired if any considerations had been made into other locations for the Mandarin program?

Mr. Davies responded that other locations had been considered in the accommodation process. All schools in Area II and space availability were reviewed with the Area Director. In consideration of the expected growth they decided that this was the best solution. He noted that if the school does fill to capacity it does not necessarily mean another move for the program and there are many different opportunities that could then be explored.

Ms. M. Decker inquired if King George School might be a better option for the Chinese Mandarin program as it has the most space.

Mr. Davies responded that there is a 10 year student accommodation facility strategy and parent comments will be considered both for now and into the future. Administration feels that this proposal will provide stability for both programs into the future.

Dr. M. Filyk inquired whether a traffic study had been considered in this proposal to move the Chinese Mandarin program to Highwood School. She inquired why more funding would be needed for buses as many of the Chinese Mandarin program students are driven to school.

Mr. Davies responded that a formal traffic study has not been done; however, the CBE Transportation Manager has provided suggestions in regards to traffic flow at King George School. Considerations are being given to bus and parent pick up/drop off areas. Considerations are also being given regarding bus zoning and appropriate school bus loading/unloading signs that involve the perimeter of the King George School property as well as the Colonel Irvine sight that is in close proximity. Mr. Davies noted that this is a topic that comes up among all schools, whether considering a closure, moving or not.

Ms. G. Wong, a King George School parent, indicated her support of the proposal to move the Chinese Mandarin program to Highwood School. She noted that Edmonton already has 9 Mandarin Schools and it is her belief that the program will grow if it is established in Highwood. She also expressed that she is pleased that another Chinese Mandarin program may be opening in the South.

Ms. M. Connor, a Chinese Mandarin Program parent representative explained that many parents have expressed their views to her and requested that she speak on their behalf. She made the following comments:

- She expressed her view that this is an opportunity for both schools to have one program with one focus. She believes that it will provide the opportunity to address culturally sensitive needs and extra curricular activities.*

- *She stated her belief that there is strength in having one parent council; she noted that the Chinese Mandarin Program parents often did not come to the parent council meetings as they could not understand.*
- *It is her belief that this is not segregation; she noted that the students live in Canada and are fully exposed to western culture in other activities outside of school.*
- *Ms. Connor stated that parents have expressed frustration that their fundraising dollars went towards the whole school, not to their child's program.*
- *Many of the grade one parents had contacted her and asked her to indicate to Trustees that they are in full support of the proposal. They want Trustees to know that the commute is not a concern as many parents drive their children to school.*
- *King George School was previously named Ecole King George and she believes that this is a name that is still associated with that school.*
- *This will be the fourth location for the Mandarin program and disruption for the children; however, it is her opinion that many parents and teachers are supportive of the move. She stated her opinion that students rarely interact with those in the other program at lunch and recess as they tend to play with those that they are with on a regular basis.*
- *She stated her belief that this move will provide much needed space and security and will allow for future growth and for expansion.*

Dr. M. Filyk expressed that her concern is the segregation of society. She expressed her opinion that cultural integration is important and that children should be integrated rather than separated.

Ms. G. Wong commented that the Chinese Mandarin program classrooms are not Chinese, they are multicultural.

Mr. R. Louie, a Chinese Mandarin program parent commented that he does see the move of the program to Highwood as segregation. He stated that he was born and raised in Calgary and does not speak Chinese or know a lot about his own heritage which is why he has chosen to send his children to the Chinese Mandarin Program. He stated that he likes the integration of the French and Chinese programs at King George School and fears that this will be lost in a Chinese Mandarin Program only school. He stated that he is not in support of the move; however he will continue to send his child to the Chinese Mandarin program wherever it is.

Ms. S. Hatcher, a resident of Thorncliffe and a parent of two future students interested in the French Immersion Program, inquired what school her children would be designated to should the French Immersion program move out of Highwood School.

Mr. Davies responded that if this proposal were approved, students residing in the community of Thorncliffe would be designated to the French Immersion program at King George School and would be eligible for subsidized transportation.

Ms. M. Connor commented that she does not believe that a Chinese Mandarin only program would be segregation as many of the students that currently attend the program are from many different countries. She further noted that there are a large number of students registered in Chinese programs on the weekends as they don't feel that they are getting enough Chinese in the Mandarin program. She further noted that there were several parents who could not attend this meeting who gave their permission to give their names as in full support of the proposal to move the Chinese Mandarin program to Highwood School; she read several of the names on a list.

Ms. A. Braun, a Highwood School French Immersion parent, inquired if the CBE had considered the residential dynamics and population changes in the community of Highwood.

Mr. Davies responded that this is an important question that is always considered. He stated that the CBE has an extensive planning team of trained skilled planners who spend considerable time looking at enrolments and projections over time in the entire system.

Ms. K. Charlton, a parent of children in the Chinese Mandarin Program, stated that she moved close to King George School in order that her child would be close to the program; however she expressed frustration with the lack of adequate space at King George School and voiced her support of the move. She also inquired about the possibility of a Chinese Mandarin Junior High Program at Colonel Irvine School that is in very close proximity to Highwood School. She expressed her opinion that this would be a very good idea.

Mr. Davies replied that in the course of this school year they will continue discussions with parents regarding junior high school designation; it is a continuing part of the engagement process with the Chinese Mandarin program parents.

Ms. K. Bamford, a parent of two children in the French Immersion program, one attending Highwood School and one at King George School, referred to the previous move of French Immersion students from Greenview School to Highwood School. She expressed her opinion that the transition was difficult for the 12 Greenview students that were relocated. She questioned if there would be any consideration or assistance given to the students for the transition to King George School.

Director S. Church responded that this is a very important consideration for a transition. She stated that Administration would work with parents, principals and teachers to do whatever they believe would be helpful to make the transition easier for students. She noted that there would be several months to plan this if the proposal were approved.

Ms. M. Connor commented that the Chinese Mandarin program parents have already put together a transition advisory group as they believe that the program will eventually move. She suggested that the parents at Highwood School could do same. She further noted that when the Mandarin program students transitioned from Langevin School to King George School, they were made to feel very welcome. There was a lot of preparation done and the staff worked very hard to make them feel comfortable. However, she did note that in her opinion, school programs are based on the majority, not the minority.

Ms. S. Grills expressed appreciation for the suggestion of a transition plan. She further noted that although the small class sizes at Highwood School have some benefit, it is not practical.

She noted that with larger numbers there are benefits to expanding opportunities, experiences and friendships available.

Ms. T. Hurdman agreed that it is obvious that a change needs to be made as the low enrolment numbers at Highwood School indicate. However, she expressed her disagreement with the proposal to move the Highwood French Immersion students to King George School. It is her belief that it would be better to move some King George School French Immersion students to Highwood School as it does not make sense in her opinion, to drive past Highwood to get to King George School. She noted that King George School would still have 400 spaces for the Chinese Mandarin program students which would allow for plenty of growth and save transportation costs. She further expressed that it is her belief that the more important issue to consider is how to get more teachers back into the classrooms rather than spending more on transportation costs.

Ms. H. Burton, a parent living in the Highwood community expressed her support of the proposal to move the French Immersion students at Highwood School to King George School. She noted that Highwood School has been dealing with low enrolment for a number of years and it is her belief that it would be good to have the French Immersion students settled in a school of their own. She shared her own experience with a daughter in a larger school of 420 students and told of the many benefits and opportunities that a larger school population brings such as the many choices of extra curricular activities, clubs and before and after school care. Although she is sympathetic to the parents that would prefer to keep their children in a small setting at Highwood School, it is her opinion that the benefits of a larger setting and the dollars and cents in a sprawling city make it the better option.

Dr. M. Filyk shared that her son has lost friends every year because of the threat of closure at Highwood School. She expressed her opinion that schools should be considered as institutions of society, rather than institutions of education; schools are imbedded in communities and Canada is a multicultural community. Dr. Filyk expressed her opinion that she would like to see funding to go towards teachers as opposed to transportation and that by keeping students in community schools they will be fitter and healthier.

Ms. T. Krieter expressed her dismay with another proposal for closure at this location. She stated that she has gone through this process many times and gave examples of previous closure considerations.

Ms. M. Decker inquired how many French Immersion students reside in the white block on the map, north of Highwood School that currently attend King George School? She questioned if these students could be designated to Highwood School instead and suggested that the French Immersion students who currently attend King George and reside south of that school could be designated to some other partially full French Immersion program.

Mr. Davies replied that 126 French Immersion students currently attend King George and reside in the white block north of Highwood School. He explained that Administration had considered this option; however, felt that it would be creating a similar situation with one program stronger and the other small. The possibility of splitting the Chinese Mandarin program to accommodate growth was discussed, as well as doing the same with the French Immersion program.

DRAFT – These Minutes are subject to approval by the Board of Trustees.

Administration has taken all of this into consideration and based on the feedback received, feels that this proposal is the best scenario for this time.

Ms. M. Connor inquired if the French Immersion students that currently attend Highwood School are bussed? If so, has that cost of transportation been considered to offset the cost of the Chinese Mandarin program proposed move?

Mr. Davies responded that the French Immersion students that attend Highwood School are currently provided subsidized bus transportation if they live beyond the walk zone. If this proposal were to go forward, there would be a decrease of approximately 5-6 bus routes for the French Immersion program, but an increase in the number of routes required for the Mandarin program with a net result being a potential increase of 6-8 bus routes to Highwood School. However, he did note that it is possible that as other adjustments are made across the system, it is likely that these costs could be offset elsewhere in the system by the fall.

Ms. M. Connor noted that currently the King George School transportation works closely with Balmoral School for French Immersion students and inquired if this would continue if this proposal was approved.

Mr. Davies replied that this is likely to continue; however, the CBE Manager of Transportation will be looking into the most efficient way of organizing the transportation routes and it is difficult to project with certainty until the final number of transportation applications are received over the summer and into the fall.

Ms. M. Connor inquired if the transportation savings from moving the French Immersion program to Highwood School had been offset by the Chinese Mandarin estimate and are the Highwood School transportation costs currently being shared with another school such as King George School is with Balmoral School?

Mr. Davies replied that currently there are dual utilizations of the buses to Highwood School. If nothing else happened as of today they would be looking at 6-8 additional routes for the Chinese Mandarin program.

Mr. R. Wiles commented that although he was frustrated with having to go through this process once again, he commended Administration for listening to parents and it is his belief that the process is working as considerations and other options are being heard.

Mr. F. Wen, a parent of a student in the Chinese Mandarin program, commented that it is his belief that this is a difficult decision that has been discussed for over a year now and that there are two fundamental values – environment and community. He stated that it doesn't make any difference to him where the school is located as he will be driving his child but questioned why more money would be spent in the proposal to transport students past Highwood School to King George School. He questioned whether this is the best use of taxpayers money and serving the community. Mr. Wen further commented that although having one program in one school is appealing to parents, Edmonton has a successful model in 11 schools, with over 2,000 bilingual students; however, none of these are exclusively located in one school. He further commended the King George Principal, Madam Sasmsen, for promoting the Mandarin program, and noted that he had learned about multi-culturalism through her, it is his belief that this is a learning process.

Mr. T. Kang expressed his frustration that this is the fourth time that he has been through this process. It is his belief that the CBE has no future plans for the program, noting that Highwood School will be over capacity in next 3 years. He stated that it is his belief that this Administration has lost the confidence of parents in both schools regardless of how they approached the process. He noted that last year parents were told that the Mandarin program was here to stay and now they are being asked to move again. He expressed frustration that the planning for a south school will be of no benefit to his family as he lives on the west end of the city and that school would be a 1.5 hour drive for a Kindergarten child. He stated that on top of this, the lunch supervision is now mandatory because he lives one block away from the proposed cut off line. He expressed frustration and his opinion that time and money has been wasted and that this proposal is not in the best interest of anyone.

Dr. M. Filyk stated that she was speaking on behalf of the children. She spoke of the difficulties that children experience when faced with closure again as they have lost friends in the past two closures already. She commented that she moved into the neighborhood to be close to the school and that with increased inactivity such as bus and car travel children are becoming fatter and the incidence of diabetes is rising. It is her belief that many Highwood parents are not in favour of this proposal.

Ms. T. Hurdman spoke on behalf of another parent who asked her to relay her comments, Ms. J. Haines. She is not in support of this move and has lost confidence in the CBE because when the Chinese Mandarin students were moved into King George School, the CBE promised that they would not be moved again for another 5 years. She expressed that although the idea of having a junior high school in close proximity to the elementary school sounds great, it is hard for parents to trust that this will happen.

Mr. Davies encouraged parents to provide feedback through “Your Voice” on the CBE website and stated that CEOP is committed to continuing the discussion with Chinese Mandarin program parents regarding a future junior high location.

Ms. T. Krieter commented that she lives in the Highwood community, runs a day home there, and moved to the area to be close to the school. She expressed frustration that Highwood School has been in this situation before and that she was also told that it would not happen again.

Ms. M. Wong, a Chinese Mandarin program parent stated that she is in support of the move, although she is sympathetic to the situation for both programs. She commented on the lack of space at King George School and feels that it is very apparent that something has to be done. She stated that she lives in Highwood so the move does benefit her personally but she does not believe that it is segregation to separate the programs. She also believes that students are involved in plenty of out of school activities with many other children of different cultures that speak English.

Mr. R. Louie questioned if this would be the last time that this issue would be raised. It is his belief that many parents are frustrated with CBE Administration that they are facing the issue of closure again. He commented that with the possible prospect of moving the program again, he did not want to become involved in parent council or such things as playground projects, when

he previously would have liked to, because his child would not be staying to enjoy them. He stated his belief that if this process continues, parent support will be lost.

Mr. F. Wen questioned why 120 French Immersion students from King George School would not be moved to Highwood School instead, for a total of less than 300. He feels that this would be a good size and a way to save money on unnecessary additional buses. He further suggested that the two walk zones be combined into one walk zone for the King George School area.

Ms. K. Bamford commented she has been very involved in the process as a parent and offered her support of CBE Administration for the proposals and decisions made. She noted that it is the Trustees who vote and decide, not Administration. She further noted that the proposal that was made 4 years ago was that all French Immersion students go to King George School; however Trustees heard their voice and decided to keep Highwood School open. She also said that the proposal to have Highwood School students move to Alex Munroe School was again based on parent voice and that Administration tried to accommodate them. In that situation the parents said they wanted to have all of the students in one community school, even though it is not here. She again stressed that it is the Trustees who vote on the decision.

Dr. M. Filyk commented that the costs involved should be considered, not just economic costs but the cost to the community, as Highwood School is an integral part of the community. She further commented on competing values and stated that she is advocating for the fiscal and mental well being of children.

Ms. T. Hurdman commented that there are several cases where there is more than one program in one school. In her experience there has been no discord between programs. She sees this as very unfortunate for the Chinese Mandarin program and spoke of the value of learning how to work together in a community and for the option of choice. It is her belief that in a school of 600 there is room for a dual program.

Ms. M. Decker commented that she is new to this process and questioned the viability of the suggestion of bringing northern French Immersion students to Highwood School. She also questioned if there would be another option for French Immersion students in the south to attend another school? She questioned what would happen in three years if Highwood School was full and there were more Mandarin students that wanted to attend the program? She questioned if this was part of a 10 year plan?

Mr. Davies responded that parents had expressed a desire to congregate the French Immersion programs together, noting that there are 5 French Immersion sites in Area II which is beyond demand and the projected enrolment over the next 5 years. These were items taken into consideration before coming up with the current proposal. He further noted that the Chinese Mandarin program stakeholders would be involved in community engagement plans and that they would work together considering options if this proposal were approved and Highwood School were filled to capacity over the next few years.

Mr. S. Yao, a Mandarin program parent commented that he is in full support of the Mandarin program and is very pleased that it is open to taking students from all over the city. He questioned if a more central location would be given consideration because of this? It is his

belief that the program move needs long term vision and stability in order to see growth; noting that it has moved from Langevin School to King George School and now possibly to Highwood School. It is his belief that in order to see growth, the program needs to be seen as stable in order for others to want to invest.

Ms. A. Logue, a Chinese Mandarin program parent of a Kindergarten student inquired if this closure is not approved; will this issue be re-addressed again next year? Is there a Plan B?

Mr. Davies replied that if this closure were not approved, CEOP would need to continue conversations with Chinese Mandarin program stakeholders. They would have to look for other expansion options that would allow for future growth and come up with a Plan B.

Ms. E. Ng, a Mandarin program parent of a student at Langevin School commented that it is not the intent to isolate the program; rather they are looking for more space. She questioned the structure of the timetable at Langevin School and expressed her view that the Chinese Mandarin program students at that school are not getting the same opportunities as those in the Science program there.

Mr. Davies replied that these questions most certainly need to be addressed and clarification given; however, this meeting is specifically in regards to the Chinese Mandarin program related to King George School and Highwood School. He suggested that she take these questions and concerns to the school principal and potentially with Area Director, S. Church. He did state that once again, this affords an opportunity to talk about an engagement process with stakeholders regarding a Chinese Mandarin program transition to junior high school and noted that this might also be a time where such concerns are brought forward.

Mr. R. Louie, inquired regarding the 10 year plan and future growth forecast. His view is that the new communities further north will grow and possibly new schools will be built. Then students who were attending Highwood School would leave and go to a new school closer to home.

Mr. Davies responded that this is a very valid point, there are schools in the 3 year capital plan for outlying areas that they are looking to the province to fund and there will be several middle schools opening in the next two years. This is cause for celebration for those who have a new school close to home, but it opens up space in other schools. This is where CEOP begins to work and tries to continue with the goal of keeping students close to home as well as continuity of K-12. It is a double edged sword, some happy, others upset.

Mr. F. Wen suggested that the reason the Chinese Mandarin program has been successful in Edmonton might be because they have more than one program in a school and they have learned to work together. He noted that his opinion is that the first language is English and a second language is an enhancement. He spoke of the locations of the program and his belief that a centralized program is important for growth. It is his belief that if the Chinese Mandarin program is growing at King George School it will continue to do so if it is left where it is and that there is room for the 120 French Immersion students to move to Highwood School.

Mr. J. Meakin expressed that he agrees that decisions that were made in the past have brought us to where we are today. He requested that consideration be given to move the north French

Immersion students to Highwood School, freeing up space at King George School for the Chinese Mandarin program.

Mr. J. Meakin questioned if the proposal were approved to move the French Immersion students to King George School from Highwood School, would the teachers go with them in order to make the transition easier on the students, just as is the case for the Chinese Mandarin program staff?

Mr. Davies explained that the Chinese Mandarin program teachers would move with the program as the whole program would move. The French Immersion transition is different in that it is one program realigning with another. Staffing protocol would be followed in order for teachers to be given the opportunity to express their desires and choice. Consideration will be given to connections with relationships and opportunities available.

Ms. G. Wong commented that “Less is More” and it is her opinion that one strong school is more. She commented that her Chinese husband grew up in Calgary going to public school and that all of his friends are Chinese. It is her opinion that segregation is a choice.

Mr. M. Worthington, a Highwood community member, inquired whether the situation in Edmonton with more than one program in a school is common across Canada. What is more common, what is more successful? Has it been considered to have both programs at Highwood and King George Schools?

Mr. Davies replied that he is not aware of what the most common scenario would be across Canada. In the jurisdictions that he is aware of, there are a variety of both as is the case at the CBE. He stated that in the engagement process with the Chinese Mandarin program, parents were surveyed and one of the options given was to have two programs and the results showed that was not the option of choice.

Ms. M. Connor expressed her thanks to the CBE Administration and trustees for coming and for the presentation. She also expressed thanks to the parents who spoke. She expressed her support of the move for the program, students and teachers. It is her belief that teachers will be able to focus on their program and not have to adjust to new management styles as they are in their own school. She expressed her opinion that the value overall, outweighs the transportation costs.

Mr. W. Mah, a Chinese Mandarin Program parent, stated his strong support of the move. He commented on the excitement of his son and his friends that attend the school and the opportunity he has to have one hour per day driving with his son that he might not have had otherwise. He commented that he will continue to support the program wherever it moves. He commended the CBE staff for their work in this process and stated his opinion that they had been unfairly criticized.

Dr. M. Filyk stated her opinion that she does not agree with the closure of the French Immersion program at Highwood School.

Mr. F. Wen commented that there are many factors to consider and in his opinion the big picture needs to be the deciding factor. He believes that the deciding factor should be the best

use of taxpayer dollars as well as for the community and children. He again inquired why the French Immersion students in the north districts could not be merged into Highwood School.

Mr. Davies reiterated that there are competing interests and Administration is trying to be responsive to both programs and parents which is why they are advancing this proposal.

Mr. T. Gui a French Immersion parent from King George School commented that he is in support of the move and believes that it will help long term growth of the program. He stated his opinion that French is not spoken in most of Canada and that parents who choose this program should be prepared to send their children outside of the community.

Dr. M. Filyk inquired about the transportation situation at King George School noting that when this proposal was made four years ago transportation was considered to be an issue because of lack of space for the additional buses that would be required. She also inquired what the specifics would be regarding transportation if the Chinese Mandarin program moved to Highwood School.

Mr. Davies stated should the consideration be approved, the specifics regarding transportation would be looked at by the CBE transportation department as to access to the school, parking for buses and drop off zones for parents, signage, etc. He noted that there could be a potential of 15 buses depending on designations and route amalgamations and that some parking could be made available by Colonel Irvine School. Director S. Church noted that last year there was a much larger bus population with 2 programs of similar size; if this proposal is approved King George School would have fewer buses than they have currently.

Mr. M. Lee commented that although the decision is difficult, he is ok with whatever decision is made as he feels that Administration is listening to parents.

Ms. K. Charlton stated that she is in support of the move. She commended CBE Administration and commented that in the past she didn't think that CBE Administration would listen to parents; however, now she is convinced that they do. She provided examples where the parent voice was heard and changes were made such as: one teacher for mandarin and one teacher for English; and reduction of multi age classrooms.

CLOSING REMARKS

Mr. Davies thanked everybody for attending the meeting and for providing respectful comments and input. He directed attention to the back of the agenda and reminded those in attendance that follow-up questions from this meeting must be received by the CBE on or before Monday, February 14, 2011. He pointed out that it is not possible to direct personal responses to each question; that all questions submitted would be reviewed for relevancy and repetitiveness and those selected for response would be answered on the Calgary Board of Education website at <http://www.cbe.ab.ca>.

Mr. Davies noted that it is anticipated that the Board meeting to discuss and make a decision regarding the consideration of closure of 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 realignment and relocation, one being contingent upon

the other, would be Tuesday, February 15, 2011. The public's observations, comments and questions are valued and will form part of the material that Trustees will consider as they review the matter and ultimately reach a decision. He advised that the public's input at the meeting this evening has been an important contribution to the Board's decision-making process.

Mr. Davies declared the meeting closed at 10:02 p.m.

Note to Reader:

The Minutes of the Public Meeting re: Discussion Respecting Consideration of Closure of School, held in the gymnasium, 11 Holmwood Avenue, NW, Calgary, Alberta on Tuesday, January 20, 2011 at 7:00 p.m. include the major points of discussion - they are not a verbatim transcript of the meeting.

Attachment II: Relevant Excerpts Respecting the Consideration of Closure of the French Immersion Program at Highwood School and the Chinese (Mandarin) Bilingual Program at King George School

Relevant Excerpts from GP-5E: Board of Trustees' Procedure – Consideration of School Closure:	Action:
<p>1 In this Governance Procedure,</p> <p>(a) “closure” means any action referred to in section 2.</p> <p>2 The Board may</p> <p>(a) close a school permanently or for a specified period of time;</p> <p>(b) close entirely three or more consecutive grades in a school;</p> <p>(c) transfer all students from one school building to one or more other school buildings on a permanent basis;</p> <p>(d) close the entire junior high school program or the entire high school program in a school; or</p> <p>(e) alter the configuration of a school such that a school previously offering a regular program will, in the next year no longer do so; or</p> <p>(f) close the regular program in a school, at a future proposed date, conditional on certain specified factors.</p>	
<p>4(1) Where the Board is considering the closure of a school, the Board shall</p> <p>(a) raise the matter by way of a motion at a Regular Meeting of the Board, and</p>	<p>January 4, 2011 at a Regular Meeting of the Board – The Board of Trustees passed the following motion:</p> <p>BE IT RESOLVED, 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</p>

Attachment II: Relevant Excerpts Respecting the Consideration of Closure of the French Immersion Program at Highwood School and the Chinese (Mandarin) Bilingual Program at King George School

Relevant Excerpts from GP-5E: Board of Trustees' Procedure – Consideration of School Closure:	Action:
	<p>(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: <i>Board of Trustees' Procedure – Consideration of School Closure, sections 4 to 7; and</i></p> <p>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.</p>
<p>(b) in writing notify the parents of every child and student enrolled in the school who, in the opinion of the Board, will be significantly affected by the closure of the school.</p> <p>(2) A notice referred to in subsection (1)(b) shall set out the following:</p> <p>(a) how the closure would affect the attendance area defined for that school;</p> <p>(b) how the closure would affect the attendance at other schools;</p> <p>(b.1) information on the Board's long-range capital plan;</p> <p>(c) the number of students who would need to be relocated as a result of the closure;</p> <p>(d) the need for, and extent of, busing;</p>	<p>January 13, 2011 – A <i>Written Notice to Parents/Guardians</i> (with enclosures) was provided to the parents/guardians of students currently enrolled at King George School and Highwood School. (<i>Attachment III: Written Notice Respecting the Consideration of Closure of the French Immersion Program at Highwood School and the Chinese (Mandarin) Bilingual Program at King George School- with enclosures</i>) This notice contained the information required by the <i>Board of Trustees Governance Procedures</i>. Further, a copy was posted to the CBE web site.</p> <p>Prior to the public meeting scheduled for January 20, 2011 parents and guardians were provided with an opportunity to submit written questions and comments related to the consideration of closure.</p> <p>The deadline for receipt of these questions to the Director of</p>

Attachment II: Relevant Excerpts Respecting the Consideration of Closure of the French Immersion Program at Highwood School and the Chinese (Mandarin) Bilingual Program at King George School

Relevant Excerpts from GP-5E: Board of Trustees' Procedure – Consideration of School Closure:	Action:
<ul style="list-style-type: none"> (e) program implications for other schools and for the students when they are attending other schools; (f) the educational and financial impact of closing the school, including the effect on operational costs and capital implications; (g) the educational and financial impact if the school were to remain open; (h) the time and location of the public meeting referred to in section 5(1)(a); 	<p>Area II was on or before 12 noon January 18, 2011. Three submissions were received by the Trustee's office, four submissions were received by the Director of Area II, and six submissions were received on the online feedback website YourVoice. Numerous questions were submitted prior to the public meeting through the Area II office.</p>
<p>4 (3) A notice referred to in subsection (1)(b) may set out the following:</p> <ul style="list-style-type: none"> (a) the capital needs of the schools that may have increased enrolment as a result of the closure, and (b) the possible uses of the school building or space in the school building if <ul style="list-style-type: none"> (i) the entire school is being closed, or (ii) three or more consecutive grades in the school are being closed entirely. 	<p>The written material provided to affected parents/guardians supplied information regarding the CBE's <i>School Capital Plan 2011—2014</i> and the <i>Ten-Year System Student Accommodation and Facilities Strategy</i> and indicated the availability of these documents on the CBE web site.</p> <p>The written material provided to affected parents/guardians indicated that, in the event of closure of the Chinese (Mandarin) Bilingual Program at King George School and the French Immersion Program at Highwood School, one contingent upon the other, that both schools would continue to be used by the Calgary Board of Education for educational programming.</p> <p>Copies of the Written Notice were provided at the public meeting for all attendees.</p>

Attachment II: Relevant Excerpts Respecting the Consideration of Closure of the French Immersion Program at Highwood School and the Chinese (Mandarin) Bilingual Program at King George School

Relevant Excerpts from GP-5E: Board of Trustees' Procedure – Consideration of School Closure:	Action:
<p>5 (1) Where the Board has passed a motion at a Regular Meeting of the Board that it is considering the closure of a school, the Board</p> <p>(a) shall organize and convene a public meeting for the purpose of discussing the information provided to the parents under section 4,</p>	<p>January 20, 2011 - A public meeting was held at Highwood School to discuss the program closure under consideration. <i>(Attachment IX: Agenda for the Pubic Meeting respecting the consideration of closure of the French Immersion Program at Highwood School and the Chinese (Mandarin) Bilingual Program at King George School)</i></p> <p>At the conclusion of the public meeting it was announced that follow up questions could be submitted to the Office of the Board of Trustees on or before 12:00 noon on Monday, February 14, 2011 and written submissions by 9:00 a.m. on Tuesday, February 15, 2011.</p>
<p>(b) shall provide an opportunity for the council of the municipality in which the school is located to provide a statement to the Board of the impact the closure may have on the community,</p> <p>(c) may hold other meetings with respect to the closure at times and places as the Board may determine</p>	<p>January 13, 2011 – A letter was sent to the City of Calgary advising of the motion to consider the 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, and inviting the Council to provide a statement to the Board of Trustees of the impact the closure may have on the community. <i>(Attachment X: Letter to his Worship Mayor Nenshi regarding the consideration of closure of the French Immersion Program at Highwood School and the Chinese (Mandarin) Bilingual Program at King George School)</i></p>
<p>5 (2) The date and place of the public meeting referred to in subsection (1)(a) shall be</p>	<p>The information required was posted 14 clear days before the public meeting in the required number of locations, as follows:</p>

Attachment II: Relevant Excerpts Respecting the Consideration of Closure of the French Immersion Program at Highwood School and the Chinese (Mandarin) Bilingual Program at King George School

Relevant Excerpts from GP-5E: Board of Trustees' Procedure – Consideration of School Closure:	Action:
<p>(a) posted in five or more conspicuous places in the area or areas of the school or schools affected by the closure, for a period of at least 14 days before the date of the public meeting, and</p>	<p><u>Posters advertising public meeting</u></p> <p>Flyer-size notices indicating the date, place and time of the public meeting were posted on Wednesday, January 5, 2011 for the French Immersion Program at Highwood School.</p> <p>Locations included:</p> <ul style="list-style-type: none"> • Highwood School (11 Holmwood Ave. N.W.) • Calgary CO-OP (Beddington Towne Center- 8220 Centre St. N.E.) • Canada Safeway (5607 - 4 St N.W.) • King George School (2108 10 St. N.W.)-2 notices <p>Flyer-size notices indicating the date; place and time of the public meeting were posted Wednesday, January 5, 2011 for the Chinese (Mandarin) Bilingual Program at King George School.</p> <p>Locations included:</p> <ul style="list-style-type: none"> • King George School (2108 10 St. N.W.)-2 notices • Crowfoot Safeway (99 Crowfoot Cres. N.W.) • Crowfoot Chapters/Starbucks (66 Crowfoot Terrace N.W.) • Canada Safeway (Westbrook Mall- 1900 37 St. S.W.) • Sobeys (Strathcona Square- 300 555 Strathcona Blvd. S.W.) • Calgary CO-OP- (Westsprings- #100 917 85 St. S.W.) • Wal-Mart (Marlborough Mall- 3835 Memorial Dr. N.E.) • Canadian Tire (Pacific Place- 3516 8 Ave. N.E.) • Sobeys (Country Hills- 200 500 Country Hills Blvd. N.E.) • Highwood School (11 Holmwood Ave. N.W.) • Calgary CO-OP (Beddington Towne Centre-8220 Centre St. N.E.)

Attachment II: Relevant Excerpts Respecting the Consideration of Closure of the French Immersion Program at Highwood School and the Chinese (Mandarin) Bilingual Program at King George School

Relevant Excerpts from GP-5E: Board of Trustees' Procedure – Consideration of School Closure:	Action:
	<ul style="list-style-type: none"> • Canada Safeway (5607 - 4 St N.W.) <p><i>(Attachment VI: Record of Posters respecting the Consideration of closure of the French Immersion Program at Highwood School)</i></p> <p><i>(Attachment VII: Record of Posters respecting the consideration of closure of the Chinese (Mandarin) Bilingual Program at King George School)</i></p> <p><u>Road signs</u></p> <ul style="list-style-type: none"> • Five signs were installed by January 5, 2011, and remained until after the public meeting on January 20, 2011. The signs for Highwood School were confirmed at the following locations: <ul style="list-style-type: none"> ○ West side of 4 St., north of Northmount Dr. N.W. ○ East side of North Haven Dr., south of 48th St. N.W. ○ North of Beddington Blvd., Bermuda Drive N.E. ○ East side of MacEwan Dr. North of MacEwan Park Close ○ South side of Holmwood Ave, west of Hudson Rd. <p><i>(Attachment IV: Record of Signs respecting the consideration of closure of the French Immersion Program at Highwood School)</i></p>

Attachment II: Relevant Excerpts Respecting the Consideration of Closure of the French Immersion Program at Highwood School and the Chinese (Mandarin) Bilingual Program at King George School

Relevant Excerpts from GP-5E: Board of Trustees' Procedure – Consideration of School Closure:	Action:
	<ul style="list-style-type: none"> • Five signs were installed by January 5, 2011, and remained until after the public meeting on January 20, 2011. The signs for King George School were confirmed at the following locations: <ul style="list-style-type: none"> ○ South of Beddington Blvd., east of Berkshire Blvd. N.W. ○ Crowfoot Way, west of Nose Hill Dr. N.W. ○ South side of 64th Ave., east of 14th St. N.W. ○ King George School – East side of 10th St., north of 20th Ave. N.W. ○ Marlborough Mall, Marlborough Way, north of Memorial Dr. N.E. <p><i>(Attachment V: Record of Signs respecting the consideration of closure of the Chinese (Mandarin) Program at King George School)</i></p> <p><u>Public Service Announcement</u></p> <ul style="list-style-type: none"> ○ Released on January 5, 2011 <p><u>Web site</u></p> <p>On January 5, 2011</p> <ul style="list-style-type: none"> • Consideration of School/Program Closures web page created • Created Web links to consideration of closure project page from: <ul style="list-style-type: none"> ▪ School web pages ▪ Area II page ▪ CBE main home page

Attachment II: Relevant Excerpts Respecting the Consideration of Closure of the French Immersion Program at Highwood School and the Chinese (Mandarin) Bilingual Program at King George School

Relevant Excerpts from GP-5E: Board of Trustees' Procedure – Consideration of School Closure:	Action:
	<p>As of January 14, 2011</p> <ul style="list-style-type: none"> • The Written Notice to Parents was posted on the closure consideration project page after sent home to parents • A notice of the public meeting was located on CBE public meetings calendar <p>After public meeting was held, documents added to consideration of closure page included:</p> <ul style="list-style-type: none"> ○ Board of Trustees' e-mail address for submissions
<p>(b) advertised in a newspaper circulating within the area or areas of the school or schools affected by the proposed closure, on at least two occasions as close as is practicable to the date of the meeting.</p>	<p>Tuesday January 12, 2011 and January 15, 2011 -The required advertisements regarding the date, time and location of the public meeting were placed in the <i>Calgary Herald</i> and in the <i>Calgary Sun</i> newspapers.</p> <p>Information was also posted on the Calgary Board of Education web site prior to the public meeting.</p> <p><i>(Attachment VIII: Record of Newspaper Advertisement respecting the consideration of closure of the French Immersion at Highwood School and the Chinese (Mandarin) Bilingual Program at King George School)</i></p>
<p>5 (3) At least two Trustees of the Board shall attend the public meeting referred to in subsection (1)(a)</p>	<p>Six Trustees were in attendance at the January 20, 2011 public meeting.</p>

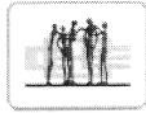
Attachment II: Relevant Excerpts Respecting the Consideration of Closure of the French Immersion Program at Highwood School and the Chinese (Mandarin) Bilingual Program at King George School

Relevant Excerpts from GP-5E: Board of Trustees' Procedure – Consideration of School Closure:	Action:
<p>(4) The Board shall ensure that minutes of all public meetings held under this section are prepared. The minutes of the public meetings shall include the major points of discussion. They are not a verbatim transcript of the meeting.</p>	<p>Minutes of the meeting were prepared (<i>Attachment I: Minutes of the Public Meeting Respecting the Consideration of Closure of the French Immersion Program at Highwood School and the Chinese (Mandarin) Bilingual Program At King George School</i>)</p> <p>A draft copy of the Minutes of the public meeting was posted on the Calgary Board of Education website.</p> <p>The meeting is recorded audio/visually for internal administrative purposes.</p>
<p>6 (1) A Board shall not make a final decision on the proposed closure until at least three weeks have passed since the date of the public meeting referred to in section 5(1)(a)</p>	<p>The Board has advised the public that it will decide whether to close the French Immersion Program (Kindergarten to Grade 6) at Highwood School and the Chinese (Mandarin) Bilingual Program (Kindergarten to Grade 6) at King George School, for the purpose of re-alignment and re-location, on contingent upon the other, on or about February 15, 2011.</p> <p>As of February 11, 2011 more than three weeks will have passed since the date of the public meeting.</p>
<p>(2) The Board of Trustees shall give due consideration to any written submissions on the proposed closure that it receives after the public meeting referred to in section 5(1)(a).</p>	<p>Monday, February 14, 2011 (before noon.) – This date and time was identified as the last opportunity for the Board of Trustees to receive follow-up questions.</p> <p>Tuesday, February 15, 2011 (by 9:00 a.m.) – This date and time was identified as the last opportunity for the Board of Trustees to receive written submissions. Each Trustee received a copy of</p>

Attachment II: Relevant Excerpts Respecting the Consideration of Closure of the French Immersion Program at Highwood School and the Chinese (Mandarin) Bilingual Program at King George School

Relevant Excerpts from GP-5E: Board of Trustees' Procedure – Consideration of School Closure:	Action:
	<p>each submission. For privacy reasons they are not attached to this report. (Attachment #11 <i>Written Submissions Received after the Public Meeting</i>- these have been circulated only to Trustees and retained for the corporate record. Note: Questions were received and those chosen for response were posted to the website. Copies of all questions and responses are provided to each Trustee.</p> <p>Members of the public were informed that the Board of Trustees would give due consideration to any submissions received after the public meeting; at the time of this report, one submission was received.</p>
(3) The Board (a) shall by resolution decide whether to close the school, and	
(b) if the decision is to close the school, shall forthwith notify the Ministers in writing of the decision	
7 (1) All School Closure procedures shall be initiated and completed within the school year in which the decision to close the school is made.	The procedure to consider the Closure of the French Immersion Program (Kindergarten to Grade 6) at Highwood School and the Chinese (Mandarin) Bilingual Program (Kindergarten to Grade 6) at King George School, for the purpose of re-location and re-alignment, one contingent upon the other, began January 4, 2011.
(2) Notwithstanding subsection (1), the Board may request permission in writing from the Ministers to extend the school closure procedures beyond one school year.	

**Attachment III: Written Notice Respecting the Consideration
of Closure of the French Immersion Program at
Highwood School and the Chinese (Mandarin) Bilingual
Program at King George School**



Calgary Board of Education

OFFICE OF THE BOARD OF TRUSTEES

Education Centre
515 Macleod Trail S.E., Calgary, Alberta Phone: 403-294-8487 Fax: 403-294-8282

January 13, 2011

**WRITTEN NOTICE REGARDING
CONSIDERATION OF CLOSURE OF THE FRENCH
IMMERSION PROGRAM (Kindergarten to Grade 6) AT
HIGHWOOD SCHOOL AND THE CHINESE (MANDARIN)
BILINGUAL PROGRAM (Kindergarten to Grade 6) AT
KING GEORGE SCHOOL**

INTRODUCTION

At a regular meeting on Tuesday, January 4, 2011, the Board of Trustees of the Calgary Board of Education (CBE) passed a motion to consider the 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. Motion to consider closure does not mean that closures will occur – only that the possibility of closure will be considered. No closure decision will be made by the Board until parents and the public have had an opportunity to provide input with respect to this important community matter.

A joint public meeting for parents and stakeholders from both Highwood School and King George School is scheduled in the **Highwood School gymnasium (11 Holmwood Ave. N.W.) on Thursday, January 20, 2011, at 7:00 p.m.** to discuss the closures under consideration.¹ The public meeting will provide those in attendance with an opportunity to participate in a discussion regarding the information provided in this notice. Parents and interested members of the public will also have an opportunity at the public meeting to make statements or ask questions of CBE administration.

"Educating Tomorrow's Citizens Today"

Written Notice Regarding Consideration of Closure of the French Immersion Program at
Highwood School and the Chinese (Mandarin) Bilingual Program at King George School
Page 1 of 15

**Attachment III: Written Notice Respecting the Consideration
of Closure of the French Immersion Program at
Highwood School and the Chinese (Mandarin) Bilingual
Program at King George School**

The key issues are as follows:

Highwood School provides a Kindergarten to grade six French Immersion Program for students residing in Area II. Low enrolment at the school 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 for students from across Calgary, and a Kindergarten to grade six French Immersion Program to students residing in Area II. With the anticipated 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.

BACKGROUND

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, and Tuxedo Park (partial).

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

**Attachment III: Written Notice Respecting the Consideration
of Closure of the French Immersion Program at
Highwood School and the Chinese (Mandarin) Bilingual
Program at King George School**

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 Park (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 residential 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. In the past two years, the student enrolment in this program has continued to grow.

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. King George School is nearing its capacity as there are 547 students in both programs offered at the school.

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

There is an opportunity to accommodate the Kindergarten to grade six Chinese (Mandarin) Bilingual students at Highwood School. This would be contingent upon the approval of the closure of the French Immersion Program at Highwood School and the designation of those students to King George School.

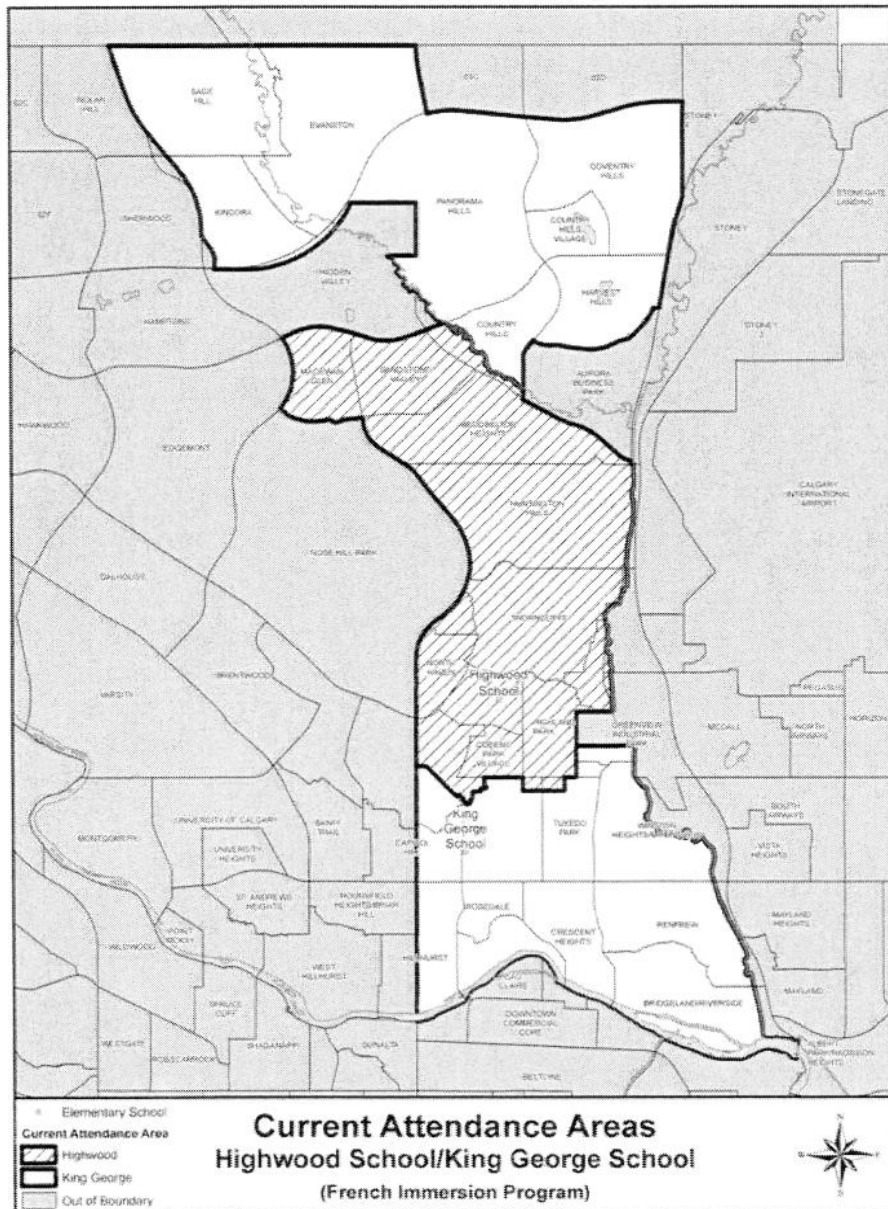
**Attachment III: Written Notice Respecting the Consideration
of Closure of the French Immersion Program at
Highwood School and the Chinese (Mandarin) Bilingual
Program at King George School**

INFORMATION ²

Section A: Implications For Affected Attendance Areas ³

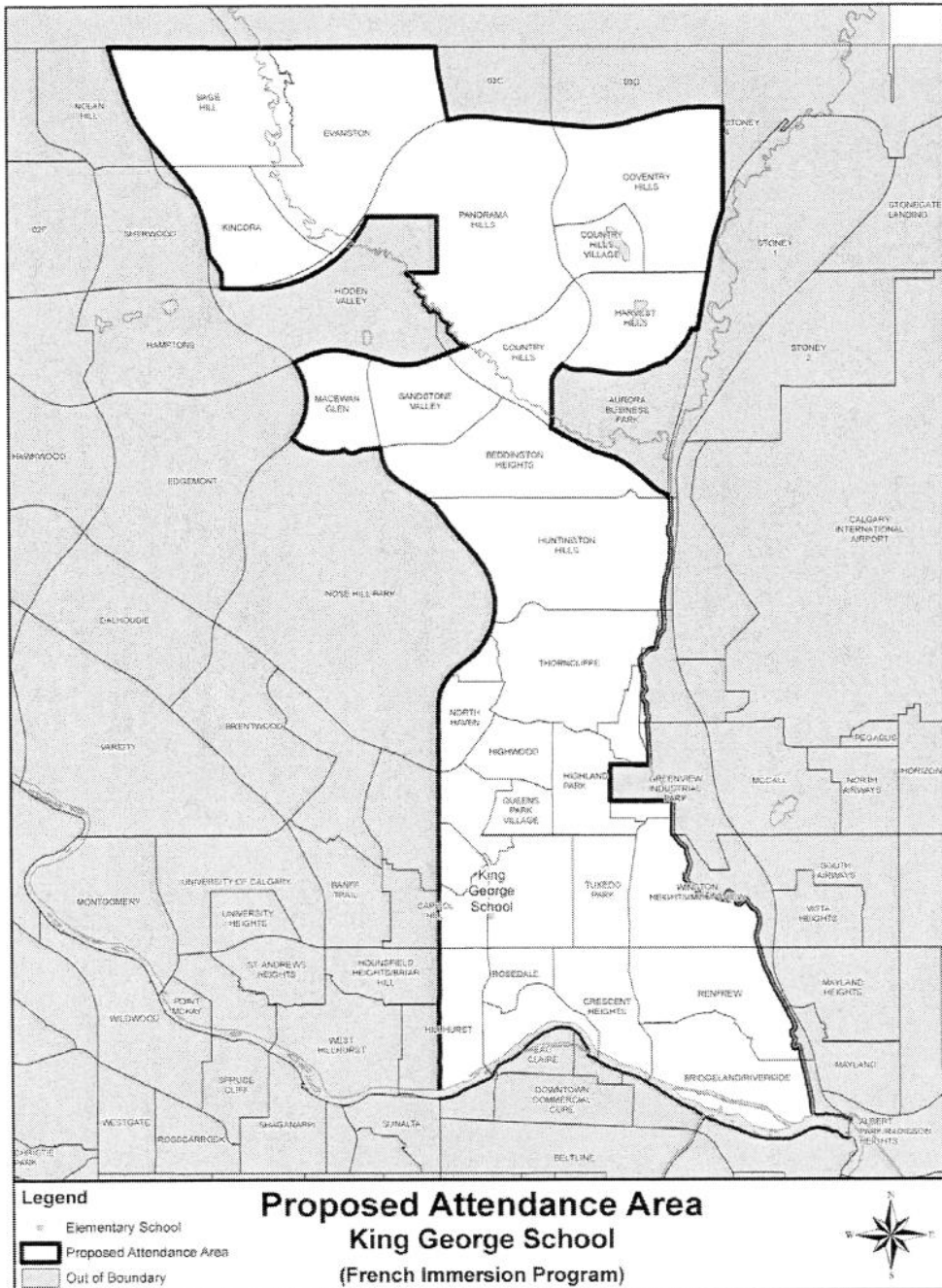
i) A Decision to Close This Program Would Affect Attendance Areas ⁴

The map below illustrates the current attendance areas for the French Immersion Programs at Highwood and King George Schools.



**Attachment III: Written Notice Respecting the Consideration
of Closure of the French Immersion Program at
Highwood School and the Chinese (Mandarin) Bilingual
Program at King George School**

The map below illustrates the proposed attendance area for the King George School French Immersion Program, if the proposed closures are approved.



**Attachment III: Written Notice Respecting the Consideration
of Closure of the French Immersion Program at
Highwood School and the Chinese (Mandarin) Bilingual
Program at King George School**

ii) A Decision to Close This Program Would Result in a Change in Designation for Some Students

If the Board of Trustees decides to close the French Immersion Program at Highwood School, and the Chinese (Mandarin) Bilingual Program at King George School, the students would be designated as follows, effective the 2011-2012 school year:

- Kindergarten to grade six students from the Highwood French Immersion Program will be designated to King George School.
- Kindergarten to grade six students from the Chinese (Mandarin) Bilingual Program at King George School will be designated to Highwood School.

iii) A Decision to Close This Program Would Not Affect Attendance at Other Schools

Attendance at other schools will not be impacted as the accommodation plan proposes that the French Immersion Program at Highwood School move to King George School and the Chinese (Mandarin) Bilingual Program at King George School move to Highwood School.

**Section B: Implications Relative to CBE's Long Range Capital Plan
(comprised of the 2011-2014 School Capital Plan and the Ten-Year System Student
Accommodation and Facilities Strategy)**

A decision to close the French Immersion Program at Highwood School and the Chinese (Mandarin) Bilingual Program at King George School would have no implications relative to the CBE's long range capital plan. The CBE's *School Capital Plan 2011-2014* identifies project priorities for new school or replacement school construction and preservation and/or major modernization projects and is submitted to the Province on an annual basis. The Calgary Board of Education's *Ten-Year System Student Accommodation and Facilities Strategy* provides long range future requests and plans for CBE schools.

These documents are available from any CBE school or can be accessed on the CBE website at <http://www.cbe.ab.ca/aboutus/documents.asp>.

Section C: Implications With Respect to Busing

If the closures are approved the anticipated impact on busing is as follows:

- Approximately 11 to 13 new bus routes will need to be established as students in the Chinese (Mandarin) Bilingual Program would no longer be able to access existing dually utilized buses.
- Approximately 5 less bus routes will be required for students attending King George School.

As a result, an increase of 6 to 8 buses will be required resulting in a net increase of approximately \$300,000-\$400,000 in order to provide transportation service to the students in the Chinese (Mandarin) Bilingual Program.

**Attachment III: Written Notice Respecting the Consideration
of Closure of the French Immersion Program at
Highwood School and the Chinese (Mandarin) Bilingual
Program at King George School**

Students residing in the walk zones for either King George School or Highwood School will not be eligible for transportation services.

See Appendix 1- Proposed Walk Zone Map for Highwood School (Chinese (Mandarin) Bilingual Program)

See Appendix 2- Walk Zone Map for King George School (French Immersion Program)

Section D: Educational, Programming and Staffing Impacts

i) The Educational Impact Associated With Non-Closure of This Program

Highwood School

Enrolment in the French Immersion Program at Highwood School is projected to decline. The following table identifies the 2011-2012 projected enrolment for Highwood School, if the proposed closure were not approved.

Highwood School (Status Quo)

Instructional space available = 400 (16 classrooms)

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

Low enrolment creates challenges for educational programming and the effective use of space and resources. Student access to extra- curricular and co-curricular activities is also limited when student enrolment is low.

King George School

Enrolment in the Kindergarten to grade six Chinese (Mandarin) Bilingual Program at King George School is anticipated to grow. The following table 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

If the proposed closure of the Chinese (Mandarin) Bilingual Program were not approved, the total projected enrolment at King George School would be 589 students, with 313 students in the French Immersion Program and 276 students in the Chinese (Mandarin) Bilingual Program. Therefore, King George School would operate near capacity and continued growth of either program would be a challenge into the future.

**Attachment III: Written Notice Respecting the Consideration
of Closure of the French Immersion Program at
Highwood School and the Chinese (Mandarin) Bilingual
Program at King George School**

ii) The Educational Impact Associated With Closure of These Programs

The following tables identify the 2011-2012 projected enrolment for King George School and Highwood School, if the proposed closures are 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 Attendance Area	47	40	52	51	36	38	49	313
Highwood Attendance 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 students with access to a larger cohort of students and increased resources that would provide effective organization for instruction.

Highwood School (Proposed Accommodation Plan)

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

Closing the Kindergarten to grade six Chinese (Mandarin) Bilingual Program at King George School for the purpose of re-location to Highwood School will provide students with access to a facility that will allow for continued growth. Students would continue to have access to teachers with expertise in a variety of disciplines and access to staff who could continue to offer a range of extra-curricular and co-curricular activities.

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.

iii) The Staffing Impact

French Immersion Program at Highwood School

If the French Immersion Program at Highwood School is approved for closure, the staffing impact would be as follows:

Resources are allocated to schools based on a per school base allocation, student enrolment and student profile. Should the French Immersion Program at Highwood School close, resource allocation levels would be adjusted at King George School and reflect the projected student enrolment and profile for 2011-201. Further adjustments would be made should there be any

**Attachment III: Written Notice Respecting the Consideration
of Closure of the French Immersion Program at
Highwood School and the Chinese (Mandarin) Bilingual
Program at King George School**

discrepancy between the projected student enrolment and profile and the actual September 30, 2011 student enrolment.

Based on the number and individual needs of students enrolled at a school, the principal, in consultation with their staff, determines how to effectively allocate physical and human resources to best serve the learning needs of students. As with all CBE schools, final teacher staffing decisions take place in the fall of each school year, based on September 30th actual enrolments. Teachers would be transferred as per the teacher transfer processes in accordance with the CBE's current staffing processes.

Support staff would be identified for transfer/layoff and considered for placement and recall in accordance with the Calgary Board of Education and Staff Association Collective Agreement and current staffing processes. Facility Operations staffing levels will be assessed in accordance with the CBE and CUPE Local 40 Collective Agreement and caretaking staffing formulae and practices.

Chinese (Mandarin) Bilingual Program at King George School

If the King George Chinese (Mandarin) Bilingual Program is approved for closure, for the purpose of re-location, the staffing impact would be as follows:

Resources are allocated to schools based on a per school base allocation, student enrolment and student profile. Should the Chinese (Mandarin) Bilingual Program at King George School close for the purpose of re-location, resources would follow the students to the new school site and resource allocation levels would be reflected in the projected student enrolment and profile. Further adjustments would be made should there be any discrepancy between the projected student enrolment and profile and the actual September 30, 2011 student enrolment.

Should the Kindergarten to grade six Chinese (Mandarin) Bilingual Program at King George School be closed and relocated to Highwood School, then the teaching staff and support staff assigned to the Chinese (Mandarin) Bilingual Program would move with the students to the new location at Highwood School, in accordance with the Calgary Board of Education's current staffing processes. Deployment of both resources and staff will be at the discretion of the principal, in consultation with their staff, as they determine how to effectively allocate physical and human resources to best serve the learning needs of students. Final staffing decisions cannot be made until the actual number of students and their unique learning needs are determined.

Facility Operations staffing levels will be assessed in accordance with the CBE and CUPE Local 40 Collective Agreement and caretaking staffing formulae and practices.

**Attachment III: Written Notice Respecting the Consideration
of Closure of the French Immersion Program at
Highwood School and the Chinese (Mandarin) Bilingual
Program at King George School**

Section E: Financial and Capital Implications

i) General Financial and Operational Impacts

The operational impact is negligible as the King George School facility and the Highwood School facility both will continue to be fully operational. Administration anticipates an increase in cost of approximately \$41,000 as the result of an administrative designation associated with requiring an Assistant Principal (\$18,000) and 0.25 of a teacher (\$22,000) for the Highwood Mandarin Bilingual Program. (NOTE: This is an estimate and is contingent on staffing decisions made at the school level).

In order to provide transportation service to the students in the Chinese (Mandarin) Bilingual Program an increase of 6 to 8 buses is anticipated resulting in a net increase of approximately \$300,000-\$400,000.

ii) Capital Impacts

There is no known capital impact associated with the proposed program closures.

Section F: Future Facility Plans

Both King George School and Highwood School will continue to be utilized by the Calgary Board of Education for educational purposes based on the proposed accommodation plan.

ADDITIONAL INFORMATION

Trustees welcome your views and input and invite you to provide comments to them directly or through administration. Questions regarding the Board of Trustees' consideration of closure of the Chinese (Mandarin) Bilingual Program at King George School and/or the French Immersion Program at Highwood School may be submitted in writing on the attached form, prior to **12:00 noon on Tuesday, January 18, 2011.**

Attention: Susan Church, Director, Area II
Calgary Board of Education
c/o Mount View Centre
2004-4th St. N.E.
Calgary, Alberta T2E 3T8
Fax: 403-777-8729
OR
E-mail directly to yourvoice@cbe.ab.ca

It is not possible to respond individually to questions or inquiries prior to the public meeting. At the public meeting, having reviewed questions for relevancy and redundancy, selected questions will be answered. Should your specific question(s) not be selected for response at the public meeting, you will have ample opportunity to direct questions to administration and you are invited to do so.

**Attachment III: Written Notice Respecting the Consideration
of Closure of the French Immersion Program at
Highwood School and the Chinese (Mandarin) Bilingual
Program at King George School**

As outlined in the Board of Trustees' Governance Policies and Procedures, the Board shall not make a decision on the consideration of closure of the Chinese (Mandarin) Bilingual Program at King George School or the French Immersion Program at Highwood School until at least three weeks have passed from the date of the public meeting. The Board will give due consideration to any written submissions on the proposed closure that it receives after the public meeting and prior to the final debate and decision at a Meeting of the Board of Trustees.

Yours sincerely,

PAT COCHRANE, CHAIR
BOARD OF TRUSTEES
CALGARY BOARD OF EDUCATION

Attachments:

- Appendix 1: Proposed Walk Zone Map for Highwood School
- Appendix 2: Walk Zone Map for King George School
- Appendix 3: Form For Return: Question Submission Form

**Attachment III: Written Notice Respecting the Consideration
of Closure of the French Immersion Program at
Highwood School and the Chinese (Mandarin) Bilingual
Program at King George School**

Endnotes

¹ Pursuant to the School Act, R.S.A. 2000, Chapter S-3 and its associated regulations, the power to close a school or a school building or to transfer three or more consecutive grades in a program at a school housing more than one education program rests solely with the Board of Trustees and cannot be delegated. The Board of Trustees' Governance Policies and Procedures identify the formal process that will be followed when closure is being considered. The Board of Trustees' Governance Policies and Procedures relevant to closure considerations are available on the CBE's website. In accordance with those process requirements, the information in this notice is provided to the parents/guardians of students registered in the French Immersion Program at Highwood School and the Chinese (Mandarin) Bilingual Program at King George School and is available on the CBE web site at www.cbe.ab.ca.

² The Closure of Schools Regulation (AR 238/97) and the Board of Trustees' Governance Policies and Procedures are directive regarding the content of the Written Notice. The layout of that information is discretionary. For ease of presentation, the specific information set forth at s. 4 (2) and (3) of the Board of Trustees' Governance Process Policy GP5E: Board of Trustees' Procedure – Consideration of School Closure is set forth in this Written Notice in the following fashion: s. 4 (2) (a) (b) & (c) are contained within this document at Section A: Implications For Affected Attendance Areas. Section 4 (2) (b.1) is contained within this document at Section B: Implications Relative to CBE's Long-Range Capital Plan. Section 4 (2) (d) is contained within this document at Section C: Implications with Respect to Busing. Section 4 (2) (e) (f) & (g) are contained within this document at Section D: Educational Programming and Staffing Impacts and Section E: Financial and Capital Implications. Section 4 (3) (b) is contained within this document at Section F: Future Facility Plans.

³ With respect to the information contained throughout this Written Notice, please note that: Enrolment figures are based on September 30, 2010 data from SIRS (Student Information Records System) / Enrolment projections for 2011/2012 and beyond are prepared by the Department of Community Engagement and Operational Planning.

⁴ The municipal boundaries associated with the **current attendance area** of the **French Immersion Program at Highwood School**

HIGHWOOD SCHOOL 11 Holmwood AV NW, T2K 2G5

North Country Hills BV, east to West Nose Creek
East West Nose Creek, Harvest Hills BV N, Beddington Trail NE, Nose Creek, west aligned with 42 AV NE, 1 ST NE,
South 32 AV NE, Centre ST, 30 AV NW, 4 ST NW, 7 ST NW, 30 AV NW, follows Confederation Park to Cambrian DR, Cambrian DR NW to 14 ST NW
West 14 St NW, MacEwan Glen DR NW, MacEwan Park VW NW, across Nose Hill Park northern boundary to Shaganappi TR NW, north on Shaganappi TR NW

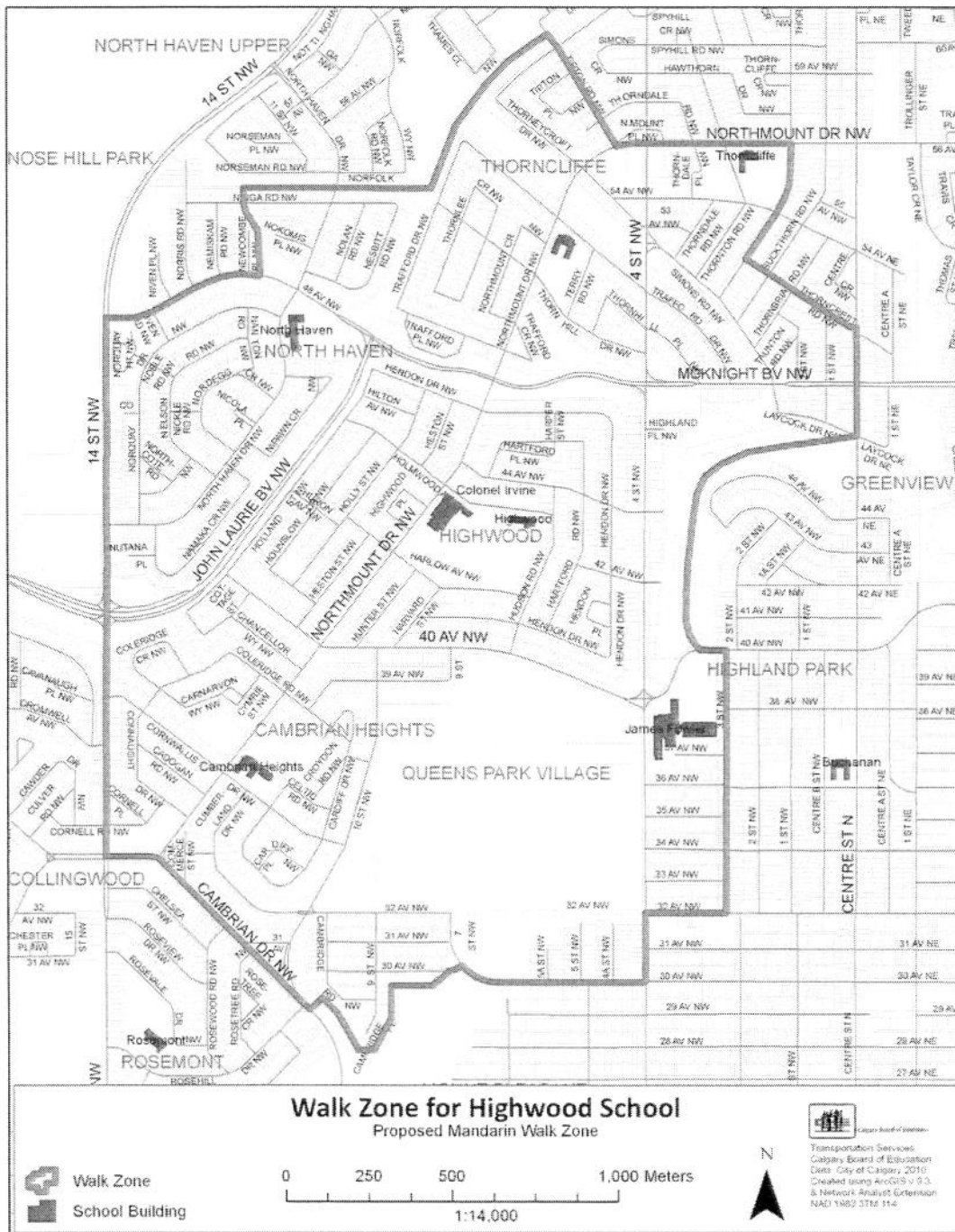
⁴ The municipal boundaries associated with the **proposed attendance area** for the **French Immersion Program at King George School**

KING GEORGE SCHOOL

North From the NW corner of the community of Sage Hill, east along 144 AV NW, south at 14 ST NW to Stoney TR NW, east on Stoney TR NW to eastern boundary of Coventry Hills community
East Eastern boundary of Coventry Hills and Harvest Hills communities south to 96 AV NW, Harvest Hills BV N, Beddington TR NE, east to Nose Creek, west aligned with 42 AV NE, 1 ST NE, east on 37 AV NE to Nose Creek, south to Bow River
South Bow River
West 14 ST NW, MacEwan Glen DR NW, MacEwan Park VW NW, across Nose Hill Park northern boundary to Shaganappi TR NW, north on Shaganappi TR NW, east on Country Hills BV NW, north along West Nose Creek, east before (not including) Hidden Creek PA NW along Panorama Hills community boundary, north aligned with 14 ST NW, 14 ST NW, follow along Panorama Hills community boundary to Stoney TR NW, West along Stoney TR NW, north on Shaganappi TR NW, onto and along western Kincora and Sage Hill community boundaries.

Attachment III: Written Notice Respecting the Consideration
of Closure of the French Immersion Program at
Highwood School and the Chinese (Mandarin) Bilingual
Program at King George School

Appendix 1:
Proposed Walk Zone Map for the Chinese (Mandarin) Bilingual Program
at Highwood School



Attachment III: Written Notice Respecting the Consideration
of Closure of the French Immersion Program at
Highwood School and the Chinese (Mandarin) Bilingual
Program at King George School

Appendix 2:
Walk Zone Map for the French Immersion Program at King George School



**Attachment III: Written Notice Respecting the Consideration
of Closure of the French Immersion Program at
Highwood School and the Chinese (Mandarin) Bilingual
Program at King George School**

**Appendix 3:
Question Submission Form**



Calgary Board of Education

Questions regarding the Board of Trustees' consideration of closure of the Chinese (Mandarin) Bilingual Program at King George School and/or the French Immersion Program at Highwood School may be submitted in writing prior to 12:00 noon on Tuesday, January 18, 2011 to:

*Susan Church, Director, Area II
Calgary Board of Education
c/o Mount View Centre
2004-4th St. N.E.
Calgary, Alberta T2E 3T8
Fax: 403-777-8729*

*The public meeting is scheduled for **Thursday, January 20, 2011, in the Highwood School gymnasium (11 Holmwood Ave. N.W.) at 7:00 p.m.** It is not possible to respond individually to questions or inquiries prior to the Public Meeting. At the public meeting, having reviewed questions for relevancy and redundancy, selected questions will be answered. Should your specific question(s) not be selected for response at the public meeting, you will have ample opportunity to direct questions to administration and you are invited to do so.*

Name:

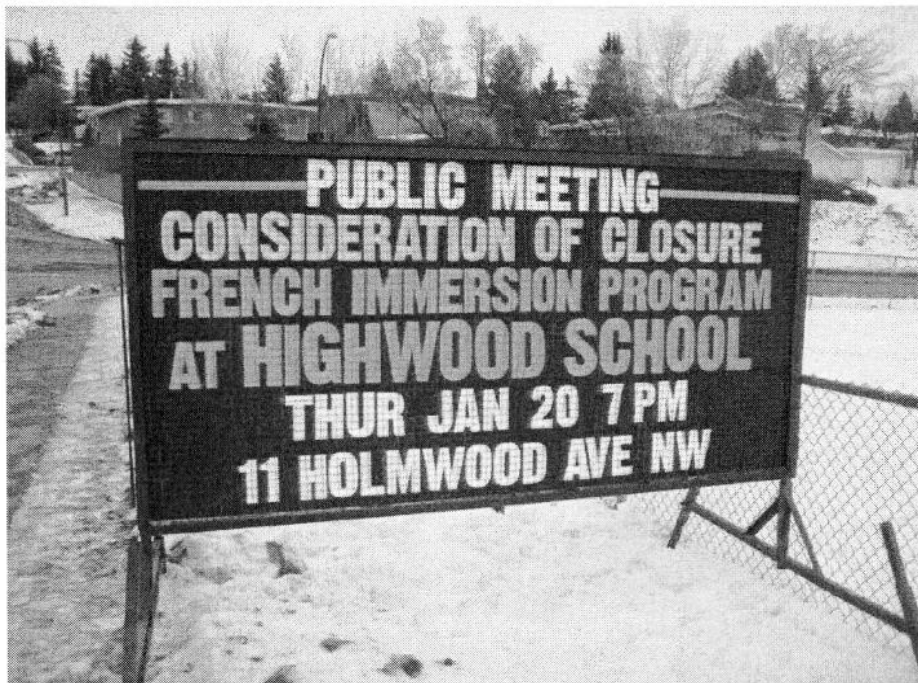
Phone

Attachment IV: Record of Signs Respecting the Consideration of Closure of the French Immersion Program at Highwood School

French Immersion Program @ Highwood School – 5 Bold Signs



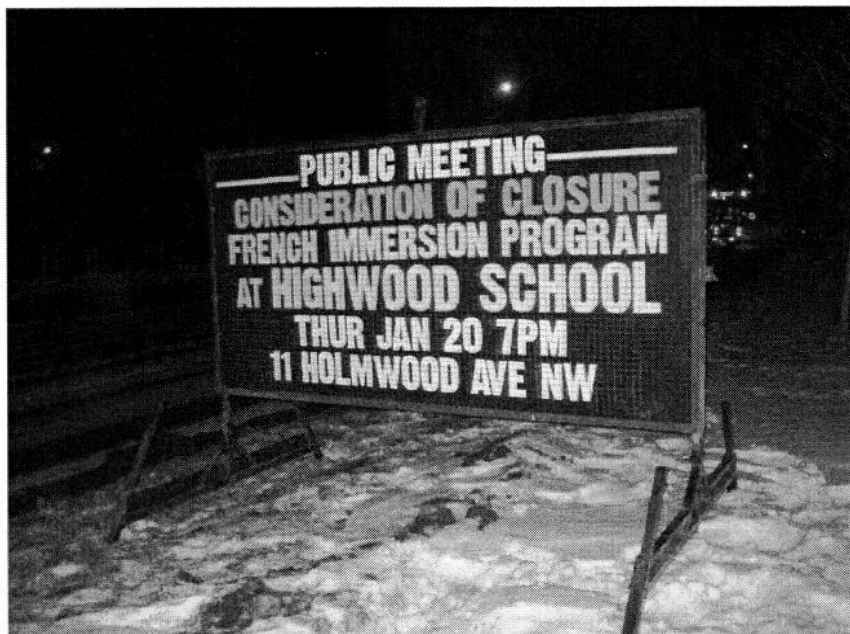
W. side of 4 Street; N. of Northmount Drive N.W.



E. side North Haven Drive, S. of 48 Street N.W.

Attachment IV: Record of Signs Respecting the Consideration of Closure of the French Immersion Program at Highwood School

French Immersion Program @ Highwood School – 5 Bold Signs



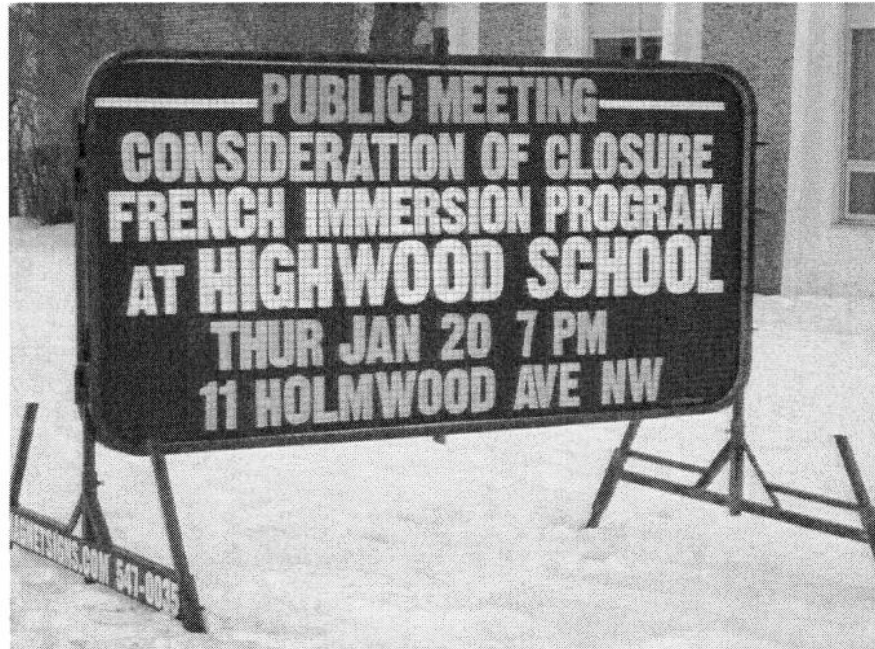
N. of Beddington Blvd & Bermuda Dr (Beddington Towne Centre)



E. side of Macewan Drive, N. of Macewan Park Close

Attachment IV: Record of Signs Respecting the Consideration of Closure of the French Immersion Program at Highwood School

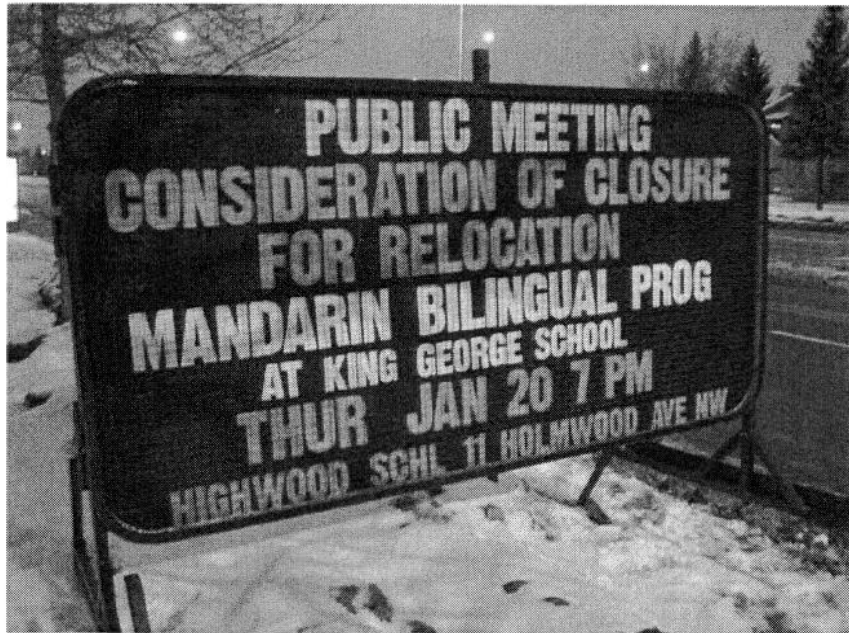
French Immersion Program @ Highwood School – 5 Bold Signs



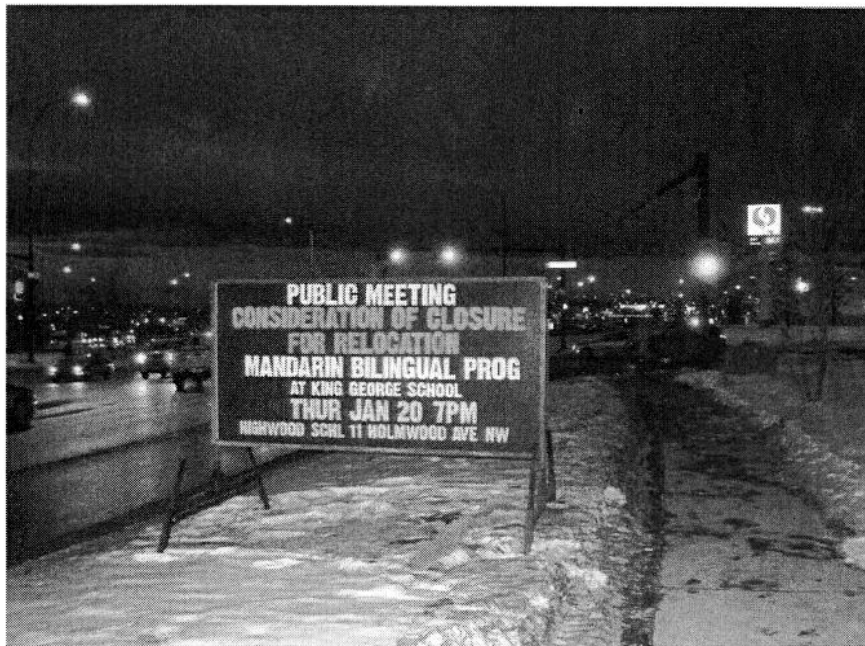
Highwood School – S. side of Holmwood Ave, W. of Hudson Rd.

Attachment V: Record of Signs Respecting the Consideration of Closure of the Chinese (Mandarin) Program at King George School

Chinese (Mandarin) Bilingual Program @ King George School – 5 Bold Signs



S. of Beddington Blvd, E. of Berkshire Blvd N.W.



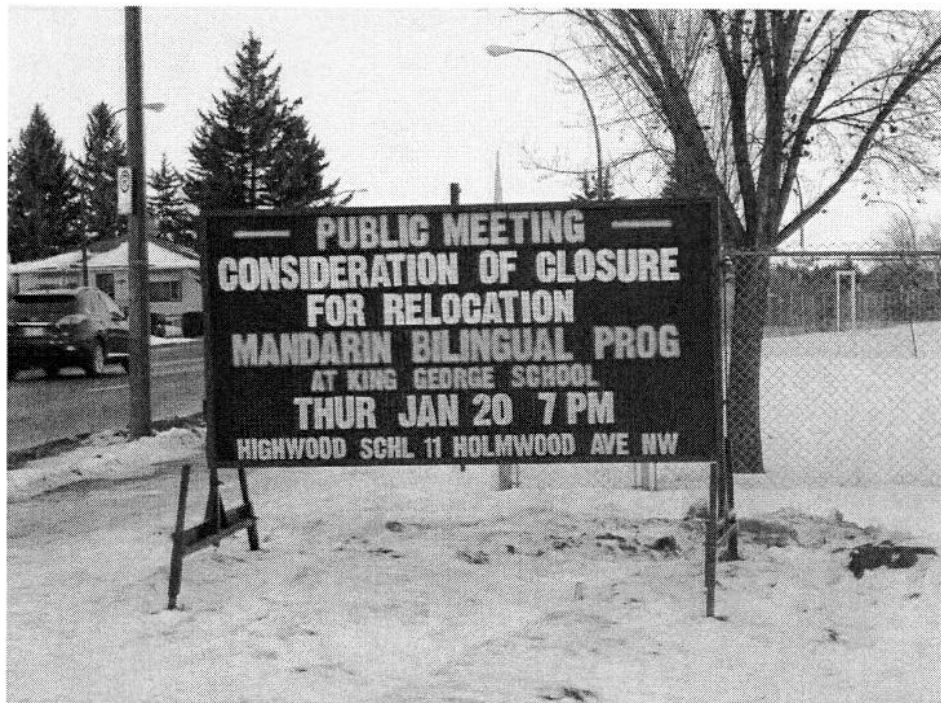
Crowfoot Way, W. of Nose Hill Dr – across from Co-op (Crowfoot Towne Centre) N.W.

Attachment V: Record of Signs Respecting the Consideration of Closure of the
Chinese (Mandarin) Program at King George School

Chinese (Mandarin) Bilingual Program @ King George School – 5 Bold Signs



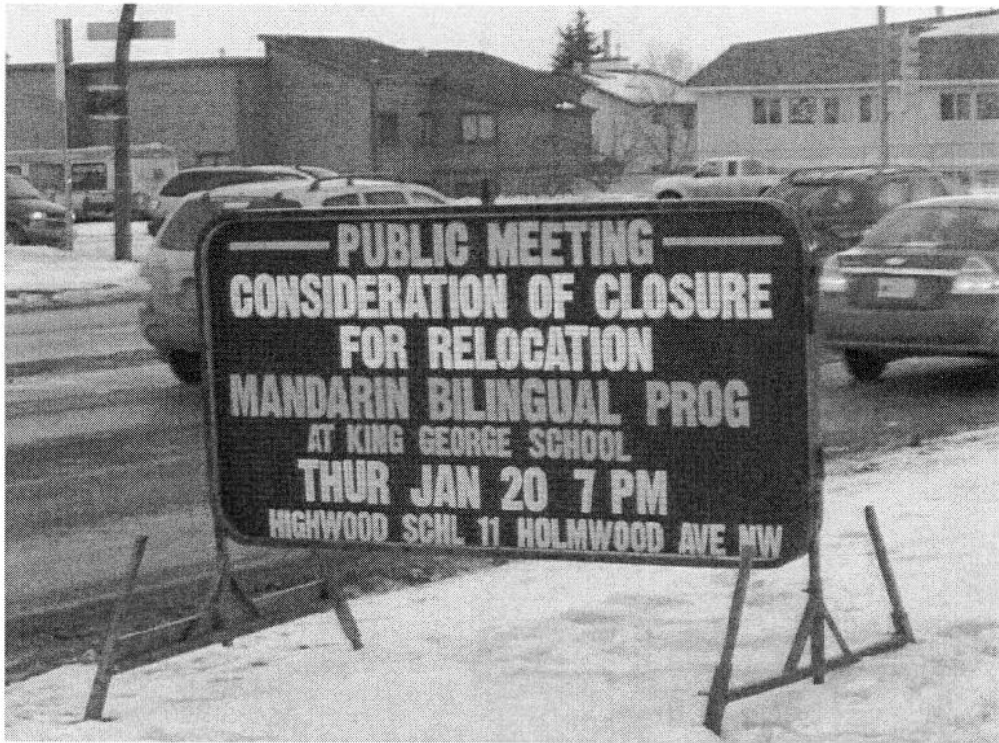
S. side of 64 Ave, E. of 14 Street N.W.



King George School – E. side of 10 Street, N. of 20 Avenue N.W.

**Attachment V: Record of Signs Respecting the Consideration of Closure of the
Chinese (Mandarin) Program at King George School**

Chinese (Mandarin) Bilingual Program @ King George School – 5 Bold Signs



Marlborough Mall – Marlborough Way, N. of Memorial Drive N.E.

NOTICE OF PUBLIC MEETING

**With respect to the Consideration of Closure of the
French Immersion Program
at Highwood School**

Thursday, January 20, 2011

7:00 p.m.

Highwood School - Gymnasium
11 Holmwood Avenue NW
Calgary, Alberta

The Board of Trustees of the Calgary Board of Education passed a motion at the January 4, 2011 regular board meeting to consider closure of the French Immersion Program at Highwood School.

Pursuant to Alberta legislation and the Board of Trustees' Governance Policies and Procedures, a public meeting will be held for the purpose of discussing the possible closure. At least two Calgary Board of Education Trustees will be present at the public meeting. Until the Board of Trustees makes its decision regarding the possible closure, the public can make written submissions to the Board regarding the closure under consideration. For more information, visit the CBE website at www.cbe.ab.ca.



Calgary Board of Education

NOTICE OF PUBLIC MEETING

**With respect to the Consideration of Closure of the
Chinese (Mandarin) Bilingual Program at
King George School
for the Purpose of Relocation**

Thursday, January 20, 2011

7:00 p.m.

Highwood School - Gymnasium

11 Holmwood Avenue NW

Calgary, Alberta

The Board of Trustees of the Calgary Board of Education passed a motion at the January 4, 2011 regular board meeting to consider closure of the Chinese (Mandarin) Bilingual Program at King George School for the purpose of relocation.

Pursuant to Alberta legislation and the Board of Trustees' Governance Policies and Procedures, a public meeting will be held for the purpose of discussing the possible closure. At least two Calgary Board of Education Trustees will be present at the public meeting. Until the Board of Trustees makes its decision regarding the possible closure, the public can make written submissions to the Board regarding the closure under consideration. For more information, visit the CBE website at www.cbe.ab.ca.



Calgary Board of Education

Attachment VIII: Record of Newspaper Advertisement Respecting the Consideration of Closure of the French Immersion Program at Highwood School and the Chinese (Mandarin) Bilingual Program at King George School

The Calgary Sun ■ WEDNESDAY, JANUARY 12, 2011

Recall begun for tainted swabs

Several brands of alcohol swabs are being removed from shelves in Canada because they may contain a dangerous bacteria, Health Canada warned Tuesday.

There have been no reported illnesses associated with the products, Health Canada said.

The affected products include Life Brand sold at Shoppers Drug Mart, Equate

sold at Walmart, Exact sold at Loblaws, and Rexall sold at all Katz Group stores.

For a full list of Katz Group stores see www.katzgroup.ca

— CMI Agency



Calgary Board of Education

PUBLIC MEETING NOTICE

Program Closure Consideration

Consideration of Closure of the French Immersion Program at Highwood School and the Chinese (Mandarin) Bilingual Program at King George School for the purpose of realignment and relocation, one being contingent upon the other.

The Board of Trustees of the Calgary Board of Education passed a motion at the January 4, 2011 regular board meeting to consider closure of the Kindergarten to Grade 6 French Immersion program at Highwood School and the Kindergarten to Grade 6 Chinese (Mandarin) Bilingual Program at King George School for the purpose of realignment and relocation, one being contingent upon the other.


Pursuant to Alberta government legislation and the Calgary Board of Education Board of Trustees' Governance Policies and Procedures, a combined public meeting will be held for the purpose of discussing the possible closures under consideration. The date and location for the public meeting are as follows:

Thursday, January 20, 2011 7:00 p.m. Highwood School - Gymnasium
11 Holmwood Avenue N.W., Calgary, Alberta

At least two Calgary Board of Education Trustees will be present at the public meeting. Until the Board of Trustees makes its decision regarding the possible closure, the public can make written submissions to the Board regarding the closure under consideration. For more information, visit the CBE website at www.cbe.ab.ca.

0605-CE3461388

Attachment VIII: Record of Newspaper Advertisement Respecting the Consideration of Closure of the French Immersion Program at Highwood School and the Chinese (Mandarin) Bilingual Program at King George School



Calgary Board of Education

PUBLIC MEETING NOTICE

Program Closure Consideration

Consideration of Closure of the French Immersion Program at Highwood School and the Chinese (Mandarin) Bilingual Program at King George School for the purpose of realignment and relocation, one being contingent upon the other.

The Board of Trustees of the Calgary Board of Education passed a motion at the January 4, 2011 regular board meeting to consider closure of the Kindergarten to Grade 6 French Immersion program at Highwood School and the Kindergarten to Grade 6 Chinese (Mandarin) Bilingual Program at King George School for the purpose of realignment and relocation, one being contingent upon the other.

Pursuant to Alberta government legislation and the Calgary Board of Education Board of Trustees' Governance Policies and Procedures, a combined public meeting will be held for the purpose of discussing the possible closures under consideration. The date and location for the public meeting are as follows:

**Thursday, January 20, 2011 7:00 p.m. Highwood School - Gymnasium
11 Holmwood Avenue N.W., Calgary, Alberta**

At least two Calgary Board of Education Trustees will be present at the public meeting. Until the Board of Trustees makes its decision regarding the possible closure, the public can make written submissions to the Board regarding the closure under consideration. For more information, visit the CBE website at www.cbe.ab.ca.

Calgary Herald Jan 12/11

City to debate upping express transit routes

RENATO GANDIA
Calgary Sun

The future of express commuting is on tap next Wednesday and city politicians will debate whether to put more infrastructure cash in the southwest.

Bureaucrats are poised to present a plan for Bus Rapid Transit routes (BRT) across the city, but they'll also brief members of the Land Use,

Planning and Transportation committee on a separate proposal for a \$43.6 million southwest routes projects.

Administration will ask committee's endorsement on a policy for extended bus-only lanes along Crowchild Tr., the

feasibility of future bus-only lanes using the Glenmore Tr. shoulders and bus-only lanes along 14 St. S.W.

They will also seek approval for traffic signal priority along Southland Dr. and 24 St. S.W. and new BRT stops and terminals at Mount Royal University, Rockyview General Hospital, Heritage Park and Glenmore Landing.

renato.gandia@sunmedia.ca



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ALERTS

calgarysun.com

Sketch of suspect released

More than two years after a man was found shot to death on the Tsuu T'ina Reserve, police have released the sketch of a possible suspect.

Juan Carlos Dequina, 21, was found dead inside his Chevy Blazer about 3:40 a.m. on Dec. 14, 2008 by Tsuu T'ina Nation Police Service members doing a regular patrol.

Police said at the time Dequina was not known to them and had no ties to criminal activity.

Through tips from the public and surveillance video obtained from several areas around the city, police were able to put together the sketch of a man they think may have played a role in the murder.

Police are also looking for a 2008 Mazda GX3 that may

have been at the scene and want to link it to the man in the sketch. Anyone with info is asked to call Crime Stoppers at 1-800-222-8477.

— Dave Dormer



SKETCH



Calgary Board of Education

PUBLIC MEETING NOTICE Program Closure Consideration

Consideration of Closure of the French Immersion Program at Highwood School and the Chinese (Mandarin) Bilingual Program at King George School for the purpose of realignment and relocation, one being contingent upon the other.

The Board of Trustees of the Calgary Board of Education passed a motion at the January 4, 2011 regular board meeting to consider closure of the Kindergarten to Grade 6 French Immersion program at Highwood School and the Kindergarten to Grade 6 Chinese (Mandarin) Bilingual Program at King George School for the purpose of realignment and relocation, one being contingent upon the other.

Pursuant to Alberta government legislation and the Calgary Board of Education Board of Trustees' Governance Policies and Procedures, a combined public meeting will be held for the purpose of discussing the possible closures under consideration. The date and location for the public meeting are as follows:

**Thursday, January 20, 2011 7:00 p.m. Highwood School - Gymnasium
11 Holmwood Avenue N.W., Calgary, Alberta**

At least two Calgary Board of Education Trustees will be present at the public meeting. Until the Board of Trustees makes its decision regarding the possible closure, the public can make written submissions to the Board regarding the closure under consideration. For more information, visit the CBE website at www.cbe.ab.ca.

cycle of life and death.

On Friday morning, a weary looking Jake Veasey, director of animal care, conservation and research at the Calgary Zoo, faces a wall of reporters in the zoo's conservatory to field questions about the cub's death.

The cause, he explains, was organ failure: the cub was suffering from a metabolic issue, making it unable to digest food. Her mother, who was doing "everything right" up until the point of rejection, "everything we would expect from a tiger," might likely have known before the zoo handlers did, that the cub was not going to survive those crucial first few days.

It was, Veasey notes, perfectly natural behaviour for a tiger. Katja, whose mishandling of two cubs in

vocate for zoos in general, and their importance in education and preventing the extinction of thousands of species of animals.

But his sadness is lined with a clearly discernible impatience by the questioning, to which he readily admits, with a sigh, when prompted by one reporter.

"It doesn't serve the community of Calgary," he says. "You should be able to take for granted that everything was done for this animal."

Moments later, at the end of the press conference, he turns to one TV reporter who wants to do a sit-down interview to reply curtly: "I'd rather get back to my day job of running a zoo."

With apologies and empathy for Veasey, he had to know that his hiring — and we as Calgarians should be thankful we have such an

unprecedented number of deaths of animals at its facilities.

Forty-one cow nose rays; four mule deer; one wild goat; one capybara; and two hognose snakes were part of a body count detailed in an independent review released last year by the Calgary Zoo that blamed human error for many of the deaths.

Since then, the zoo has done a good job at fulfilling the promise by zoo chief executive Clemente Lanthier — like Veasey, another who was brought in after those mishaps — to work on the issues highlighted in the report, and to be "open and transparent" in communicating the steps the zoo is taking to remedy its problems.

So what should be a sad day for the zoo



Calgary Board of Education

PUBLIC MEETING NOTICE

Program Closure Consideration

Consideration of Closure of the French Immersion Program at Highwood School and the Chinese (Mandarin) Bilingual Program at King George School for the purpose of realignment and relocation, one being contingent upon the other.

The Board of Trustees of the Calgary Board of Education passed a motion at the January 4, 2011 regular board meeting to consider closure of the Kindergarten to Grade 6 French Immersion program at Highwood School and the Kindergarten to Grade 6 Chinese (Mandarin) Bilingual Program at King George School for the purpose of realignment and relocation, one being contingent upon the other.

Pursuant to Alberta government legislation and the Calgary Board of Education Board of Trustees' Governance Policies and Procedures, a combined public meeting will be held for the purpose of discussing the possible closures under consideration. The date and location for the public meeting are as follows:

**Thursday, January 20, 2011 7:00 p.m. Highwood School - Gymnasium
11 Holmwood Avenue N.W., Calgary, Alberta**

At least two Calgary Board of Education Trustees will be present at the public meeting. Until the Board of Trustees makes its decision regarding the possible closure, the public can make written submissions to the Board regarding the closure under consideration. For more information, visit the CBE website at www.cbe.ab.ca.

**Board of Trustees
Calgary Board of Education
Public Meeting**

**Discussion Respecting 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**

**Thursday, January 20, 2011
7:00 p.m. – 10:00 p.m.**

AGENDA

1. Welcome, Introductions and Meeting Outline *Calvin Davies, Meeting Chair*
2. Opening Remarks *David Stevenson, Deputy Chief Superintendent of Schools*
3. Purpose of the Meeting & Role of the Board of Trustees *Lynn Ferguson, Board Vice-Chair*
4. Review of Written Notice *Karen Barry, Meeting Co-Chair*
 - Introduction
 - Background
 - Information
 - Section A: Implications For Affected Attendance Areas
 - Section B: Implications Relative to CBE's Long Range Capital Plan
 - Section C: Implications With Respect to Busing
 - Section D: Educational, Programming and Staffing Impacts
 - Section E: Financial and Capital Implications
 - Section F: Future Facility Plans

Break – 10 minutes (at the discretion of the Chair)

5. Responses to Previously Submitted or Anticipated Questions *Calvin Davies, Meeting Chair*
6. Open Discussion Questions and Comments from Parents and Public
(See Discussion Guidelines on reverse) *Calvin Davies, Meeting Chair*
7. Closing Remarks *Calvin Davies, Meeting Chair*
 - Opportunity for Written Submissions & Further Questions (see over)

Attachment IX: Agenda for the Public Meeting Respecting the Consideration of Closure of the French Immersion Program at Highwood School and the Chinese (Mandarin) Bilingual Program at King George School

PURPOSE OF THE MEETING

At a Regular Meeting on Tuesday, January 4, 2011, the Board of Trustees of the Calgary Board of Education passed a motion to formally consider the 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. No decision has yet been made by the Board of Trustees of the Calgary Board of Education and no decision will be made until parents and the public have had an opportunity to provide input with respect to this community matter. The Board of Trustees of the Calgary Board of Education have organized and convened this public meeting in accordance with the Board of Trustees' Governance Policies and Procedure regarding Consideration of School Closure, for the purpose of providing a public opportunity for the discussion of the information contained in the Written Notice Regarding 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.

DISCUSSION GUIDELINES

1. The Chair shall facilitate the meeting and ensure that matters of business raised in the agenda are covered.
2. During the Open Discussion portion of the meeting, all participants are asked to seek recognition from the Chair by proceeding to the designated floor microphone.
3. Upon being recognized by the Chair, all participants are asked to state and spell their name, state the nature of their interest and to indicate if they wish to ask a question, make a comment, or both.
4. The Chair shall be solely responsible to determine whether questions have already been asked and answered, or, if they are relevant, provide a response to the questions or to direct questions to appropriate CBE administrative personnel for response.
5. Speakers from the floor will be limited to three minutes for questions or comments, and the Chair shall exercise discretion in allowing follow-up questions, time permitting.
6. When a speaker's time has expired, they may return to the end of the line and again seek recognition from the Chair.
7. The Chair reserves the right to declare individuals out of order if their conduct or comments are disruptive and to take such action as necessary to restore order.
8. The Chair may confer with the Procedures Chair at any time to resolve any questions arising, and rulings thereafter shall be final.

WRITTEN SUBMISSIONS & FURTHER QUESTIONS

It is not possible to direct personal responses to each question. All questions submitted will be reviewed for relevancy and repetitiveness and those selected for response will be answered on the CBE website at <http://www.cbe.ab.ca/>.

Please submit all Written Submissions and Questions to:

Office of the Board of Trustees, Re: French Immersion Program (K-6) at Highwood School and the Chinese (Mandarin) Bilingual Program (K-6) at King George School
Education Centre, 515 Macleod Trail SE, Calgary, Alberta, T2G 2L9
Or email to BoardofTrustees@cbe.ab.ca

Follow-up Questions must be received on or before 12 noon on Monday, February 14, 2011.

Written Submissions must be received by 9:00 a.m. on Tuesday, February 15, 2011.

**Attachment X: Letter to His Worship Mayor Nenshi Regarding the
Consideration of Closure of the French Immersion Program at Highwood School
and the Chinese (Mandarin) Bilingual Program at King George School**



Calgary Board of Education

OFFICE OF THE BOARD OF TRUSTEES

Education Centre

515 Macleod Trail S.E., Calgary, Alberta T2G 2L9 Telephone: 403-294-8487 Fax: 403-294-8282

January 13, 2011

His Worship, Mayor Naheed Nenshi
City of Calgary
P.O. Box 2100 Station M
Calgary, Alberta T2P 2M5

Dear Mayor Nenshi:

On behalf of the Board of Trustees, I am writing to advise you that at its regular meeting on January 4, 2011, the Board of Trustees passed the following motions:

1. *THAT the Board of Trustees is satisfied that there is cause to proceed with a consideration of closure of the grade seven to nine regular program at Robert Warren School, effective June 30, 2011, 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*
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 realignment and relocation, 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.*

It is expected that a decision will be made by the Board of Trustees before the end of this school year. In addition to this official notification regarding consideration of closure of these programs, the *Closure of Schools Regulation* states:

- 5 (1) Where a board has given notice at a regular meeting of the board that it is considering the closure of a school, the board... (b) shall provide an opportunity for the council of the municipality in which the school is located to provide a statement to the board of the impact the closure may have on the community.

.../2



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**Attachment X: Letter to His Worship Mayor Nenshi Regarding the
Consideration of Closure of the French Immersion Program at Highwood School
and the Chinese (Mandarin) Bilingual Program at King George School**

His Worship, Mayor Naheed Nenshi
City of Calgary
January 6, 2011
Page 2

Public meetings to discuss these closure considerations will be held in the near future. The dates and times of the meetings will be advertised.

We look forward to receiving Council's written statement about this consideration of closure. Thank you.

Yours truly,



Pat Cochrane, Chair
Board of Trustees

cc: Mr. Owen Tobert, City Manager, The City of Calgary

Attachment XI:
Written Submissions Received after the Public Meeting

This is a compilation of all written submissions from the public and for reasons of the FOIPP legislation this material is being circulated to Trustees only.

Trustees must give due consideration to all written submissions received after the public meeting.

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

FEBRUARY 15, 2011

Re: **BOARD DEVELOPMENT SESSION RE MEETING STUDENTS' NEEDS:
FROM IOP TO K&E**

Governance Policy: GP 4: Board of Trustees Annual Planning Cycle and
GP 4E: Board Development Sessions

Originator: Trustees

I. RECOMMENDATION

THAT the Board of Trustees directs the Chief Superintendent to prepare and organize a Board Development session on the topic of *Meeting Students' Needs: From IOP to K&E*, pursuant to details included in Attachment I to this report.

II. ISSUE

The Board of Trustees Governance Policies allow the Board to identify topics for Board Development sessions and require the Chief Superintendent to be responsible for the preparation and organization of the session. The Board has identified a need for such a session relating to students' needs and the change as we migrated from an Integrated Occupational Program (IOP) to Knowledge and Employability (K&E) courses. The details of this request are outlined in Attachment I. The date of this meeting is to be determined.

Respectfully Submitted,

Pamela King,
Trustee, Wards 5 & 10

ATTACHMENT

Board Development Session

Working Title: Meeting Students' Needs: From IOP to K&E

Timeframe: Proposed Date for Board Development Session is Tuesday, TBD (Board Meeting Date) 5:30 p.m. – 6:30 p.m.

Purpose: Trustees, please indicate your intended purpose of this Board Development Session:

- *To support effective monitoring of student results regarding K&E courses*
- *To understand CBE's approach to supporting students who take K&E courses in order to make sure they complete high school*
- *To understand the future of K&E; challenges & opportunities*
- *To develop a better understanding of the differences between K&E and IOP and how these programming changes are supporting our students and ensuring they achieve success.*

Outcomes: Trustees, please indicate your required outcomes of this Board Development Session:

- *Knowledge of CBE high school offerings of K&E*
- *Public understanding of how CBE is moving forward to support student needs as the curriculum and learning strategies have changed for this group of students.*
- *Discussion and action on what the board can do to make sure this group of students does not "fall through the cracks" and what the costs would be to ensure this*
- *An understanding of the benefits of K & E courses being offered at all schools as opposed to a congregated setting*
- *An understanding of the differences between the CTS Strategy, IOP and K&E. Are they designed for specific types of student learners?*

Questions: Trustees, please provide any questions that you have that need to be answered in this Session:

- *How are CBE high schools appropriately supporting K&E courses?*
- *Is there a profile of a K & E student? Profiles? Who are the students who take K&E courses? How are they identified? What happens between the grade 9 K&E students their outcome after a further 3 or 4 years we have seen the outcomes for grade 9 K and E courses. What happens to those students or is there a way to know? Do they stay in school to complete high school, continue to take K and E courses? How many students take mostly K&E courses? How many take only 1 or 2 K&E courses? At what grade levels are K & E courses offered? How successful is this group of students in terms of completing high school? What are the challenges/barriers to these students completing high school? How do parents/students become aware of these courses? Are these courses being well received by parents?*

- *What is the history of K&E in the CBE (brief)*
- *What are the challenges/opportunities for the delivery of K and E courses in CBE?*
- *Are students being provided with less opportunity to explore/ experiment and ultimately discover what their options are?*
- *What are the measures of success for this curriculum? Are the measures/outcomes being achieved?*
- *Are K&E courses a better fit for students?*

Possible Presenters: Trustees, please suggest possible presenters:

- *CBE administrators*
- *Someone with practical knowledge of students taking K&E courses (i. e. someone from a school where many students take K&E courses, or someone from a school offering a range of options, including K & E)*
- *Alberta Education*

Possible Invitees: Trustees, who would you like to have invited to this session?

- *CAPSC*
- *CBE unions and associations*
- *Parents*
- *School council chairs*
- *SAIT*
- *Mount Royal University*
- *Bow Valley*
- *AB Ed.*
- *U of C*
- *Columbia College*

Respectfully Submitted,

Pamela King
Trustee, Wards 5 & 10

CALGARY BOARD OF EDUCATION

REPORT TO REGULAR MEETING OF THE BOARD OF TRUSTEES PUBLIC AGENDA

February 15, 2011

To: Board of Trustees

From: Naomi E. Johnson, Chief Superintendent of Schools

Re: **Annual Monitoring Report for Executive Limitation 5: Annual Report to the Public**

Originator: Naomi E. Johnson, Chief Superintendent of Schools

Resource Persons: Vern Akitt, Coordinator, Communications
Cheryl Brazell, Manager, Marketing Communications
Bill Brunton, Consultant, Communications

I. PURPOSE OF THE REPORT

The Chief Superintendent is required to provide an annual monitoring report for the Board of Trustees with respect to Executive Limitation 5: Annual Report to the Public. The purpose of this report is to provide evaluative information regarding the extent to which the Calgary Board of Education achieved the Chief Superintendent's Reasonable Interpretation of this Executive Limitation (EL).

II. EXECUTIVE LIMITATION 5: ANNUAL REPORT TO THE PUBLIC

Executive Limitation 5 states:

The Chief Superintendent shall not fail to prepare and publish, on behalf of the Board of Trustees, prior to the end of January each year, an annual progress report to the public, in a summary format understandable to a reasonably informed layperson, that includes the following items:

1. Student performance data indicating student progress toward accomplishing the Board of Trustees' Ends policies;
2. Information about school district strategies, programs, and operations intended to accomplish the Board of Trustees' Ends policies;
3. Revenues, expenditures, and costs of major programs and elements of district operations.

III. REASONABLE INTERPRETATION

The Chief Superintendent interprets the Annual Report to the Public as a high quality, full-color publication with photos, graphics and key messages that are easy to read and understand for a reasonably informed member of the public. The finished document is titled Report to the Community and dated the month of publication. The data contained in the document portrays accomplishments over the previous school year and provides a snap-shot of the Calgary Board of Education's future focus, aligned with the Three-Year Education Plan.

The Report to the Community January 2011 will be distributed to key stakeholders including municipal, provincial and federal government representatives, Calgary Board of Education partners and school jurisdictions in Calgary and neighbouring districts. Multiple copies of the report will be delivered to the following areas for further distribution and use.

- Office of the Trustees
- Schools and Area Offices
- Education Centre Reception Areas

In interpreting Executive Limitation 5 the Chief Superintendent acknowledges that, by including explicit policy provisions, the Board of Trustees has narrowed the potential for interpretation. Where the Board has exhaustively interpreted the EL through detailed policy provisions, no additional interpretation is necessary in order to measure compliance. Furthermore, if the detailed policy provision is a clear measurement in itself, then no measure rationale is required.

The Chief Superintendent shall not fail to prepare and publish, on behalf of the Board of Trustees, prior to the end of January each year,

Chief Superintendent Interpretation: The interpretation is explicit from the Executive Limitation.

Therefore, it is necessary to find the following.

Measure

The report was published prior to the end of January.

Rationale

The measure is explicit from the Executive Limitation.

Result

Yes, and this measure was achieved.

The Report to the Community January 2011 was published on the CBE public website by January 31, 2011 and the Board of Trustees was notified in the Chief Superintendent's Update dated February 1, 2011. Hard copies of the document will be distributed as the current production timeframe allows.

Policy Provision 1

Student performance data indicating student progress toward accomplishing the Board of Trustees' Ends policies

Chief Superintendent Interpretation: The interpretation is explicit from the Executive Limitation.

Therefore, it is necessary to find the following.

Measure 1.1

The five Ends policies are featured in the annual report.

Rationale 1.1

The measure is explicit from the Executive Limitation.

Result 1.1

Yes, and this measure was achieved.

Measure 1.2

Student performance data relative to progress toward accomplishing the Ends policies is included in the annual report.

Rationale 1.2

The measure is explicit from the Executive Limitation.

Result 1.2

Yes, and this measure was achieved.

Policy Provision 2

Information about school district strategies, programs and operations intended to accomplish the Board of Trustees' Ends policies

Chief Superintendent Interpretation: The interpretation is explicit from the Executive Limitation.

Therefore, it is necessary to find the following.

Measure 2.1

The annual report contained information with a future focus, aligned with the strategies and actions contained in the Three-Year Education Plan.

Rationale 2.1

The measure is explicit from the Executive Limitation.

Result 2.1

Yes, and this measure was achieved.

Measure 2.2

The information included in the annual report was based upon accurate data and examples of the successes of Calgary Board of Education students in accomplishment of the Ends.

Rationale 2.2

The measure is explicit from the Executive Limitation.

Result 2.2

Yes, and this measure was achieved.

Measure 2.3

Examples of Calgary Board of Education programming for students are included in the report.

Rationale 2.3

The measure is explicit from the Executive Limitation.

Result 2.3

Yes, and this measure was achieved.

Policy Provision 3

Revenues, expenditures and costs of major programs and elements of district operations

Chief Superintendent Interpretation: Revenues are summarized in the Revenue Summary section of the report, and expenditures and costs are disclosed in the Expense Summary. The policy provision to publish costs related to programs and operations is interpreted as a requirement to include data related to:

- Instruction (Grades K-12)
- Operations and maintenance/Infrastructure Maintenance Renewal
- Student transportation
- Board and system administration
- External services.

Therefore, it is necessary to find the following.

Measure 3.1

The annual report included financial information showing revenue and expense summaries.

Rationale 3.1

The measure is explicit from the Interpretation.

Result 3.1

Yes, and this measure was achieved.

This Report to the Community includes revenue and expense summaries for the 2008-2009 and 2009-2010 fiscal years. There is also a context piece that outlines where the Calgary Board of Education receives its funding and how the budget is allocated in support of the Three-Year Education Plan, in capital assets and in maintenance of school buildings to ensure a quality learning environment for students. The report includes information about the six new schools opening September 2010 and the new Education Centre Complex.

IV. STATEMENT OF COMPLIANCE

The Chief Superintendent is required to provide an annual monitoring report to the Board of Trustees reflecting on the extent to which the Chief Superintendent complies with Executive Limitation 5: Annual Report to the Public.

This monitoring report includes a reasonable interpretation of this Executive Limitation and documented results. As such, I report overall compliance.

A handwritten signature in cursive script that reads "Naomi Johnson".

NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

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

PUBLIC AGENDA
February 15, 2011

To: Board of Trustees

From: Naomi E. Johnson, Chief Superintendent of Schools

Re: **Annual Monitoring Report for Executive Limitation 18: Student Fees**

Originator: Deborah L. Meyers, Superintendent, Chief Financial Officer, Corporate Treasurer

Resource Persons: Wayne T. Braun, Director, Corporate Financial Services
Jon R. Anderson, Manager Budget and Corporate Reporting
Gordon Walker, Manager, Corporate and School Financial Services

I. PURPOSE OF THE REPORT

The Chief Superintendent is required to provide an annual monitoring report for the Board of Trustees with respect to Executive Limitation 18: Student Fees. The purpose of this report is to provide evaluative information regarding the extent to which the Calgary Board of Education complies with the Chief Superintendent's Reasonable Interpretation of this Executive Limitation (EL).

II. EXECUTIVE LIMITATION 18: STUDENT FEES

Executive Limitation 18 states:

In regard to the charging of fees for instructional supplies and materials and educational trips, the Chief Superintendent shall not fail to ensure that:

1. Reasonable expectations and guidelines are established and clearly communicated about the respective responsibilities of the Calgary Board of Education, parents and independent students in providing instructional supplies and materials;
2. Clear expectations and guidelines are established for Calgary Board of Education fees for:
 - a) instructional supplies and materials deemed necessary and affordable by the Chief Superintendent to facilitate accomplishment of the Board of Trustees' Ends policies; and
 - b) educational trips;
3. Students are not denied access to instructional supplies and materials or to essential educational trips because of an inability to pay;

4. Fees for instructional supplies and materials and educational trips do not exceed cost recovery;
5. With respect to educational trips, school principals advise parents and independent students of the reasons for a fee and all costs related to that fee;
6. A waiver of fees may be available for parents and independent students who are unable to pay the fees for instructional supplies and materials and essential educational trips;
7. Each school principal shall annually report and account to parents and independent students regarding fees for instructional supplies and materials and educational trips.

III. REASONABLE INTERPRETATION

In interpreting Executive Limitation 18, the Chief Superintendent acknowledges that, by including explicit policy provision, the Board of Trustees has narrowed the potential for interpretation. Where the Board has exhaustively interpreted the EL through detailed policy provision, no additional interpretation is necessary in order to measure the compliance. In addition, the demonstration of compliance with these detailed policy provisions addresses the higher policy completely. Where there is need for interpretation at the detailed level, or where the detailed policy provision is not clearly measureable, the Chief Superintendent provides an interpretation. Furthermore, if the detailed policy provision is a clear measurement in itself, then no measure rationale is required.

The Chief Superintendent has interpreted that reasonable expectations and guidelines for instructional supplies and materials reflect the five values articulated by the Board of Trustees, in September 2005, namely:

- *Shared Benefit - Shared Responsibility*
Public education benefits society as a whole as well as the individual. Therefore financial responsibility should be shared between society and the individual.
- *Accessibility*
Public education must be accessible to each and every citizen in society, despite individual financial circumstance.
- *Affordability*
Individual student fee(s) must be set at a level as to minimize the financial impact on families and appropriate mechanisms must be in place for low income families to be exempt from individual student fees while obtaining an equal level of resources and services.

- *Transparency & Accountability*
The school system and individual schools must administer the collection of individual student fee(s) and the reporting of fee revenues and expenses in a manner that is transparent and in accordance with current provincial legislation.
- *Clarity*
Students and parents should have clear information of what each individual student fee encompasses and why it is being collected.

The term “essential educational trips” is interpreted to mean those trips that are undertaken by a specific school community to various venues within the City of Calgary and those outside of the City, which are essential to meeting the needs of the applicable curriculum or the Alberta Programs of Study.

1. **Reasonable expectations and guidelines are established and clearly communicated about the respective responsibilities of the Calgary Board of Education, parents and independent students in providing instructional supplies and materials;**

Chief Superintendent Interpretation: Every school website provides school fee information and links to CBE Administrative Regulation (AR) 7005 – Student Fees, which clearly iterates the principle of shared responsibility. Hard copy is also included in the school’s Calgary Board of Education Governance Policies and Administrative Regulations Manual and the annual School Information Package.

Therefore it is necessary to find the following:

Measure 1.1

Expectations and guidelines have been established and communicated regarding the respective responsibilities of the Calgary Board of Education, parents and independent students in providing instructional supplies and materials via school website linkages to Administrative Regulations (posted on the CBE website); through hardcopy provided to schools for inclusion in the Calgary Board of Education Governance Policies and Administrative Regulations Manual; and inclusion in the School Information Package 2010-2011.

Rationale 1.1

The measure is explicit from the Executive Limitation.

Result 1.1

Yes, and this measure was achieved.

2. **Clear expectations and guidelines are established for Calgary Board of Education fees for:**

- a) **instructional supplies and materials (“ISM”) deemed necessary and affordable by the Chief Superintendent to facilitate accomplishment of the Board of Trustees’ Ends policies; and**
- b) **educational trips;**

Chief Superintendent Interpretation: Necessary and affordable is interpreted to mean fees based on:

- Ends Policies of the Board of Trustees;
- Board of Trustees’ values;
- current costs to provide ISM, based on previous year financial information;
- number of student waivers in previous year; and
- affordability to parents and independent students.

Therefore it is necessary to find the following:

Measure 2.1

Fees are established based on the Ends Policies of the Board of Trustees, the Board of Trustees’ values, the current costs to provide instructional supplies and materials based on previous year financial information, the number of student waivers for previous year, and affordability to parents and independent students.

Rationale 2.1

The measure is explicit from the Chief Superintendent Interpretation.

Result 2.1

Yes, and this measure was achieved.

Measure 2.2

The fee for educational trips is based on the cost of providing the service to students.

Rationale 2.2

The measure is explicit from the Executive Limitation.

Result 2.2

Yes, and this measure was achieved.

3. **Students are not denied access to instructional supplies and materials or to essential educational trips because of an inability to pay;**

Chief Superintendent Interpretation: Administrative Regulations 7005 and 7006 ensure transparency and full access to instructional supplies and materials and essential educational trips, regardless of ability to pay.

Therefore it is necessary to find the following:

Measure 3.1

100% of school principals confirm that no CBE student has been refused access to instructional supplies and materials or to educational trips based on an inability to pay.

Rationale 3.1

The measure is explicit from the Executive Limitation.

Result 3.1

100% and this measure was achieved.

4. **Fees for instructional supplies and materials and educational trips shall not exceed cost recovery.**

Chief Superintendent Interpretation: Cost recovery is interpreted to mean the cost of purchasing the instructional supplies and materials, or the cost of the trip, excluding the cost of substitute teachers as outlined in AR 7005.

Therefore it is necessary to find the following:

Measure 4.1

Fees for instructional supplies and Materials at all grade groupings are at a rate that did not exceed cost recovery.

Rationale 4.1

The measure is explicit from the Executive Limitation.

Result 4.1

Yes, and this measure was achieved.

Measure 4.2

All Fees for Educational Trips are at a rate that did not exceed cost recovery.

Rationale 4.2

The measure is explicit from the Executive Limitation.

Result 4.2

Yes, and this measure was achieved.

5. **With respect to educational trips, school principals advise parents and independent students of the reasons for a fee and all costs related to that fee;**

Chief Superintendent Interpretation: The Interpretation is explicit in the Executive Limitation.

Therefore it is necessary to find the following:

Measure 5.1

100% of Principals have advised parents of the reasons for the educational trip fee and all costs related to the fee.

Rationale 5.1

The measure is explicit from the Executive Limitation.

Result 5.1

100% and this measure was achieved.

6. **A waiver of fees may be available for parents and independent students who are unable to pay the fees for instructional supplies and materials and essential educational trips;**

Chief Superintendent Interpretation: Parents of students and independent students, who are unable to pay their instructional supplies and materials fees or essential educational trip fees have recourse available to them. An approved waiver mechanism that would relinquish these obligations exists within the CBE with regard to instructional supplies and materials. Appropriate third party documentation related to receiving the Alberta Works Child Health Benefit or proof of Social Services Assistance must be supplied to the CBE in order to have these fees waived. Upon receipt of the documentation, the waiver is automatically approved and there is no subjective interpretation by administration. In addition, the school principal, at their discretion, may also provide a waiver for education trip fees.

Therefore it is necessary to find the following:

Measure 6.1

A waiver process is in place for qualifying students, tied to the non-payment of instructional supplies and materials fee due to a financial inability to pay.

Rationale 6.1

The measure is explicit from the Executive Limitation.

Result 6.1

Yes, and this measure was achieved.

Measure 6.2

School principals may provide a waiver for parents and independent students for fees for essential educational trips.

Rationale 6.2

The measure is explicit from the Executive Limitation.

Result 6.2

Yes, and this measure was achieved.

- 7. Each school principal shall annually report and account to parents and independent students regarding fees for instructional supplies and materials and educational trips.**

Chief Superintendent Interpretation: School principals, through written and verbal communication to parents and independent students, must provide a status of the collection and application all fees paid for instructional supplies and materials or payments for educational trips. This must be communicated at least annually by December 31 following the end of the school year, by the principal.

Therefore it is necessary to find the following:

Measure 7.1

100% of school principals provided an accounting of fees collected for instructional supplies and materials and for educational trips to parents and independent students.

Rationale 7.1

The measure is explicit from the Executive Limitation.

Result 7.1

100%, and this measure was achieved.

IV. STATEMENT OF COMPLIANCE

The Chief Superintendent is required to provide an annual monitoring report to the Board of Trustees, reflecting on the extent to which the Chief Superintendent complies with Executive Limitation 18: Student Fees.

This report includes a reasonable interpretation of EL-18 and documented results. Based on the data in this report, I am reporting compliance with all interpretations of this Executive Limitation.



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

CALGARY BOARD OF EDUCATION

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

February 15, 2011

RE: Monitoring of Governance Process Policies 7, 10 and 11

PURPOSE: Annual Monitoring

ORIGINATOR: Trustee J. Bowen-Eyre and Trustee S. Taylor

RECOMMENDATION

That the Board of Trustees approves the Governance Process Policy Monitoring reports for Governance Process Policies 7, 10 and 11 in the form as submitted as Attachment I to the report dated February 1, 2011.

BACKGROUND

The Board of Trustees is committed to self-evaluation through the monitoring of its governance process policies, the policies with which the Board instructs itself and subparts of itself, such as offices and committees, about its own job. In governance process policies, the Board describes standards of group and individual behaviour to which it agrees to hold itself.

The Board monitored the following policies during the month of January.

- Governance Process Policy 7: Trustees' Conflict of Interest
- Governance Process Policy 10: Addressing Board Member Violations
- Governance Process Policy 11: Board of Trustees' Committees

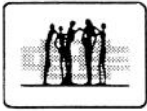
Trustee recommendations for policy amendments as a result of this monitoring are included as a separate report.

Respectfully submitted by:

Joy Bowen-Eyre, Trustee
Chair, Board Evaluation Committee

Sheila Taylor, Trustee
Member, Board Evaluation Committee

Attachment: GP 7, 10 and 11 Monitoring Reports



CALGARY BOARD OF EDUCATION

Board of Trustees' Policy – Governance Process GP- 7: Trustees' Conflict of Interest

Monitoring Method: Self-Assessment
Monitoring Frequency: Annual

Governance Process Policy 7 – Trustees' Conflict of Interest	Compliance	Non Compliance
The Board of Trustees of the Calgary Board of Education and its members believe in ethical, professional and lawful conduct. This includes proper use of authority, and appropriate decorum and conduct. Accordingly, Trustees shall:		
1. represent unconflicted loyalty to the interests of the Calgary Board of Education. This accountability supersedes any conflicting loyalty such as that to advocacy or interest groups and membership on other boards or staffs. It also supersedes the personal interest of any trustee acting as a consumer of the organization's services;	7	
2. avoid conflict of interest with respect to their fiduciary responsibility;	7	
3. declare any pecuniary interests and act in accordance with legislation.	7	

Board Comments:



CALGARY BOARD OF EDUCATION

Board of Trustees' Policy – Governance Process GP- 10: Addressing Board Member Violations

Monitoring Method: Self-Assessment
Monitoring Frequency: Annual

GP-10: Addressing Board Member Violations	Compliance	Non Compliance
The Board of Trustees and each of its members believe in faithful compliance with the provisions of the Board of Trustees' policies. Accordingly:		
1. any allegations of non-compliance against a trustee shall be provided in writing to the Chair or Vice-Chair of the Board of Trustees;	7	
2. a trustee who is alleged to have violated Board of Trustees' policy shall be informed in writing by the Chair and shall be allowed to present his or her views of such alleged breach at a private Board of Trustees' meeting. The complaining party shall be identified;	7	
3. trustees who are found to have violated Board of Trustees' policy may be subject to censure as outlined below and may result in the Board of Trustees instituting the following sanctions:		
(a) if the Board of Trustees so determines at a private meeting of the Board of Trustees, the Board Chair shall write a letter of censure marked "Personal and Confidential" to the trustee in question;	7	
(b) for subsequent occurrence(s), a motion of censure against the trustee in question shall be considered at a public Board of Trustees' meeting;	7	

GP-10: Addressing Board Member Violations Page Two	Compliance	Non Compliance
(c) a motion to remove the trustee in question from one or more appointments may be considered at a public Board of Trustees' meeting.	7	

Board Comments:

- For all GP 10, "Not applicable" – as a member violation did not arise



CALGARY BOARD OF EDUCATION

Board of Trustees' Policy – Governance Process GP- 11: Board of Trustees' Committees

Monitoring Method: Self-Assessment
Monitoring Frequency: Annual

GP-11: Board of Trustees' Committees	Compliance	Non-Compliance
A committee is a Board of Trustees' committee only if its existence and mandate comes from the Board of Trustees. Board of Trustees' committees are not to interfere with the wholeness of the Board of Trustees' job, nor interfere with delegation from the Board of Trustees to the Chief Superintendent. Therefore, Board committees shall be used sparingly.		
1. The Board of Trustees shall establish Board committees and their Terms of Reference. Such committees will be advisory to the Board of Trustees and shall assist the Board of Trustees in its work as governors, representatives and advocates.	7	
2. The Board of Trustees shall appoint members to committees and these members shall serve at the pleasure of the Board.	7	
3. Committee membership shall be reviewed annually at the Organizational Meeting and more frequently if the Board of Trustees so determines.	7	
4. The Board of Trustees shall review annually the Terms of Reference of all committees.	7	
5. Each committee shall be chaired by a person who is appointed by the Board of Trustees. It shall be the responsibility of the Committee Chair to: <ul style="list-style-type: none"> ○ provide written reports to the Board of Trustees; ○ to bring recommendations from the committee to the Board of Trustees; ○ to review annually with committee members GP-11 and the Committee Terms of Reference; ○ to file minutes of committee meetings with the 	7	

<p>Board of Trustees for the corporate record and include at least the following information:</p> <p>(a) date and place of meeting.</p> <p>(b) attendees;</p> <p>(c) record of decisions and who is assigned any actions arising; and</p> <p>(d) date, time and place of next meeting</p>		
<p>6. Attendance at meetings of Board committees shall be limited to Committee members and invited guests, unless otherwise decided by the Board of Trustees.</p>	<p>7</p>	
<p>7. The only Board committees are those listed in Governance Process Policy 11E, Board of Trustees' Committees – Terms of Reference.</p>	<p>7</p>	

Board Comments

- Consider moving point 6 and point 7 to the beginning.
- It is very valuable to have external members of the public serve on our committees.

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

FEBRUARY 15, 2011

TOPIC: Recommendations for Amendment of Governance Policy

Recommendations:

1. THAT the Board of Trustees gives first reading to the amended policy attached as Appendix I, specifically:
 - Governance Process 11 – Board of Trustees’ Committees, as amended in tracked changes.
2. THAT the Board of Trustees gives second reading to the amended policy attached as Appendix I, specifically:
 - Governance Process 11 – Board of Trustees’ Committees, as amended in tracked changes.
3. THAT the Board of Trustees approves that amendments to these policies be given more than two readings at this meeting; and

If Recommendation # 3 is unanimously approved, the Board can proceed to the next Recommendation at this meeting.

4. THAT the Board of Trustees gives third reading and thereby final approval to the policies in Attachment 1, specifically:
 - Governance Process 11 – Board of Trustees’ Committees, as amended in tracked changes.

Background:

The Board of Trustees is committed to self-evaluation through the monitoring of its governance process policies, the policies with which the Board instructs itself and subparts of itself, such as officers of the Board and committees, about its own job. In governance process policies, the Board describes standards of group and individual behaviour to which it agrees to hold itself.

As part of the annual monitoring process of its governance policies, Trustees review the wording of the policies to ensure that the Board’s words continue to reflect the Board’s vision. The attachment for GP-11: Board of Trustees’ Committees contains amendments that have been recommended by Trustees in the process of this review. The amendments do not change the intent of the policy, but group the requirements together in a way that will facilitate monitoring.

Respectfully Submitted,

Joy Bowen-Eyre, Trustee
Chair, Board Evaluation Committee

Sheila Taylor, Trustee
Member, Board Evaluation Committee

Attachment: GP-11 showing proposed amendments in tracked changes



CALGARY BOARD OF EDUCATION

Board of Trustees' Policy – Governance Process GP-11: Board of Trustees' Committees

Monitoring Method: Self-Assessment
Monitoring Frequency: Annual

A committee is a Board of Trustees' committee only if its existence and mandate comes from the Board of Trustees. Board of Trustees' committees are not to interfere with the wholeness of the Board of Trustees' job, nor interfere with delegation from the Board of Trustees to the Chief Superintendent. Therefore, Board committees shall be used sparingly.

1. The Board of Trustees shall establish Board committees and their Terms of Reference. The approved Terms of Reference for all Board of Trustees' Committees shall be listed in Governance Process Policy 11E: Board of Trustees' Committees – Terms of Reference. Such committees will be advisory to the Board of Trustees and shall assist the Board of Trustees in its work as governors, representatives and advocates.
2. The Board of Trustees shall appoint members to committees and these members shall serve at the pleasure of the Board. Attendance at meetings of Board committees shall be limited to Committee members and invited guests, unless otherwise decided by the Board of Trustees.
- ~~2.3~~ Committee membership shall be reviewed annually at the Organizational Meeting and more frequently if the Board of Trustees so determines.
- ~~3.4~~ The Board of Trustees shall review annually the Terms of Reference of all committees.
5. Each committee shall be chaired by a person who is appointed by the Board of Trustees. It shall be the responsibility of the Committee Chair to:
 - ~~(a)~~ provide written reports to the Board of Trustees;
 - ~~(b)~~ to bring recommendations from the committee to the Board of Trustees;
 - ~~(c)~~ – to review annually with committee members GP-11 and the Committee Terms of Reference;
 - ~~(d)~~ to file minutes of committee meetings with the Board of Trustees for the corporate record and include at least the following information:
 - ~~(a)~~ date and place of meeting;
 - ~~(b)~~ attendees;
 - ~~(c)~~ record of decisions and who is assigned any actions arising; and
 - ~~(d)~~ date, time and place of next meeting.
6. ~~Attendance at meetings of Board committees shall be limited to Committee members and invited guests, unless otherwise decided by the Board of Trustees.~~

7. ~~The only Board committees are those listed in Governance Process Policy 11E, Board of Trustees' Committees — Terms of Reference.~~

Adopted: January 19, 2010 February 15, 2011

CALGARY BOARD OF EDUCATION

REGULAR MEETING OF THE BOARD OF TRUSTEES PUBLIC AGENDA

FEBRUARY 15, 2011

TOPIC: APPOINTMENT OF EXTERNAL MEMBERS TO BOARD OF TRUSTEES' TRUSTEE REMUNERATION COMMITTEE

RECOMMENDATION

THAT the Board of Trustees approves the appointment of the following members to the Trustee Remuneration Committee for the 2010-2011 school year

- **Ms. Eryn Kelly (Calgary Association of Parents & School Councils representative) (CAPSC)**
- **Mr. Eric Miller (corporate representative)**
- **Ms. Marina Munro (stakeholder representative)**
- **Ms. Wendelin Fraser (stakeholder representative)**

BACKGROUND

Governance Process Policy GP-11: Board of Trustees' Committees, states the following:

“7. All committee members are appointed to serve on Board of Trustees' committees at the pleasure of the Board. Committee membership shall be reviewed annually at the Organizational Meeting and more frequently if the Board of Trustees so determines.”

In addition to two trustees, the current Terms of Reference for the Trustee Remuneration Committee require the following membership:

- A parent representative from the Calgary Association of Parents and School Councils,
- A representative from the Calgary corporate community, and
- At least one other stakeholder of the Calgary Board of Education.

Board approval of the above appointments would satisfy the requirements for all external representation on the Trustee Remuneration Committee. Ms. Eryn Kelly is currently co-president of CAPSC; Mr. Eric Miller is Senior Vice-President and General Counsel and Secretary of Nexen Inc.; Ms. Marina Munro is Chairperson of David Thompson School Council; and Ms. Wendelin Fraser is Dean, Bissett School of Business, Mount Royal University.

At the Organizational Meeting of the Board, Trustees Lane and Cochrane were appointed as trustee representatives, with Trustee Lane as Chair of the Committee. The trustee representatives have sought other persons that would comply with the requirements of committee membership, and are pleased to recommend the persons listed above as Trustee Remuneration Committee members for the current school year.

Respectfully submitted on behalf of the Trustee Remuneration Committee,

George Lane
Chair, Trustee Remuneration Committee