



REGULAR MEETING OF THE BOARD OF TRUSTEES

PUBLIC AGENDA

TUESDAY, MARCH 15, 2011

5:00 P.M. – 8:00 P.M.

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

Please join us on the Plaza at 4:40 p.m. for a musical presentation by the Division II Choir from Deer Run School

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

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

<u>Attach.</u>	<u>TOPIC</u>	<u>Who</u>	<u>Time</u>
	5.5 Trustee Inquiries		
	6.0 ACTION ITEMS		
P. 6-1	6.1 Consideration of Closure of the Grade 7 to 9 Regular Program at Robert Warren School	F. Coppinger	30 min.
	7.0 MONITORING AND RESULTS		
P. 7-1	7.1 EL-6: Instructional Program – Annual Monitoring	N. Johnson	20 min.
	8.0 POLICY DEVELOPMENT AND REVIEW		
	9.0 CONSENT AGENDA		5 min.
	9.1 Board Consent Agenda		
P. 9-12 P. 9-26 P. 9-31	9.1.1 Approval of Minutes <ul style="list-style-type: none"> • Regular Meeting held February 15, 2011 • Regular Meeting held February 22, 2011 • Regular Meeting held March 1, 2011 <i>(THAT the Board of Trustees approves the Minutes of the Regular Meetings held February 15, February 22 and March 1, 2011, as submitted.)</i>		
P. 9-6	9.1.2 Annual Monitoring of Board-Chief Superintendent Linkages 1-5		
	9.2 Chief Superintendent Consent Agenda		
P. 9-1	9.2.1 Locally Developed Courses <i>(THAT the Board of Trustees approves the locally developed and acquired courses as listed in the report.)</i>		
	10.0 TRUSTEE NOTICES OF MOTION		
	11.0 ADJOURNMENT	Chair	

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

March 15, 2011

To: Board of Trustees

From: Naomi E. Johnson, Chief Superintendent of Schools

Re: **Consideration of Closure of the Grade Seven to Nine Regular Program at Robert Warren 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 and Operational Planning
Jane Rogerson, Director, Area V
Rod Peden, General Counsel and Corporate Secretary
Janice Barkway, Director of Client Services, Legal Affairs

I. RECOMMENDATIONS

It is recommended:

1. THAT the Minutes of the Public Meeting of February 10, 2011, attached to this report as Attachment I, be approved , 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 grade seven to nine regular program at Robert Warren School.

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 grade seven to nine regular program at Robert Warren School. Any such resolution may be considered as of March 4, 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 February 10, 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 respecting the grade seven to nine regular program at Robert Warren School
Attachment IV:	Record of Signs Respecting the Consideration of Closure of the grade seven to nine regular program at Robert Warren School
Attachment V:	Record of Posters Respecting the Consideration of Closure of the grade seven to nine regular program at Robert Warren School
Attachment VI:	Record of Newspaper Advertisement Respecting the Consideration of Closure of the grade seven to nine regular program at Robert Warren School
Attachment VII:	Agenda for the Pubic Meeting Respecting the Consideration of Closure of of the grade seven to nine regular program at Robert Warren School
Attachment VIII:	Letter to His Worship Mayor Nenshi Regarding the Consideration of Closure of the grade seven to nine regular program at Robert Warren School
Attachment IX:	Written Submissions Received after the Public Meeting Respecting the Consideration of Closure of the of the grade seven to nine regular program at Robert Warren School

Attachment I: Minutes of the Public Meeting Respecting the Consideration of Closure of the grade seven to nine regular program at Robert Warren School

Calgary Board of Education

Minutes of the Public Discussion Meeting regarding Consideration of Closure of the Regular Program (Grade Seven to Nine) at Robert Warren School, held in the Robert Warren School Gymnasium, 12424 Elbow Drive SW, Calgary, Alberta on Thursday, February 10, 2011 at 7:00 p.m.

PRESENT

Board of Trustees:

Ms. J. Bowen-Eyre, Trustee – Wards 1 & 2
Ms. P. Cochrane, Trustee – Wards 8 & 9
Ms. P. King, Trustee – Wards 5 & 10
Dr. G. Lane, Trustee – Wards 6 & 7
Ms. S. Taylor, Trustee – Wards 11 & 13

Administration:

Mr. C. Davies, Moderator and Co-Chair of the Public Meeting
Ms. K. Barry, Meeting Co-Chair of the Public Meeting
Ms. P. Fraser, Procedures Chair
Ms. D. Stevenson, Deputy Chief Superintendent of Schools
Ms. J. Rogerson, Director, Area V
Ms. J. Barkway, Assistant Corporate Secretary
Ms. D. Perrier, 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 Grade Seven to Nine Regular Program at Robert Warren School, Thursday, February 10, 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. C. Davies, Director, Community Engagement and Operational Planning (CEOP) called the meeting to order at 7:00 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 of the Calgary Board of Education (CBE) Administration. He also noted the attendance of Mr. R. Haensel, Principal of Robert Warren School, and Mr. G. Tink, Principal of Harold Panabaker School. He also 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 came forward and provided the following comments:

“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 Chair, Pat Cochrane, will be speaking to you shortly to outline their role in the closure consideration process. Before you hear from the Board 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 June and October 2010, to address the opportunities and challenges associated with the possible closure of the grade seven to grade nine regular program at Robert Warren School.

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 grade seven to grade nine regular program at Robert Warren School.

As I’m certain the Board Chair will tell you, the fact that the Board of Trustees is prepared to consider the closure of this program 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.

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

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 called forward Ms. P. Cochrane, Board Chair and Trustee of Wards 8 and 9. Ms. Cochrane presented the following information on behalf of the Board:

“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 grade seven to grade nine regular program at Robert Warren School.

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 this program 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 this program closure consideration on Tuesday, March 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 Regular Program (Grade 7 to 9) at Robert Warren School* 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, March 14, 2011 to submit written follow-up questions and until 9:00 a.m. on Tuesday, March 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 Issue

A key issue for the consideration of closure of the regular program at Robert Warren School is that the enrolment in the regular program at Robert Warren School is low and declining, which makes it difficult to provide effective programming for students and impacts resources for educational purposes. As a result, it will be difficult to sustain a grade seven to nine regular program into the future.

Kindergarten to grade six students residing in the residential district of Canyon Meadows are currently designated to Ethel M. Johnson School. In order to allow these students to continue into junior high with their peer group, a change in the designation from Robert Warren School to Harold Panabaker School is required.

If the closure of the regular program at Robert Warren School is approved, it would complete the original accommodation plan developed by the Scenario Development Team and CBE Administration in 2006-2007, for Kindergarten to grade nine students residing in Canyon Meadows.

The *2006-2007 Student Accommodation Plan* identified a need to provide a sustainable grade seven to nine regular program for the students from the residential district of Canyon Meadows. The proposed closure provides a continuum of learning for students residing in Canyon Meadows.

Schools and Programs

Robert Warren School

On page 3 of the Written Notice, the table provides instructional space and the September 30, 2010 enrolment information for Robert Warren School. The school has instructional space to accommodate 590 students and as of September 30, 2010, had an enrolment of 279 students.

Of the total number of students, 103 students are enrolled in the grade seven to nine regular program and 176 students are enrolled in the grade five to nine Spanish Bilingual program.

Ethel M. Johnson School

The table on page 3 provides the enrolment at Ethel M. Johnson School on September 30, 2010. There are no changes under consideration for Ethel M. Johnson School at this time. Enrolment information is provided to show the number of students from Canyon Meadows who are attending the regular program at Ethel M. Johnson School and will be impacted by the change in designation to Harold Panabaker School, beginning with the current grade six students.

Harold Panabaker School

The table on page 4 provides information related to the instructional space and the September 30, 2010 enrolment at Harold Panabaker School. The school has the capacity to accommodate 615 students and, as of September 30, 2010, had a total enrolment of 320 students.

Of the total number of students, 155 are enrolled in the grade seven to nine French Immersion Program and 165 are enrolled in the grade seven to nine regular program.

SECTION A: IMPLICATIONS FOR AFFECTED ATTENDANCE AREAS

The map on page 5 illustrates the current attendance areas for the regular programs at Robert Warren and Harold Panabaker Schools.

The map on page 6 illustrates the proposed attendance area for Harold Panabaker School, if the regular program at Robert Warren School is closed.

On page 7 of the Written Notice you will find the student designations that will change if the Board of Trustees decides to close the grade seven to nine regular program at Robert Warren School.

Administration recommends that grade seven to nine regular program students from the residential district of Canyon Meadows be designated to Harold Panabaker School, in stages. There are currently no grade six students registered in the regular program at Robert Warren School. There are 12 students currently in grade six at Ethel M. Johnson School from the residential district of Canyon Meadows; these students would be designated to attend Harold Panabaker School for September 2011.

The graph on page 7 provides the projected five-year enrolment at Harold Panabaker School, should the proposed student accommodation plan be implemented.

If the proposed staged closure of the regular program at Robert Warren School is approved, an additional 10 to 15 students per grade from the residential district of Canyon Meadows are anticipated to attend the regular program at Harold Panabaker School starting with grade seven students in September 2011.

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 grade seven to nine regular program at Robert Warren 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, as well as 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 8 both documents are available from any CBE school or can be accessed on the CBE website at www.cbe.ab.ca/aboutus/documents.asp.

INFORMATION SECTION C: IMPLICATIONS WITH RESPECT TO BUSING

Currently there are three grade six students residing in Canyon Meadows that have been identified as eligible for transportation services to Harold Panabaker School. These students will be able to access buses currently transporting French Immersion Program students to the school, thereby resulting in no additional buses. All other grade six students residing in the residential district of Canyon Meadows who attend Ethel M. Johnson School reside in the walk zone.

The *Administrative Regulation 6095-Student Transportation* provides information regarding the administration of transportation services. This is available on the CBE website at <http://www.cbe.ab.ca/policies/policies/AR6095.pdf>.

INFORMATION SECTION D: EDUCATIONAL, PROGRAMMING AND STAFFING IMPACTS

The table on page 9 provides the projected September 2011 enrolment in the regular program at Robert Warren School if the regular program is not closed.

There currently are 103 students in grades seven to nine enrolled in the regular program at Robert Warren School; 23 of these students reside outside the attendance area. A total of 72 grade seven to nine students are projected for September 2011.

If the regular program is not closed, the Calgary Board of Education would continue to offer a regular program at Robert Warren School although the projected enrolment is 15 students or less per grade into the future.

Educational Impact on the Regular Program at Robert Warren School if the Program is Not Closed

Low enrolment makes effective organization for instruction increasingly challenging. This creates constraints when organizing students into classroom groupings for instruction.

As funding is provided on a per student basis and staff is allocated according to the number of students, team planning and the ability to best meet the learning needs and interests of a small number of regular program students is challenging with fewer staff for the regular program.

Educational Impact on the Regular Program at Robert Warren School if the Program is Closed

In the event of the closure of the regular program at Robert Warren School, students would be designated to Harold Panabaker School.

Students currently enrolled in grades seven and eight at Robert Warren School will have the option of completing their division at Robert Warren School provided there are at least 15 students per grade. If fewer than 15 students per grade choose to stay at Robert Warren School, it may not be feasible to offer a regular program at Robert Warren School.

As funding is provided on a per student basis and schools are resourced according to the number of students, students would continue to have access to teachers with expertise in a variety of disciplines and access to staff who could offer a range of extra- and co-curricular activities.

A larger cohort of students in the regular program provides more opportunities for flexibility in organizing for learning, grouping of students, and for the development of robust staff professional learning communities.

Staffing Impact

Resources are allocated to schools based on a per school base allocation, student enrolment and student profile.

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Should the regular grade seven to nine program at Robert Warren School close, resource allocation levels would be adjusted at Harold Panabaker School to reflect the projected student enrolment and profile for 2011-2012 and the resource allocation would follow the students. Further adjustments would be made should there be any discrepancy between the projected student enrolment/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, additional staffing decisions may take place in the fall of each school year based on September 30 actual student enrolments. Teachers would be transferred as per the teacher transfer process, in accordance with the CBE's current staffing processes.

Support staff in schools identified for transfer/layoff will be 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.

INFORMATION SECTION E: FINANCIAL AND CAPITAL IMPLICATIONS

The financial and operational impacts are not key factors in the consideration of closure of the regular program at Robert Warren School.

Both physical and human resources are allocated according to student enrolment and/or profile and would follow the students to their designated schools.

The operational impact is negligible as the Robert Warren School facility will continue to accommodate a Spanish Bilingual program.

Capital Impacts

There are no known capital impacts associated with the proposed program closure.

INFORMATION SECTION F: FUTURE FACILITY PLANS

Robert Warren School would continue to offer a Spanish Bilingual program.

RESPONSES TO PREVIOUSLY SUBMITTED OR ANTICIPATED QUESTIONS

Mr. Davies indicated that the following questions were either received before this public consultation meeting or were anticipated by Administration.

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

Question: What are the long term enrolment projections for the Spanish Bilingual program at Robert Warren School?

Response: The long term enrolment projections for the Spanish Bilingual program indicate that enrolment growth is anticipated and that Robert Warren School will operate near capacity into the future. Mr. Davies demonstrated this with the assistance of a chart that showed projected enrolment at Robert Warren School, Spanish Bilingual program for 2011-2017.

Question: How will the additional students from Robert Warren School impact class sizes at Harold Panabaker School?

Response: The closure in and of itself does not affect class sizes. Principals are allocated funds based on their student enrolment and profile. It is the responsibility of the school principal, in consultation with their staff, to assign resources in order to best meet the learning needs of the students in the school within the guidelines provided. As Harold Panabaker grows in population, it will provide greater flexibility in organizing for learning which may provide opportunities to reduce class size in certain classes.

Question: How viable and what quality would the English program be with small classes at Robert Warren School (i.e. if numbers drop to the minimum level of 15 students per grade)?

Response: Students completing their division at Robert Warren School will continue to have access to a quality English program as the students in the Spanish Bilingual program receive 50% of their instruction in English. Staff and resources will continue to be available.

Question: If I choose to send my grade 8 son in the regular program at Robert Warren to Harold Panabaker School, what transportation services will be provided to him if we live outside of the walk-zone for Harold Panabaker School?

Response: Students who live within the transportation service area for Harold Panabaker School will be eligible for subsidized transportation to the school and would have to pay the Board of Trustees approved Transportation fees.

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 Regular Program (grade seven to nine) at Robert Warren School, 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. J. Cobb, parent of two children, noted their family had previously experienced the transition process in relation to Canyon Meadows School, which they felt to be a difficult process and resulted in their children attending Woodlands School instead of their community school. She stated her daughter who is currently in grade seven at Robert Warren School will have to endure another transition process. Ms. Cobb said that her family bought their home in the residential district of Canyon Meadows specifically for the close proximity of the three schools in the area. She expressed concern that the CBE is unable accommodate students within the community. She asked what is being done to attract English speaking students to Robert Warren School. She also questioned the fairness of having to pay for bus fees to transport children to a school outside of the community, when they live within walking distance of their community school.

Mr. Davies stated that the work down through the Scenario Development Team with stakeholders in the Canyon Meadows residential community looked at continuity of program for both English and Spanish Bilingual students. There was a desire of the residents to be able to provide an alternative program around Spanish Bilingual and there has been tremendous growth in this program. The continuum of the English program is at Ethel M. Johnson School, with the continuation to Harold Panabaker School. With respect to the proposed attendance area for the regular program at Harold Panabaker School, students who live outside of the walk zone may be eligible for subsidized transportation service.

Ms. Cobb asked why the option is not made available throughout the school district to provide both a regular program and an alternative program in existing schools, with the registration of students to each program being split in half. She expressed frustration that second language programs are squeezing out regular English program students.

Ms. Cobb shared her concern that the lights at Anderson Road are not long enough to allow the safe crossing to the north side of the intersection.

Mr. Davies addressed the question of allowing one half of the students to enroll in the regular program and the other half to enroll in the alternative program. He explained that the overall plan for each particular area is reviewed to ensure that programs are viable, and that parental choice of programming plays a role in the outcome. Administration is simply trying to provide choices for the citizens of Calgary.

Mr. T. Hagan questioned when the process and discussions started in regard to this particular closure consideration. He stated that he is a new homeowner in the community of Canyon Meadows and he has seen no mention on our website about this potential school closure. He shared his belief that the CBE's projections are based on guess work. He also felt that parents in the community are being forced to send their children to the Catholic school in order to allow them to attend a regular program within their community. Mr. Hagan stated that the bus fees to Harold Panabaker are unaffordable and he did not wish for his children to have to walk the distance.

Mr. Davies provided clarification of the dates of events that occurred, leading up to this public meeting. He pointed out that the work that took place as part of the Administrative process was posted on our webpage under *Community Engagement and Operational Planning* and the initial stakeholder meeting with parents occurred on October 26, 2010 at Robert Warren School.

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

Mr. D. Cronin asked that the CBE's methodology used in forecasting enrolments be shared.

Mr. Davies explained that a team of planners with background and expertise in planning do all the enrolment and system projections across our system. An extensive review is made of The City of Calgary census information, including birth rates and pre-kindergarten numbers; parental choice in various communities to also determine the percentage of parents that are opting for alternative programs; market share is reviewed; feeder schools and whether they are bus receivers and to what communities; housing statistics and anticipated growth of communities.

Mr. Cronin asked that a detailed breakdown of how the numbers were arrived at be published. He noted that it would be interesting to also see how pre-kindergarten children have made a choice to the existing Spanish Bilingual program.

Mr. Davies stated that responses to the questions will be provided on our webpage.

Ms. F. Olive, parent, shared that she moved to the community for her children so that they could walk to any one of the existing three schools in the community. She stated that times are tough, financially, and having to bus her children to school will not help matters. Ms. Olive said that the cost of a day home will be an added expense to her if Robert Warren School is closed.

Mr. Davies shared that the costs associated with child care can be a very large concern for some parents. He noted that school councils do try to work with parents in regards to finding opportunities and solutions to before and after school care, as do private care givers.

Ms. S. Crann-Adair shared comments, noting she has lived in the community for 12 years. She noted that she was involved in the Canyon Meadows School regular program closure a few years ago. She felt that there was a lack of transparency then and that there is a lack of transparency today. Ms. Crann-Adair expressed the belief that the CBE has not made it easy for parents to provide feedback on these important matters, and that the information provided by the CBE should be given in layman's terms. She agreed with a comment made earlier in the meeting that the intersection at Anderson Road and Elbow Drive is unsafe and she did not believe it would be appropriate to have 12-year olds cross that intersection. She questioned where taxpayer dollars are going, if not to pay for busing of students to schools.

Mr. O. Fech shared his belief that schools need to remain open to serve the children in their communities, and so that children could walk to school. He shared that he is a father and a grandfather and that the voices of the taxpayers must be listened to. He asked that no more public schools be closed, noting that the same story is heard in every community, to leave the schools alone.

Mr. Davies clarified that the issue at hand is not a matter of closure of Robert Warren School.

Ms. J. Cobb shared her opinion that the school system needs to focus on basic education and if certain parents want an alternate language, sports or arts focus, then that should be their responsibility alone and on their own time. She expressed the belief that she and other parents of

the regular program are paying for the special interests of others, by way of paying bus fees for their children to attend a regular program.

Mr. T. Hagan stated that his home is two blocks within the potential bus zone and his children will be expected to walk that much further to a newly designated school, which he noted as frustrating because they have a school right across the street from their home.

Mr. T. Braden, father of grade seven student at Robert Warren School, commented on the last notice that was sent to parents, sharing his belief that the intent of the closure was not clearly evident, whereas the information at this public meeting clearly states the intent is to close the program in stages. He questioned, with respect to the stated limit of at least 15 students within each grade to continue the regular program, if the attendance drops below that number would the program be phased out or would students immediately be redesignated? He shared his belief that it does not make sense to redesignate students if they have one remaining year in their division.

Mr. Davies responded that the comments regarding language and clarity would be taken into consideration. He stated that the hope would be that the current grade seven and eight students currently at Robert Warren will continue through to grade eight and nine. As indicated in the *Written Notice*, there are approximately 30 students per grade moving forward. Should there be some anomalies that occur, we will do our best to see those students through to the end of grade nine.

Ms. F. Olive asked if the school was to offer strictly the Spanish Bilingual program, with 50% of the instruction taught in English, how would children who have never had Spanish language instruction transition into the program at the entry level?

Mr. Davies stated that students enter the second language immersion programs at the kindergarten or grade one level and we would not be looking at entry points at the grade five or grade six level if the student had no background with the language.

Mr. D. Cronin asked how many closure consideration meetings the Board has had where the suggestion was made that the school or program could be closed but no decision had been made at that time; and how many times in those instances had the school or program actually been closed?

Mr. Davies noted that this is the second phase of the regulatory process and that no decision has been made yet. He stated that he did not have at hand the statistics regarding the number of public meetings that have been held over a period of time. Over the past two years there have been Administrative recommendations that have been put before the Board of Trustees and which they did not follow through with. Mr. Davies suggested that a review could be made of the last two years in relation to the statistics, and that information could be posted on our website.

Mr. T. Hagan made a comment about switching the scenario for this student accommodation plan, to have the Spanish Bilingual program at Harold Panabaker School and bus the regular program students from there to Robert Warren School.

Mr. Calvies noted that through the process there was an opportunity for that scenario to be considered, through the work of the stakeholder groups and the Scenario Development Team. The plan moved forward and it began at the elementary level. Canyon Meadows School offers a Spanish Bilingual program and Ethel M. Johnson offers a regular program, and with the significantly large enrolment coming through the Spanish Bilingual program it was decided by Administration that Robert Warren School had the capacity to accommodate the Spanish Bilingual students. Additionally, Harold Panabaker offers a French Immersion program along with a regular program, which is another opportunity for the regular program students.

Ms. J. Cobb stated that the community lost their English Kindergarten program and she shared the belief that they would also lose their English junior high school program. She noted her understanding that Dr. E.P. Scarlett High School is the designated Spanish Academy, and it also offers a French language program and an English language program. Ms. Cobb stated that Dr. E.P. Scarlett High School is filled to overflowing and she questioned how it is expected to accommodate the Spanish program.

Mr. Davies concurred with the designation comments, noting that students from Robert Warren School are designated to Dr. E.P. Scarlett High School. He stated that a good number of the students who attend Dr. E.P. Scarlett come from this residential district; that the base of this particular residential area has made the choice for the Spanish Bilingual program, and the CBE is mindful of the need to accommodate the choices that parents make for their children.

Mr. O. Fech commented that the Board needs to be fair with the taxpayers and he suggested that anytime the Board of Trustees anticipates closing a school or program they should take a vote of the community. He expressed the belief that this is a more common sense way - to have the ruling of the majority taxpayers.

Mr. D. Cronin expressed a concern that if Robert Warren School offers a Spanish Bilingual program alone, that Dr. E.P. Scarlett could become a strictly Spanish Bilingual program school. He noted that he moved into the community for his children to attend the three schools that are currently situated in the district.

Mr. T. Hagan questioned the time frame in regards to Dr. E.P. Scarlett High School offering the Spanish Bilingual program to Robert Warren students.

Mr. Davies stated that the CBE is not looking at Dr. E.P. Scarlett High School to offer the Spanish Bilingual program alone, but it will offer the Spanish Bilingual program to Robert Warren students in the fall of 2011.

Ms. J. Cobb asked what the current feeder schools are for Robert Warren School and for Dr. E.P. Scarlett High School. She shared her belief that enrolment in the Spanish program at Dr. E.P. Scarlett High School would not be large enough to fill the 1500 student capacity of the school.

Mr. Davies noted that the information would be gathered with respect to the feeder schools to Dr. E.P. Scarlett High School and all of its programs; this information will be posted on the website. In regards to Robert Warren School, the feeder is Ethel M. Johnson School and Canyon Meadows School.

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

Mr. T. Braden shared that this is the first time he has heard about Dr. E.P. Scarlett High School offering a Spanish Bilingual program to Robert Warren students. He questioned whether Dr. E.P. Scarlett High School would be phasing out the English program.

Mr. Davies responded that there is no indication of phasing out the English program at Dr. E.P. Scarlett High School; that it will stay intact into the foreseeable future. He noted that the issue of it offering the Spanish Bilingual program to Robert Warren students was part of the Development Team's work and it was communicated at Robert Warren School. It is important to look at the continuum for students taking this alternative program.

Ms. J. Rogerson provided information about the future of Dr. E.P. Scarlett High School, noting the Spanish Bilingual program was offered this year for the first time to the grade nine students at Robert Warren School. She stated that Dr. E.P. Scarlett High School has a very healthy student population in its English program as well as in its French Immersion program. There is also a very strong Advanced Placement program and a Special Education program at Dr. E.P. Scarlett High School. In terms of the concern for a possible impact that the Spanish Bilingual program might have on the school, she noted that the students take two Spanish courses during the year; it is not the same as an immersion program, which is much more intensive.

Ms. S. Crann-Adair asked a question about where the additional responses to questions would be posted.

Mr. Davies explained that the questions and responses from this meeting would be posted on the CBE website, under the "Parent" section, and under "Community Engagement".

Ms. Crann-Adair asked if there could be any simpler way to access the information, as she currently finds it to be a frustrating task. She noted there is a community newsletter that the information could be posted to. She also requested that the information be very clear and concise in its intent.

Mr. Davies shared that the expressed concerns and comments would be taken under advisement.

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 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>.

Written submissions and questions should be sent to:

The Office of the Board of Trustees
Re: The Grade Seven to Nine Regular Program at Robert Warren School
Education Centre
515 Macleod Trail SE
Calgary, Alberta T2G 2L9

Or email to:
<mailto:BoardofTrustees@cbe.ab.ca>

Follow up questions must be received on or before 12 noon on Monday, March 14, 2011; written submissions must be received by 9:00 a.m. on Tuesday, March 15, 2011.

Mr. Davies noted that it is anticipated that the Board meeting to discuss and make a decision regarding the consideration of closure of the Regular Program (grade seven to nine) at Robert Warren School would be on or about Tuesday, March 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 8:38 p.m.

Note to Reader:

The Minutes of the Public Discussion Meeting regarding Consideration of Closure of the Regular Program (grade seven to nine) at Robert Warren School, held in the school gymnasium at 12424 Elbow Drive SW, Calgary, Alberta on Tuesday, February 10, 2011 at 7:00 p.m. include the major points of discussion - they are not a verbatim transcript of the meeting.

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

Attachment II: Relevant Excerpts Respecting the Consideration of Closure of the grade seven to nine regular program at Robert Warren 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><i>THAT the Board of Trustees is satisfied that there is cause to proceed with a consideration of the closure of the grade seven to nine regular program at Robert Warren School, effective June 30, 2011, in accordance with the Closure of Schools Regulation and the Board of Trustees' Governance Process Policy 5E:</i></p>

Attachment II: Relevant Excerpts Respecting the Consideration of Closure of the grade seven to nine regular program at Robert Warren School

Relevant Excerpts from GP-5E: Board of Trustees' Procedure – Consideration of School Closure:	Action:
	<i>Board of Trustees' Procedure – Consideration of School Closure, sections 4 to 7.</i>
<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>(e) program implications for other schools and for the students when they are attending other schools;</p> <p>(f) the educational and financial impact of closing the school, including the effect on operational costs and capital implications;</p> <p>(g) the educational and financial impact if the school were to remain open;</p>	<p>January 26, 2011 – A <i>Written Notice to Parents/Guardians</i> (with enclosures) was provided to the parents/guardians of students currently enrolled at Robert Warren School (<i>Attachment III: Written Notice Respecting the Consideration of Closure of the grade seven to nine regular program at Robert Warren 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 February 10, 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 Area V was on or before 12 noon Tuesday, February 8, 2011. One submission was received by the Director of Area V, and one submission was received on the online feedback website YourVoice.</p>

Attachment II: Relevant Excerpts Respecting the Consideration of Closure of the grade seven to nine regular program at Robert Warren School

Relevant Excerpts from GP-5E: Board of Trustees' Procedure – Consideration of School Closure:	Action:
(h) the time and location of the public meeting referred to in section 5(1)(a);	
<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 grade seven to nine regular program at Robert Warren School that the school 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>
<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> <ul style="list-style-type: none"> (a) shall organize and convene a public meeting for the purpose of discussing the information provided to the parents under section 4, 	<p>February 10, 2011 - A public meeting was held at Robert Warren School to discuss the program closure under consideration. (<i>Attachment VIII: Agenda for the Pubic Meeting Respecting the consideration of closure of the grade seven to nine regular program at Robert Warren School</i>).</p> <p>At the public meeting, three questions were raised which were not responded to. The responses were posted on the web site following the meeting. This additional information is attached as Attachment X.</p>

Attachment II: Relevant Excerpts Respecting the Consideration of Closure of the grade seven to nine regular program at Robert Warren School

Relevant Excerpts from GP-5E: Board of Trustees' Procedure – Consideration of School Closure:	Action:
	<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, March 14, 2011 and written submissions by 9:00 a.m. on Tuesday, March 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 grade seven to nine regular program at Robert Warren School and inviting the Council to provide a statement to the Board of Trustees of the impact the closure may have on the community.</p> <p><i>(Attachment VIII: Letter to his Worship Mayor Nenshi regarding the consideration of closure of the grade seven to nine regular program at Robert Warren School)</i></p>
<p>5 (2) The date and place of the public meeting referred to in subsection (1)(a) shall be</p> <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>The information required was posted 14 clear days before the public meeting in the required number of locations, as follows:</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 26, 2011 the consideration of closure of the grade seven to nine regular program at Robert Warren School.</p> <p>Locations included:</p> <ul style="list-style-type: none"> • Robert Warren School- 12424 Elbow Dr. S.W. • Calgaryarea.com S.W. bulletin board • Fish Creek Public Library- 11161 Bonaventure Drive SE • Canada Safeway South Centre- 11011 Bonaventure Dr. S.E. • Starbucks- Willow Park Village- 102 10816

Attachment II: Relevant Excerpts Respecting the Consideration of Closure of the grade seven to nine regular program at Robert Warren School

Relevant Excerpts from GP-5E: Board of Trustees' Procedure – Consideration of School Closure:	Action:
	<p>MacLeod Trail S.E.</p> <ul style="list-style-type: none"> • Let's Play -Canyon Meadows- 146-13226 MacLeod Trail S.E. • Cross Fit- Fish Creek- 1109-380 Canyon Meadows Drive S.E. • PAWS Pet Food- 903 Heritage Dr. S.W. • ANA Cruismusic-907 Heritage Dr. S.W. • Southwood Public Library- 924 Southland Dr. S.W. • Canyon Meadows Pool- 89 Candia Rd. S.W. • Husky Service Stn. 1071 Canyon Meadows Dr. S.W. • A Italian Pizzeria- Bay 2 1110 Canterbury Dr. S.W. <p><i>(Attachment V: Record of Posters for Robert Warren School)</i></p> <p><u>Road signs</u></p> <ul style="list-style-type: none"> • Five signs were installed by January 26, 2011, and remained until the public meeting on February 10, 2011. The signs for Robert Warren School were confirmed at the following locations: <ul style="list-style-type: none"> ○ Harold Panabaker School – Sabrina Rd. and Sackville Dr. ○ Dr. E.P. Scarlett School- Canterbury Dr. ○ Robert Warren School- Canterbury Court and Elbow Dr. ○ Canyon Meadows Elementary School- Canterbury Dr. ○ North side of Canyon Meadows Dr. between Elbow drive and Canterbury Dr. <p><i>(Attachment IV: Record of Signs Respecting the consideration of closure of the regular program at Robert Warren School)</i></p>

Attachment II: Relevant Excerpts Respecting the Consideration of Closure of the grade seven to nine regular program at Robert Warren School

Relevant Excerpts from GP-5E: Board of Trustees' Procedure – Consideration of School Closure:	Action:
	<p><u>Public Service Announcement</u></p> <ul style="list-style-type: none"> ○ Released on January 4, 2011 <p><u>Web site</u></p> <p>On January 10, 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 V page ▪ CBE main home page <p>As of January 28, 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 <p>On January 10, 2011</p> <ul style="list-style-type: none"> • 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

Attachment II: Relevant Excerpts Respecting the Consideration of Closure of the grade seven to nine regular program at Robert Warren School

Relevant Excerpts from GP-5E: Board of Trustees' Procedure – Consideration of School Closure:	Action:
	<p>Wednesday, February 2, 2011 and Saturday, February 5, 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 VI: Record of Newspaper Ads re Robert Warren 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>Five Trustees were in attendance at the February 10, 2011 public meeting.</p>
<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 Public Meeting re Robert Warren 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 of the grade seven to nine regular program at Robert Warren School on or about March 15, 2011.</p> <p>As of March 4, 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, March 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>

Attachment II: Relevant Excerpts Respecting the Consideration of Closure of the grade seven to nine regular program at Robert Warren School

Relevant Excerpts from GP-5E: Board of Trustees' Procedure – Consideration of School Closure:	Action:
	<p>Tuesday, March 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 each submission. For privacy reasons they are not attached to this report. (Attachment IX: <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, no submissions were 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 grade seven to nine regular program at Robert Warren School 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 grade seven to nine Regular Program at Robert Warren School



Calgary Board of Education

Building a Collaborative Learning Community

OFFICE OF THE BOARD OF TRUSTEES

Education Centre Building

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

January 26, 2011

**WRITTEN NOTICE REGARDING
CONSIDERATION OF CLOSURE OF THE
REGULAR PROGRAM (Grade 7 to 9)
AT ROBERT WARREN 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 grade seven to nine regular program at Robert Warren School, effective June 30, 2011. The student accommodation plan would allow current students in the regular program at Robert Warren School to complete their division at Robert Warren School contingent upon maintaining a minimum enrolment of 15 students per grade. This consideration of closure does not impact the grade five to nine Spanish Bilingual program at Robert Warren School. Motion to consider closure does not mean that closure 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 public meeting is scheduled in the Robert Warren School gymnasium on **Thursday, February 10, 2011, at 7 p.m.** to discuss the regular program closure under consideration¹. The public meeting will provide those in attendance with an opportunity to participate in a discussion related to 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.

A key issue for the consideration of closure of the regular program at Robert Warren School is that the enrolment in this program is low and declining. As a result, it will be difficult to sustain a grade seven to nine regular program into the future. Kindergarten to grade six students residing in the residential district of Canyon Meadows are currently designated to Ethel M. Johnson School. In order to allow these students to continue into junior high with their peer

Written Notice Regarding Consideration of Closure of the Grade 7 to 9 Regular Program at Robert Warren School
Page 1 of 16

"To Ensure Individual Student Development Through Effective Education"

Attachment III : Written Notice Respecting the Consideration of Closure of the grade seven to nine Regular Program at Robert Warren School

group, a change in the designation from Robert Warren School to Harold Panabaker School is required.

Low enrolment in the regular program makes it difficult to provide effective programming for students and impacts resources for educational purposes. To address the sustainability of a grade seven to grade nine regular program for the residential district of Canyon Meadows, CBE administration has developed a student accommodation proposal to more effectively use space and resources. The student accommodation proposal recommends closure of the regular program at Robert Warren School and the designation of all grade seven to grade nine regular program students residing in the residential district of Canyon Meadows to Harold Panabaker School.

BACKGROUND

If the closure of the regular program at Robert Warren School is approved, it would complete the original accommodation plan developed by the Scenario Development Team and CBE administration in 2006-2007, for Kindergarten to grade nine students residing in Canyon Meadows. The 2006-2007 Student Accommodation Plan identified a need to provide a sustainable grade seven to nine regular program for the students from the residential district of Canyon Meadows. The proposed closure provides a continuum of learning for students residing in Canyon Meadows. This would allow regular program students to continue into a junior high setting with their peers from Ethel M. Johnson School.

Schools and Programs

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

Ethel M. Johnson School

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

Attachment III : Written Notice Respecting the Consideration of Closure of the grade seven to nine Regular Program at Robert Warren School

Ethel M. Johnson School

Instructional Space Available = 500 (20 classrooms)

Enrolment as at September 30, 2010

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

Robert Warren School

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

Robert Warren School

Instructional Space Available = 590 (22 classrooms and 2 CTS spaces)

Enrolment as at September 30, 2010

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

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

Total Enrolment

279

Attachment III : Written Notice Respecting the Consideration of Closure of the grade seven to nine Regular Program at Robert Warren School

Harold Panabaker School

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

Harold Panabaker School

Instructional Space Available = 615 (23 classrooms and 2 CTS spaces)

Enrolment as at September 30, 2010

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

French Immersion	GR7	GR8	GR9	Total
	49	61	45	155

Total Enrolment	320
------------------------	------------

INFORMATION²

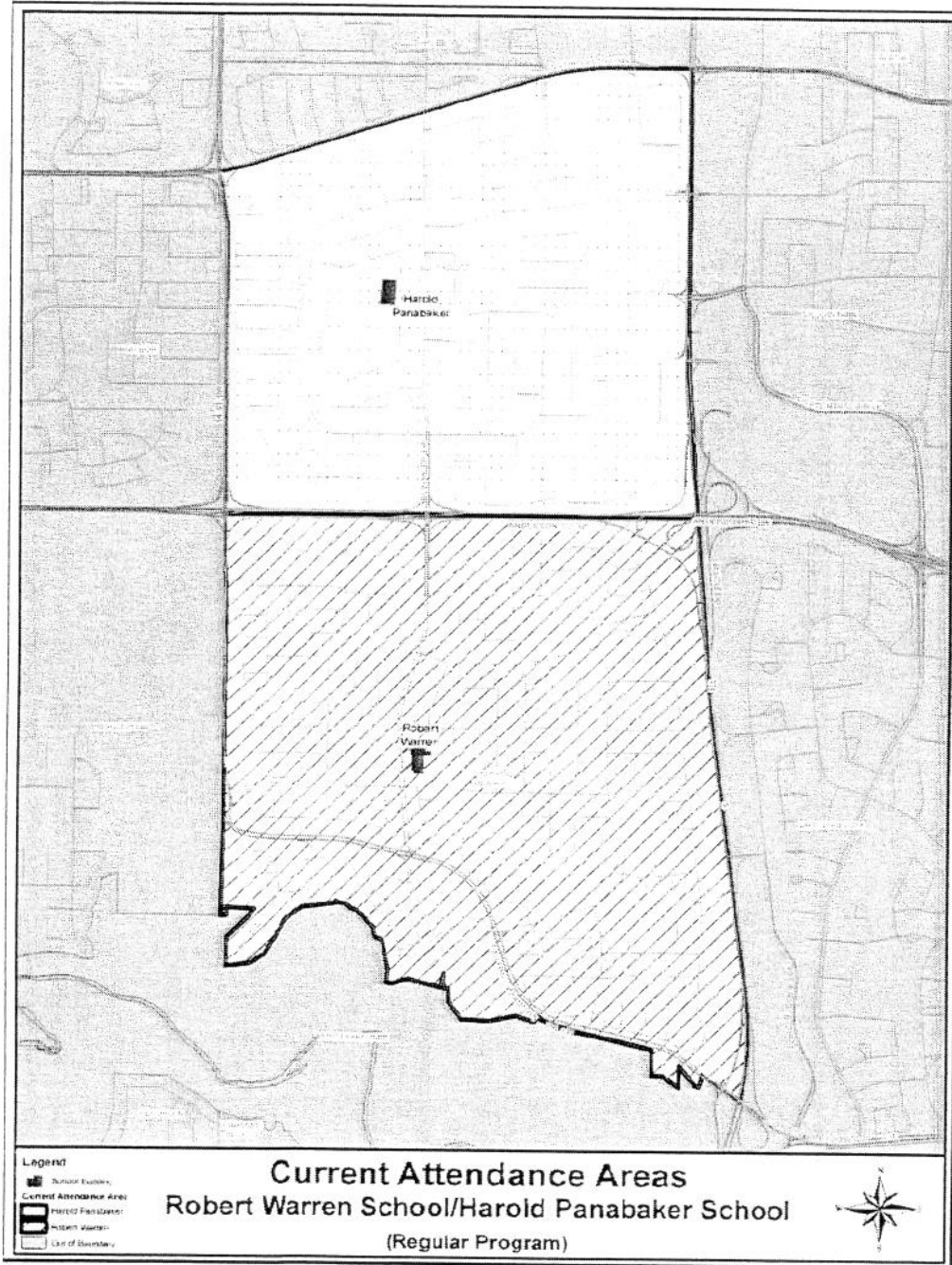
Section A: Implications For Affected Attendance Areas³

i) A Decision to Close This Program Would Affect Attendance Areas⁴

The map on the following page illustrates the current attendance areas for the regular programs at Robert Warren and Harold Panabaker Schools.

Attachment III : Written Notice Respecting the Consideration of Closure of the grade seven to nine Regular Program at Robert Warren School

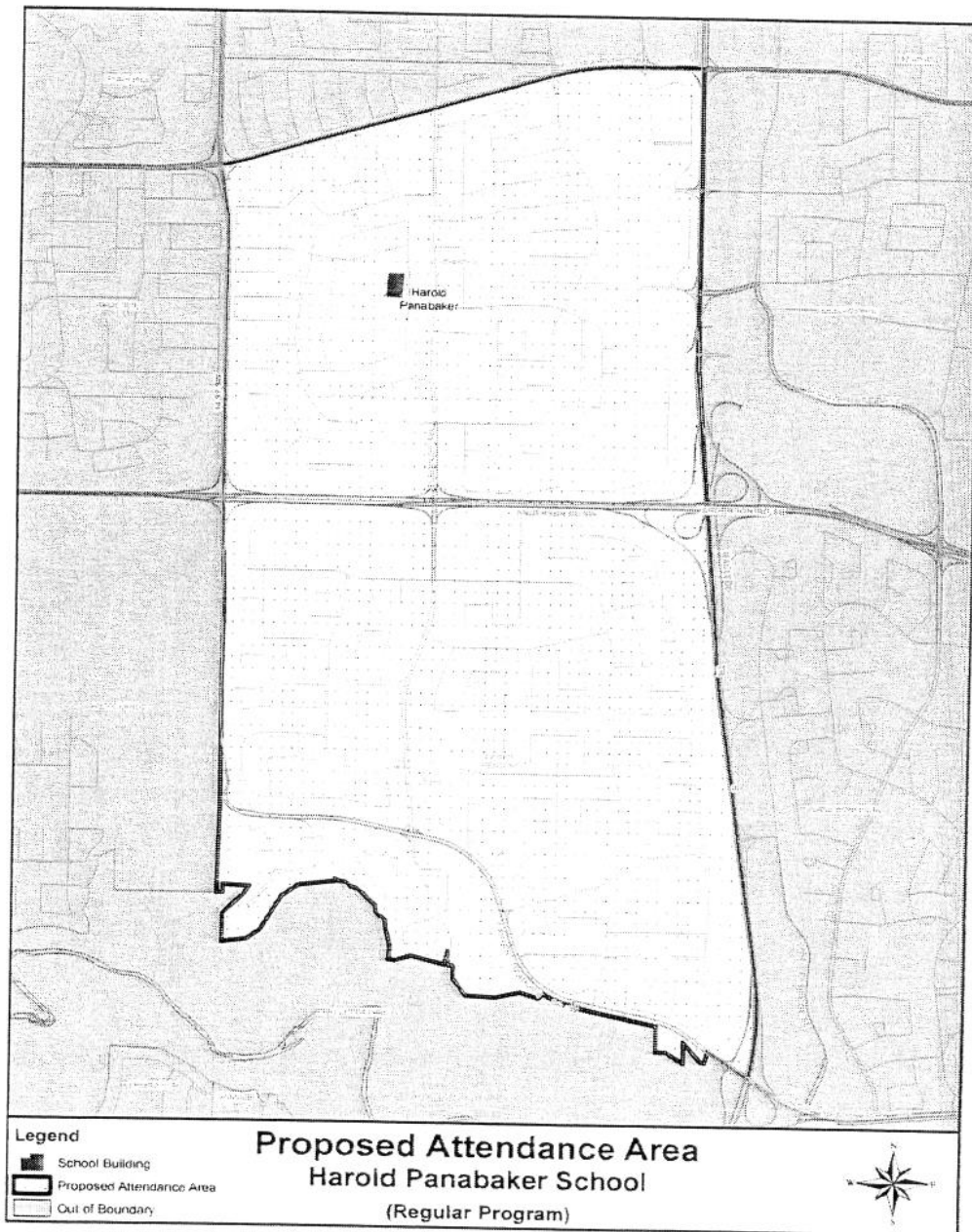
Current Attendance Areas for the Regular Programs at Robert Warren School and Harold Panabaker School



Attachment III : Written Notice Respecting the Consideration of Closure of the grade seven to nine Regular Program at Robert Warren School

The map below illustrates the proposed attendance area which would take effect if the regular program at Robert Warren School is closed.

**Proposed Attendance Area for the Regular Program at
Harold Panabaker School**



Attachment III : Written Notice Respecting the Consideration of Closure of the grade seven to nine Regular Program at Robert Warren 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 grade seven to nine regular program at Robert Warren School, it is recommended that grade seven to nine regular program students from the residential district of Canyon Meadows be designated to Harold Panabaker School, in stages, as follows:

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

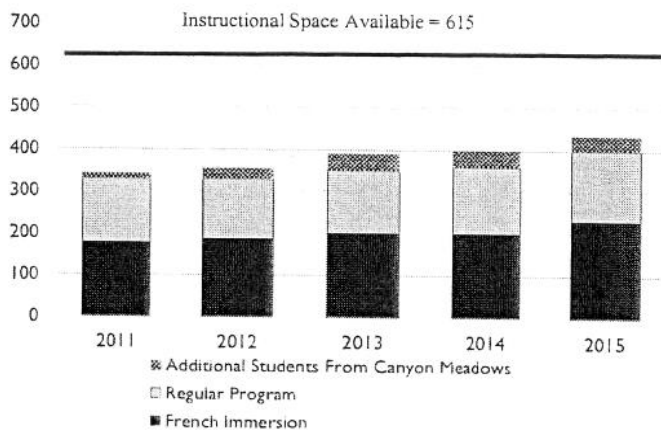
iii) A Decision to Close This Program Would Affect Attendance at Other Schools

Attendance at Harold Panabaker School

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

Harold Panabaker School

Instructional Space Available = 615
(23 teaching spaces and 2 CTS spaces)



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

Attachment III : Written Notice Respecting the Consideration of Closure of the grade seven to nine Regular Program at Robert Warren 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 regular program at Robert Warren 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 the long range future project 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

There are only three grade six students residing in Canyon Meadows that have been identified as eligible for transportation services to Harold Panabaker School. These students will be able to access buses currently transporting French Immersion Program students to the school, thereby resulting in no additional buses. All other grade six students residing in the residential district of Canyon Meadows who attend Ethel M. Johnson School reside in the walk zone.

All students from the residential district of Canyon Meadows, who will be completing their division at Robert Warren School, reside within the walk zone for the school; no impact to busing costs is anticipated.

When the attendance area for a school changes, the walk zone and Transportation Service Area may be re-evaluated based on a number of factors such as: distance, safety, community boundaries and environmental factors.

The *Administrative Regulation 6095-Student Transportation* provides information regarding the administration of transportation services. It is available on the CBE website and can be found at <http://www.cbe.ab.ca/policies/policies/AR6095.pdf>.

See *Appendix 1 – Transportation Information 2010-2011* for a summary of transportation eligibility criteria, fees and parent/guardian responsibilities relating to student transportation.

See *Appendix 2 – Walk Zone Map for Harold Panabaker School*

Section D: Educational, Programming and Staffing Impacts

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

There are currently 103 students in grades seven to nine enrolled in the regular program at Robert Warren School; 23 of these students reside outside the attendance area. If the regular program is not closed, the Calgary Board of Education would continue to offer a regular program

Attachment III : Written Notice Respecting the Consideration of Closure of the grade seven to nine Regular Program at Robert Warren School

at Robert Warren School and the projected enrolment is 15 students or less per grade. The following table provides the projected enrolment in the regular program at Robert Warren School if the regular program were to remain open.

ROBERT WARREN SCHOOL

Instructional Space Available = 590 (22 classrooms and 2 CTS spaces)

Projected Enrolment (2011-2015) - Regular Program Only

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

Low enrolment makes effective organization for instruction challenging. This creates constraints when organizing students into classroom groupings for instruction. As funding is provided on a per student basis and staff is allocated according to the number of students, the ability to best meet the learning needs and interests of a small number of regular program students is challenging with fewer staff for the regular program.

ii) The Educational Impact Associated With Closure of This Program

In the event of the closure of the regular program at Robert Warren School, students would be designated to Harold Panabaker School. As funding is provided on a per student basis and schools are resourced according to the number of students, students would continue to have access to teachers with expertise in a variety of disciplines and access to staff who could offer a range of extra- and co-curricular activities.

Students currently enrolled in grades seven and eight at Robert Warren School would have the option of completing their division at Robert Warren School provided there are at least 15 students per grade. If fewer than 15 students per grade choose to stay at Robert Warren School, all students would be accommodated at Harold Panabaker School.

iii) The Staffing Impact

Resources are allocated to schools based on a per school base allocation, student enrolment and student profile. Should the regular grade seven to nine program at Robert Warren School close, resource allocation levels would be adjusted at Harold Panabaker School to reflect the projected student enrolment and profile for 2011-2012. 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.

Attachment III : Written Notice Respecting the Consideration of Closure of the grade seven to nine Regular Program at Robert Warren School

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 30 actual enrolments. Teachers would be transferred as per the teacher transfer process, in accordance with the CBE's current staffing processes.

Support staff in schools identified for transfer/layoff will be 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.

Section E: Financial and Capital Implications

i) General Financial and Operational Impacts

The financial and operational impacts are not key factors in the consideration of closure of the regular program at Robert Warren School. Both physical and human resources are allocated according to student enrolment and/or profile and would follow the students to their designated schools. The operational impact is negligible as the Robert Warren School facility will continue to accommodate a Spanish Bilingual program.

ii) Capital Impacts

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

Section F: Future Facility Plans

Robert Warren School would continue to offer a Spanish Bilingual program.

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 regular program at Robert Warren School may be submitted in writing on the attached form, prior to **12:00 noon on Tuesday, February 8, 2011.**

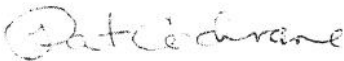
Attention: Jane Rogerson, Director, Area V
Calgary Board of Education
c/o Haysboro Centre
1123 - 87 Avenue S.W.
Calgary, Alberta T2V 0W2
Fax: 403-777-8789
OR
E-mail directly to yourvoice@cbe.ab.ca

Attachment III : Written Notice Respecting the Consideration of Closure of the grade seven to nine Regular Program at Robert Warren School

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.

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 regular program at Robert Warren 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: Transportation Information 2010-2011
- Appendix 2: Walk Zone Map for Harold Panabaker School
- Appendix 3: Form For Return: – Question Submission Form

**Attachment III : Written Notice Respecting the Consideration of Closure of the grade
seven to nine Regular Program at Robert Warren School**

Endnotes

¹Pursuant 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 regular program students registered at Robert Warren School and is available on the CBE web site.

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 is prepared by the Department of Community Engagement and Operational Planning.

⁴ The municipal boundaries associated with the **current attendance area** for the regular program at **Robert Warren School** are as follows:

ROBERT WARREN SCHOOL 12424 Elbow Drive S.W.Calgary, AB T2W 1H2
North Anderson RD SW
East Macleod TR
South Fish Creek Park
West 14 ST SW

⁴The municipal boundaries associated with the **current attendance area** for the regular program at **Harold Panabaker School** are as follows:

HAROLD PANABAKER SCHOOL 23 Sackville Dr. S.W.Calgary, AB T2W 0W3
North Southland DR
East Macleod TR
South Anderson RD SW
West 14 ST SW

⁴The municipal boundaries associated with the **proposed modified attendance area for the regular program at Harold Panabaker School** area as follows:

HAROLD PANABAKER SCHOOL 23 Sackville Dr. S.W.Calgary, AB T2W 0W3
North Southland DR SW
East Macleod TR
South Fish Creek Park
West 14 ST SW

Attachment III : Written Notice Respecting the Consideration of Closure of the grade seven to nine Regular Program at Robert Warren School

**Appendix 1:
Transportation Information 2010-2011**

Administrative Regulation 6095 – Student Transportation, section 5, states:

5 (1) The parent or guardian of a student or the independent student receiving subsidized transportation must provide for the supervision and transportation of the student to and from the bus stop on the bus route for eligible students.

5 (2) If a student does not receive subsidized transportation, the parent/guardian of the student or the independent student must provide for the supervision and transportation of the student to and from school.

Eligibility for Subsidized Transportation

The Calgary Board of Education will provide subsidized transportation in accordance with AR6095 for students who attend their attendance area school or directed school and who live within the transportation service area. The transportation service area means the designated zone within an attendance area in which the Calgary Board of Education provides subsidized transportation.

All students receiving charter bus service will be required to pay any applicable transportation fee. Parents of eligible students experiencing financial difficulties may apply for a waiver of the transportation fee(s). This application is available at your child's school or on the CBE website at: www.cbe.ab.ca/parents/forms.asp

ELIGIBLE RIDERS (within Transportation Service Area)

	Grades K-6	Grades 7-9	Grades 10-12
Type of Transportation	Charter Bus (Southland or First Student)	Charter Bus (Southland or First Student) OR Calgary Transit (CT) (only for specific schools listed on the CBE website)	Calgary Transit (CT)
	Special Needs students may be transported by charter bus, taxi or handi-bus and are required to pay the transportation fee and complete the Special Needs Transportation Charter form.		
Transportation Fee	\$200.00/student Maximum \$400.00/family for charter transportation	\$200.00/student Maximum \$400.00/family for charter transportation OR Cost of CT pass less rebate	Cost of Calgary Transit (CT) pass less rebate
CT Bus Pass (unrestricted) Purchased by student/parent at local vendor		Rebate of \$34.25/month for Calgary Transit pass if charter bus service is not provided	Rebate of \$18.50/month for Calgary Transit pass
Bus Stop Administrative Regulation 6095 11(5) states: Kindergarten, elementary students and junior high school students enrolled in an alternative program, other than a bilingual or immersion program, may be required to travel farther than 800 meters or 1600 meters from their home or daycare centre, as outlined in sections 11(3) and 11(4) to a congregated school bus stop.	Approximately 800 m or more from home "Transportation Change Request Form" can be completed only if there are no stops within approximately 800 meters of the student's home address (see CBE website for details)	Approximately 1600 m or more from home "Transportation Change Request Form" can be completed only if there are no stops within approximately 1600 meters of the student's home address (see CBE website for details)	
Bus Routes	Available from the school 3 working days prior to the start of classes		Available by mid-August at schools and online at www.calgarytransit.com
CBE Bus Pass	Students will be issued a bus pass, which is sent to the student's school for distribution. If a student loses a bus pass: School will issue a temporary pass \$2.00 fee for replacement pass (to Transportation Services through the school)		

Attachment III : Written Notice Respecting the Consideration of Closure of the grade seven to nine Regular Program at Robert Warren School

CONDITIONAL RIDERS

Students who are not attending their attendance area school or who are not within the transportation service area may be able to access existing service if there is a suitable stop on the existing bus route. Fees will not be waived for Conditional Riders.

Criteria for Conditional Riders:

- Must access an existing stop
- Must be room on the bus
- Must pay the transportation fee
- No additional bus routes will be implemented to accommodate conditional riders
- Must wait for written approval from Transportation Services before starting to ride the bus

Note: Approval may take until mid-October so alternative arrangements must be in place prior to approval or in the event that approval cannot be granted.

Conditional Riders (not within Transportation Service Area)

	Grades K-6	Grades 7-9	Grades 10-12
Type of Transportation	Charter Bus (Southland or First Student)	Charter Bus (Southland or First Student) OR Calgary Transit (CT) (only for specific schools listed on the CBE website)	Calgary Transit (CT)
Transportation Fee	\$200.00/student No family maximum	\$200.00/student No family maximum OR Cost of CT pass (\$54.25 per month)	Cost of Calgary Transit (CT) pass
Bus Stop	Must access an existing bus stop. No stop changes will be considered.	Must access an existing bus stop. No stop changes will be considered.	
CT Bus Pass (unrestricted) Purchased by student/parent at local vendor		No rebate on CT pass	No rebate on CT pass
Bus Routes	Available from the school 3 working days prior to the start of classes		Available by mid-August at schools and online at www.calgarytransit.com
CBE Bus Pass	Students will be issued a bus pass, which is sent to the student's school for distribution. If a student loses a bus pass: School will issue a temporary pass \$2.00 fee for replacement pass (to Transportation Services through the school)		

Transportation Fee VS Lunchroom Fee

<i>STUDENT PAYS FOR LUNCHROOM</i>	<i>STUDENT <u>DOES NOT</u> PAY FOR LUNCHROOM</i>
Student does not live within Transportation Service Area for their designated school and stays for lunch → student pays for lunchroom	Student lives within the Transportation Service Area for their designated school and rides charter bus → student pays for bus; but not for lunchroom
Student does not live within the Transportation Service Area for their designated school but rides the charter bus as a conditional rider and stays for lunch → student pays for bus and lunchroom	Student lives within the Transportation Service Area for their designated school, but parent drives the student to school → student does not pay for bus or lunchroom

Appendix 2:
Walk Zone Map for Harold Panabaker School



Attachment III : Written Notice Respecting the Consideration of Closure of the grade seven to nine Regular Program at Robert Warren School

**Appendix 3:
Question Submission Form**



Calgary Board of Education

Questions regarding the Board of Trustees' consideration of closure of the regular program at Robert Warren School may be submitted in writing prior to 12:00 noon on Tuesday, February 8, 2011 to:

*Jane Rogerson, Director, Area V
Calgary Board of Education
c/o Haysboro Centre
1123 - 87 Avenue S.W.
Calgary, Alberta T2V 0W2
Fax: 403-777-8789*

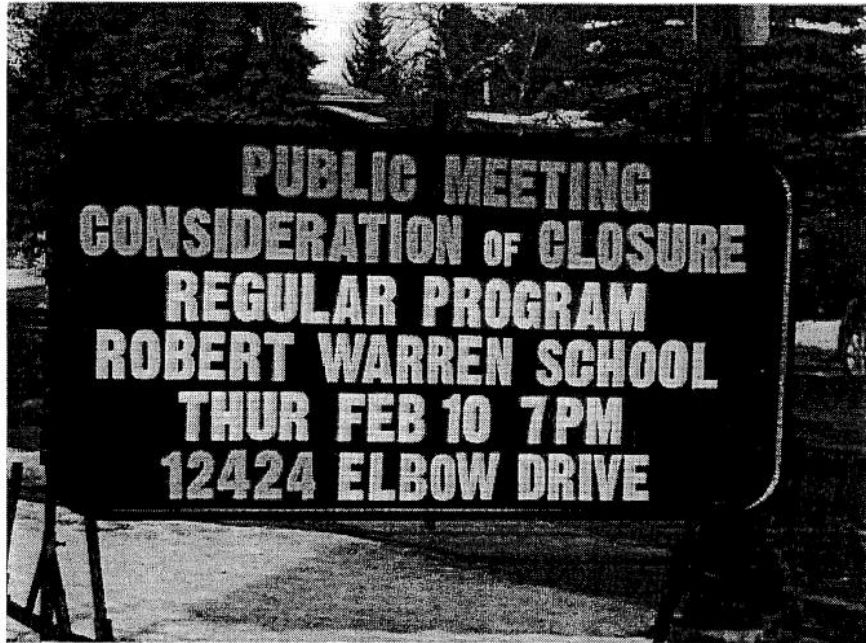
The public meeting is scheduled for Thursday, February 10, 2011 at Robert Warren School gymnasium at 7 p.m. (12424 Elbow Drive S.W. Calgary, AB T2W 1H2). It is not possible to respond individually to questions or inquiries prior to the public meeting. At the public meeting, having reviewed questions 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:

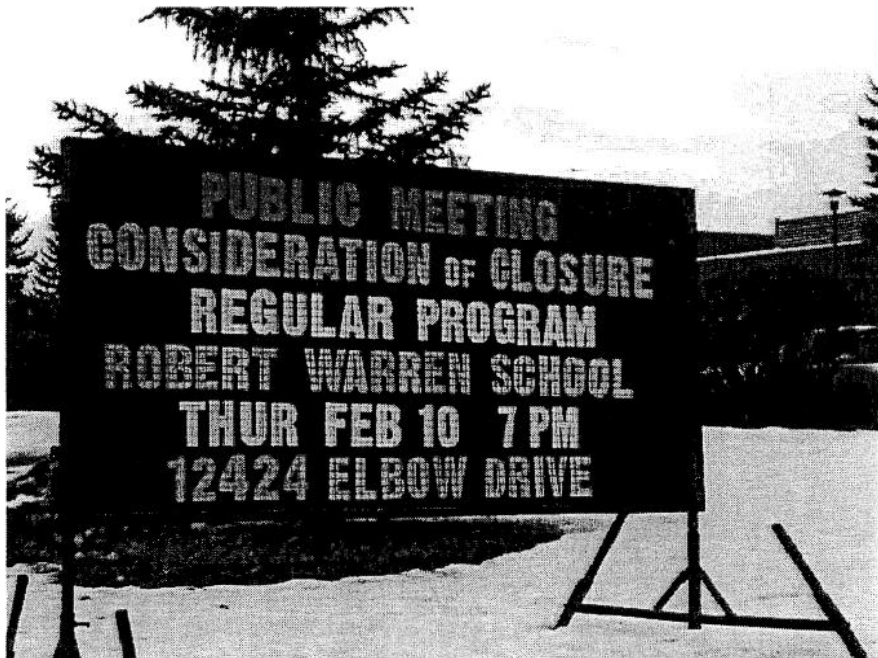
Phone:

Attachment IV: Record of Signs Respecting the Consideration of Closure of the Regular Program at Robert Warren School

Grade 7 to 9 Regular Program @ Robert Warren School – 5 Bold Signs



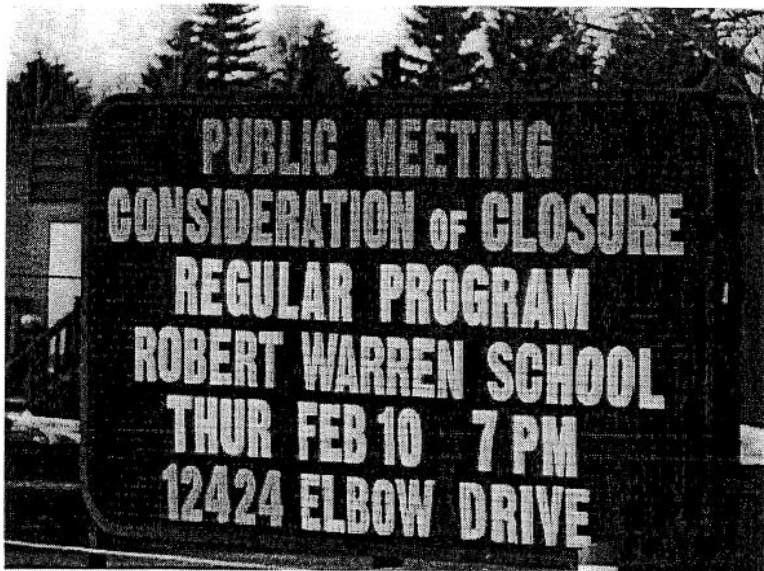
Harold Panabaker School site – Sabrina Road & Sackville Drive S.W.



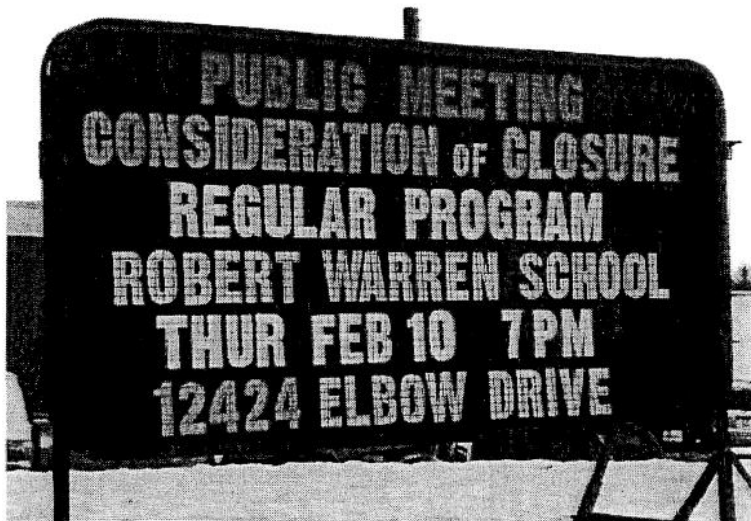
Dr. E. P. Scarlett School site – Canterbury Drive S.W.

Attachment IV: Record of Signs Respecting the Consideration of Closure of the Regular Program at Robert Warren School

Grade 7 to 9 Regular Program @ Robert Warren School – 5 Bold Signs



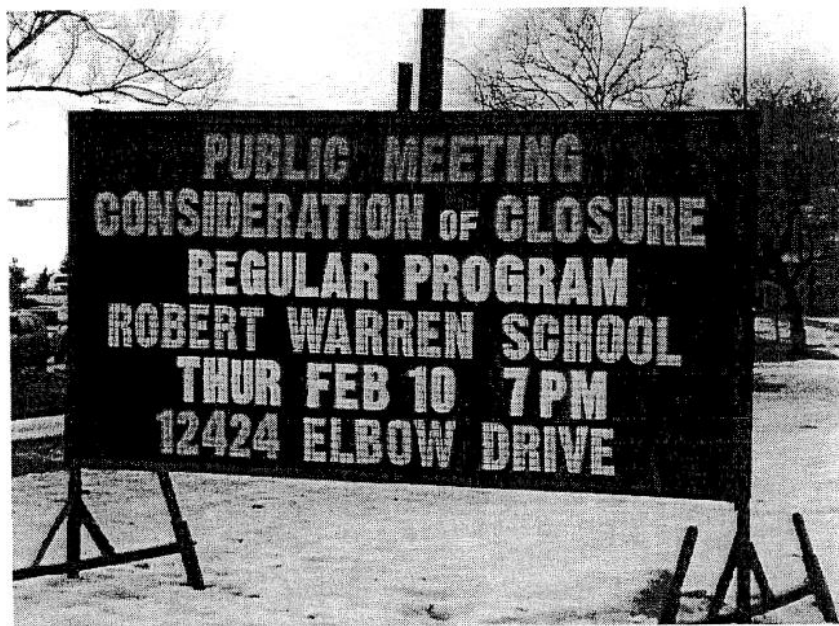
Robert Warren School site – Canterbury Court & Elbow Drive S.W.



Canyon Meadows School site – Canterbury Drive S.W.

Attachment IV: Record of Signs Respecting the Consideration of Closure of the Regular Program at Robert Warren School

Grade 7 to 9 Regular Program @ Robert Warren School – 5 Bold Signs



North side of Canyon Meadows Drive between Canterbury Drive & Elbow Drive S.W.

Confirmation of Road Sign Postings and Text

Robert Warren School

PUBLIC MEETING
CONSIDERATION OF CLOSURE
REGULAR PROGRAM @ ROBERT WARREN SCHOOL
THURSDAY FEB 10 7:00PM
ROBERT WARREN SCHOOL GYMNASIUM
12424 ELBOW DRIVE SW

Location	Date	Time	Initial
Robert Warren School Site: Canterbury Court @ Elbow Drive	Jan 26/11	3:07 PM	JME
North side of Canyon Meadows Dr. between Elbow Drive & Canterbury Drive	Jan 26/11	3:36 PM	JME
Dr. E. P. Scarlett School Site: Canterbury Drive	Jan 26/11	2:55 PM	JME
Canyon Meadows Elementary School Site: Canterbury Drive	Jan 26/11	3:14 PM	JME
Harold Panabaker School Site: Sabrina Road and Sackville Drive	Jan 26/11	2:48 PM	JME

Susan
McPherson

Attachment VI: Record of Newspaper Advertisements Respecting the Consideration of Closure of the grade seven to nine Regular Program at Robert Warren School

Confirmation of Newspaper Ads

Consideration of Closure of Robert Warren School

Location	Date	Page	Initial
Calgary Herald	Feb 2/11	B2	CA
Calgary Sun	Feb 2/11	21	CB
Calgary Herald	Feb 5/11	B2	CB
Calgary Sun	Feb 5/11	8	CD


CANDACE
DEFEITAS

Calgary Herald

Feb 2/11

B2

Attachment VI: Record of Newspaper Advertisements Respecting the Consideration of Closure of the grade seven to nine Regular Program at Robert Warren School

**PUBLIC MEETING NOTICE**
Program Closure Consideration

Consideration of Closure of the Regular Program at Robert Warren School

The Board of Trustees of the Calgary Board of Education (CBE) passed a motion at the January 4, 2011 regular board meeting to consider the closure of the grade seven to nine regular program at Robert Warren School, effective June 30, 2011.

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


Thursday, February 10, 2011 7:00 p.m. Robert Warren School – Gymnasium
12424 Elbow Drive S.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 Sun

Feb 2/11

p. 21

**PUBLIC MEETING NOTICE**
Program Closure Consideration

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Calgary Herald

Feb 5/11

B2

Attachment VI: Record of Newspaper Advertisements Respecting the Consideration of Closure of the grade seven to nine Regular Program at Robert Warren School



PUBLIC MEETING NOTICE
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Calgary Sun

Feb 5/11

p. 8



PUBLIC MEETING NOTICE
Program Closure Consideration

Consideration of Closure of the Regular Program at Robert Warren School

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Board of Trustees Calgary Board of Education Public Meeting

Discussion Respecting Consideration of Closure of the Grade 7 to 9 Regular Program at Robert Warren School

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

AGENDA

1. Welcome, Introductions and Meeting Outline *Calvin Davies, Meeting Chair*
 2. Opening Remarks *Naomi E. Johnson, Chief Superintendent of Schools*
 3. Purpose of the Meeting & Role of the Board of Trustees *Pat Cochrane, Board 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)

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 grade seven to nine regular program at Robert Warren School, effective June 30, 2011. 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 Regular Program (Grade 7 to 9) at Robert Warren School.

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:

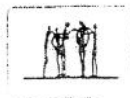
Office of the Board of Trustees, Re: Gr. 7 to 9 Regular Program @ Robert Warren School
Education Centre, 515 Macleod Trail SE, Calgary, Alberta, T2G 2L9

Or email to BoardofTrustees@cbe.ab.ca

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

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

**Attachment VIII : Letter to His Worship Mayor Nenshi Respecting the Consideration
of Closure of the Regular Program at Robert Warren 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 VIII : Letter to His Worship Mayor Nenshi Respecting the Consideration
of Closure of the Regular Program at Robert Warren 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 IX: Written Submissions Received After the Public Meeting Respecting the Consideration of
Closure the grade seven to nine Regular Program at Robert Warren School**

**Written Submissions Received after the Public Meeting
for the Consideration of Closure the grade seven to nine Regular Program at Robert
Warren School**

**(NOTE: Submissions are provided to each Trustee in their original format, for privacy
reasons they are not included as a part of the public document.)**

Response to Questions
Robert Warren Public Meeting
February 10, 2011

1. Question: What is the methodology behind the enrolment projection data?

Enrolment Projections

Enrolment projections guide the Calgary Board of Education decision making process with respect to transportation, student accommodation, facility maintenance and capital planning. A wide range of factors impact enrolment projections and these factors must be constantly monitored to ensure our data is accurate, current and relevant. Determining trends and identifying areas of growth/decline not only requires precision and expertise but ensures that we are well-equipped to serve the needs of our students, parents, and communities. We take our data collection and analysis process very seriously, and hope the information provided here will help clarify the depth and detail involved in producing CBE's enrolment projections.

I. What is an enrolment projection and why is it used?

It all begins with a competent demographic study of the City of Calgary so that the Calgary Board of Education can ensure we are accommodating our students and using our facilities in the best way possible. Enrolment projections not only demonstrate how we use our current schools, but it helps us determine the need for a new school facility or the need for a school or program closure.

The CBE creates outstanding learning opportunities for its students because we have a sophisticated understanding of Calgary's population and the ways in which this data impacts our school communities. Our expert accommodation planners examine current trends of growth and attrition, and evaluate the composition of new and established communities on a yearly basis – who lives there; how many residents support public education; what is the average family size in each community; if housing development in a community has the capacity to accommodate families with multiple children; how quickly is the community growing/declining; and numerous other variables. With this type of data, the CBE can assess the educational needs of communities efficiently and accurately.

Enrolment projections also enable the CBE to make sound economic decisions. Using your taxpayers dollars in a respectful, trustful and responsible manner is a critical component in our service to the public.

II. What steps are undertaken to provide accurate enrolment projections or to provide a competent demographic study?

Historical Enrolment Data:

10 years of grade-by-grade enrolment data is collected for each school. Although 10 years is minimal, 15 years or more of historical data is analyzed when more complicated forecasting is required.

City of Calgary Census Data:

To determine future Kindergarten and grade 1 classes, accurate birth data is necessary. Census data is collected in April of each year and updated on an annual basis. 5 years of historical birth data is collected for the system as well as each elementary school attendance area, as per table below:

YEAR OF BIRTH							
April	2009	2008	2007	2006	2005	2004	2003
2010	33	37	51	40	51	41	
2009		33	56	44	46	40	37
2008			64	46	50	41	49
2007				49	46	41	48

Birth data is currently available for future Kindergarten students eligible to attend school in September 2011, September 2012, September 2013 and September 2014. For communities that are growing quickly, birth data is adjusted to reflect current growth trends.

Population and Housing Construction:

The City of Calgary provides the following on an annual basis which is used in the enrolment projection process:

- population by community
- population comparisons
- type of housing by community
- inventory of the residential land supply by sector in the suburban areas of Calgary
- current development activity around the city, sector and community
- forecast of housing and residential land supply

The number of children likely to come into a community is estimated using housing and population statistics. The estimates are obtained according to grade configurations to help forecast the impact on elementary, middle, junior high and senior high schools.

Age of the Community:

Established communities experiencing an increase in enrolment are typically communities undergoing a period of recycling in which older members of the community, affectionately known as empty-nesters, sell their homes to young families with children. The community's age cycle is determined by studying census data which contains information on the number of people in age categories for a given community. If the community's population of those 55 and older is growing, the community is highly likely to begin soon to recycle with younger families containing children. Enrolments are monitored on an on-going basis to identify trends in all of Calgary's communities.

III. How is all of this data analyzed in coming up with enrolment projections?

There are numerous enrolment projection methods, for example, cohort survival ratio, modified regression technique, dwelling unit multiplier technique and population ratio technique. The projection data presented at the Robert Warren meeting on February 10, 2011 used the cohort survival ratio. This method assumes that the rate of progression from one grade to the next in the future will be consistent with rates of progression in previous years. This method is currently used to prepare enrolment projections for the system and by school.

2. Question: What are the feeder schools for Robert Warren School and Dr. E.P. Scarlett School?

Robert Warren School

Regular Program: Ethel M. Johnson School (students residing in Canyon Meadows only). Regular program students from Silverado and Southwood are designated to Harold Panabaker School.

Spanish Bilingual Program: Canyon Meadows School

Dr. E. P. Scarlett High School

Regular Program:

- Nickle School*
- Robert Warren School
- Woodman School *
- Harold Panabaker School

*Note: not all students from these schools are designated to Dr. E.P. Scarlett for the regular program. A list of designated schools by community is available on the CBE website at <http://www.cbe.ab.ca/schools/community.asp>

French Immersion:

- Fairview School
- Harold Panabaker School

Spanish Bilingual – Effective September 2012

- Robert Warren School

3. How many schools and programs have been closed? How many program closures and school closures have not been approved?

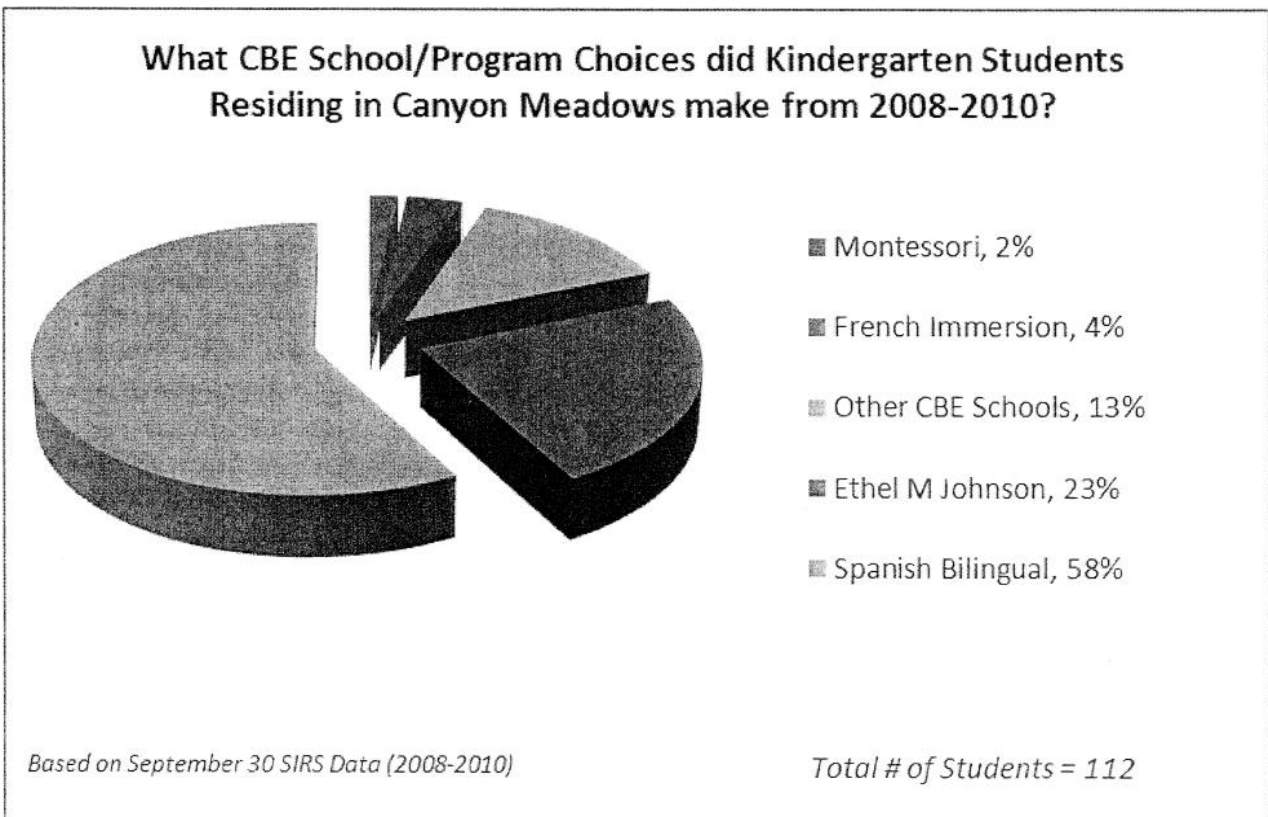
The Department of Community Engagement and Operational Planning (CEOP) was established in August of 2006. Since its inception, 11 schools and 20 programs have been closed. In this time, only one school closure was not approved by the Board of Trustees.

**Answer to Question
Robert Warren Public Meeting
February 10, 2010**

What data does the department of Community Engagement and Operational Planning have to show that parents of pre-kindergarten children in Canyon Meadows are choosing to enter the Spanish Bilingual Program?

Over the past 3 years, 83% of pre-school children residing in Canyon Meadows who are eligible to attend kindergarten (based on City of Calgary census data) have registered with the Calgary Board of Education. The Calgary Board of Education offers many program choices and alternatives for Kindergarten students. The chart below provides a summary of the program choices made by Kindergarten students residing in Canyon Meadows for September 2008, September 2009 and September 2010. As can be seen in the chart, 58% of pre-kindergarten students residing in the Canyon Meadows residential district over the 3 year time period chose to attend the Spanish Bilingual program at Canyon Meadows School. The total number of kindergarten students residing in Canyon Meadows and registering with the CBE over the three year time period is 112 and the total number registered each year is as follows:

- 40 students in 2008
- 32 students in 2009
- 40 students in 2010



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

March 15, 2011

To: Board of Trustees

From: Naomi E. Johnson, Chief Superintendent of Schools

Re: **Annual Monitoring Report for Executive Limitation 6: Instructional Program**

Originator: Cathy Faber, Superintendent, Learning Innovation
Deborah Lewis, Superintendent, Learning Support

Resource Persons: Wayne Braun, Director, Corporate Financial Services
Calvin Davies, Director, Facilities and Environmental Services
Elizabeth Gouthro, Director, Learning Support
Kathryn Kelm, Administrative Analyst, Office of the Chief Superintendent
Sheila McLeod, Director, Global Learning Services
Ronna Mosher, Director, Office of the Chief Superintendent
Brant Parker, Director, Learning Innovation
Sydney Smith, Director, Learning Support
Doug Swift, System Principal, SIRS, Learning Innovation

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 6: Instructional Program. 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 6: Instructional Program

Executive Limitation 6: Instructional Program states:

The Chief Superintendent shall not fail to ensure that the district's instructional program achieves the Board's Ends policies for individual student learning.

Accordingly, the Chief Superintendent shall not fail to:

1. ensure that instruction is oriented to exceed the expectations of Alberta Education for student learning outcomes;
2. effectively measure each student's progress toward achieving or exceeding those expectations;
3. ensure that the instructional program includes opportunities for students to develop talents and interests in more specialized areas;
4. ensure that the instructional program addresses the different learning styles and needs of students of various backgrounds and abilities;
5. encourage innovative programs, carefully monitoring and evaluating the effectiveness of all such programs and share the results with the Board of Trustees;
6. inform the Board of Trustees of all new alternative program proposals that have been submitted for evaluation and all alternative programs that are being considered;
7. ensure that all instructional programs are resourced equitably;
8. ensure that all instructional programs, including both content and practice, are regularly evaluated, using both internal and external perspectives, and are modified as necessary to assure their continuing effectiveness;
9. assure that the instructional time provided for students during the academic day is uninterrupted by unnecessary intrusions, unnecessary teacher time out of the classroom, or the scheduling of activities that can be scheduled during other times;
10. assure that no program emphasizes a particular religion, notwithstanding the School Act definition of alternative programs;
11. assure equitable access to programs;
12. ensure that full-day Kindergarten programs are established for at-risk students;
13. offer opportunities for all students to become bilingual in Canada's two official languages by offering French Immersion programs as an opportunity to learn French;
14. adopt district calendars for the school year that best meet the instructional needs of students in order to achieve the Board of Trustees' Ends policies.

III. REASONABLE INTERPRETATION

In interpreting Executive Limitation 6: Instructional Program 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 Executive Limitation 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. Where there is need for interpretation at the policy provision level or where the policy provision is not clearly measurable, the Chief Superintendent provides an interpretation.

In addition, the demonstration of compliance with these detailed policy provisions addresses the higher policy completely.

Policy Provision 1

Ensure that instruction is oriented to exceed the expectations of Alberta Education for student learning outcomes.

Chief Superintendent Interpretation: Providing an instructional program oriented to exceed Alberta Education requirements requires developing a clear and widely understood view of what high-quality teaching and learning looks like and implementing coherent system supports to improve student learning.

Therefore, it is necessary to find the following.

Measure 1.1

100% of teachers and instructional leaders were provided with opportunities to participate in professional development in support of the personalization of student learning.

Rationale

Personalizing student learning is the strategic teaching and learning focus being undertaken in the Calgary Board of Education. Professional development for teachers and instructional leaders is essential in guiding and directing the instructional program through this district strategy. Instructional leaders referred to in this measure include learning leaders, vice-principals, assistant principals, principals, senior leaders, and learning specialists, consultants, and strategists.

Result

100%, and this measure was achieved.

Measure 1.2

100% of teachers, school learning leaders and AISI learning leaders were provided with opportunities to participate in professional learning communities to direct instructional strategies to impact student learning.

Rationale

Professional learning communities serve as a system-wide strategy to support and create the conditions for rigorous, relevant and responsive instruction. This system strategy supports practices of personalized instruction and a cycle of continuous improvement to intentionally impact each student's learning.

Result

100%, and this measure was achieved.

Measure 1.3

100% of schools included student achievement in the excellence range within their school development planning processes.

Rationale

Active consideration of student achievement in the excellence range within the school development planning process is a means by which school principals and staff plan for and respond to achievement that exceeds Alberta Education expectations.

Result

100%, and this measure was achieved.

The six new schools that opened in the fall of 2010 were not included in this measure as they did not yet have student achievement information to include within their school development plans. In addition AADAC, Christine Meikle School, Discovering Choices, Dr. Gordon Townsend School, Emily Follensbee School, West View Secondary School, William Roper Hull School, Wood's Homes, and Young Adult Program were not included in this measure due to the specialized nature of their programs.

Measure 1.4

100% of schools accessed system level instructional support services on behalf of student learning.

Rationale

Support provided to schools by AISI learning leaders and the strategists, consultants, and specialists of Learning Innovation and Learning Support contribute additional expertise, experience, and resources in support of the instructional program and the enhancement of student learning.

Result

100%, and this measure was achieved.

Policy Provision 2

Effectively measure each student's progress toward achieving or exceeding those expectations.

Chief Superintendent Interpretation: Effective assessment is comprised of a combination of formative processes and summative measures that inform teaching and learning practices and communicate student learning in relation to established learning outcomes.

Therefore, it is necessary to find the following.

Measure 2.1

100% of schools with Kindergarten programs issued student report cards at least twice per year.

Rationale

Student report cards communicate to parents, students, future teachers, administrators, and educational institutions significant aspects of student achievement in relation to their Alberta Education student learning outcomes. Through at least two written report cards, schools provide reliable and scheduled communication about student achievement and educational needs in relation to the Alberta Kindergarten Program Statement.

Result

100%, and this measure was achieved.

Dr. Gordon Townsend School and Emily Follensbee School were not included in this measure due to the specialized nature of their programs.

Measure 2.2

100% of schools with students in Grades 1 to 12 issued student report cards at least three times per year.

Rationale

Student report cards communicate to parents, students, future teachers, administrators, and educational institutions significant aspects of student achievement in relation to their Alberta Education student learning outcomes. Through at least three written report cards, schools provide reliable and scheduled communication about student achievement and educational needs in relation to the Alberta Program of Studies and authorized Locally Developed Courses.

Result

100%, and this measure was achieved.

AADAC, Christine Meikle School, Discovering Choices, Dr. Gordon Townsend School, Emily Follensbee School, West View Secondary School, William Roper Hull School, and Young Adult Program were not included in this measure due to the specialized nature of their programs.

Measure 2.3

95% of students in Grades 1 to 9 participating in a graded program of studies received Grade Level Achievement information on their end of year report cards.

Rationale

Grade Level Achievement (GLA) reporting provides valuable information for parents, students, schools, school jurisdictions and Alberta Education about the achievement of students in Grades 1 to 9 who are studying the Alberta Program of

Studies in English Language Arts, French Language Arts (Immersion) and Mathematics. GLA information is provided on end of year report cards for students in Grades 1 to 9 as a broad summative indicator of student achievement gathered from a full range of classroom work and assessments throughout the school year. GLA reporting indicates a student's achievement to be *at*, *above*, or *below* the grade level in which they are registered.

GLA is not reported for Special Education students in an ungraded curriculum. In addition, there are some students within the graded curriculum for whom GLA is not reported in any given year. This includes students whose language ability presents too significant a barrier to allow them to participate in assessment experiences or to represent their understanding, Grade 7 and 8 students participating in the Late French Immersion program and not yet working with the full provincial Program of Studies in French Language Arts, and students for whom there is insufficient information to substantiate a GLA indicator.

The number of students not receiving GLA indicators can vary from year to year. An examination of provincial GLA data from 2007-2010 indicates that across the province GLA has been reported for between 88.1% and 98.8% of students, with variances noted between subject areas as well as between reporting years. Given the high number of English Language Learners in the Calgary Board of Education and therefore the greater than province-wide likelihood that the Calgary Board of Education will have students for whom GLA reporting is not possible, 95% of students receiving GLA information is established as a CBE reporting benchmark.

Result

97.6% English Language Arts, 96% French Language Arts, 98.1% Mathematics, and this measure was achieved.

Measure 2.4

100% of students identified as meeting Alberta Education's criteria for designation as a Special Education student were provided with information about their learning through their individualized program plans.

Rationale

Individualized program plans serve a number of purposes on behalf of students identified with exceptional learning needs. One important role is that they establish a record of individualized student learning goals, which may be different from the expected scope and sequence of the regular program of studies. They also establish a record of the strategies and supports that the student and their learning team have used to help students reach their learning goals, and the success the student has had in achieving those goals.

Result

98.5%, and this measure was not achieved.

This data is from August 2010 to February 2011. Data is not available for March to June 2010.

Measure 2.5

97% of students identified as English Language Learners (ELL) in Kindergarten to Grade 9 were provided with information about their learning through an ELL progress report.

Rationale

The Alberta English Second Language (ESL) Proficiency Benchmarks (2009) support programming for English Language Learners and provide a continuum for assessing English language development across five levels of language proficiency, focusing on features of language a student would use to accomplish a communicative or academic task through listening, speaking, reading and writing. By providing an ELL progress report in relation to the Alberta ESL Proficiency Benchmarks for each student, schools provide an ongoing record of student language development and its impact on student learning in relation to the learning outcomes of the Alberta Program of Studies.

97% is established as a Calgary Board of Education reporting benchmark as there are a number of circumstances in any given year in which an ELL progress report card cannot be issued. The registration of newly-arrived immigrant families into Calgary Board of Education schools is continuous throughout the school year. Each year for the past three years, an average of 1163 immigrant students have arrived after September 30th. For these students, there is often insufficient information to substantiate an ELL progress report until a later reporting period. Some English Language Learners are in Special Education programs such as Paced Learning Program (PLP), Attitude, Community Competence, Elements of Academic Curriculum, Social Skills (ACCESS) or Deaf and Hard of Hearing (DHH) programs, or in Literacy, English and Academic Development (LEAD) classes for students with limited previous schooling. The nature of their language development cannot be captured by the ESL Proficiency Benchmarks. Reporting on these students' English language proficiency is incorporated into Individualized Program Plans, or program specific reporting cards.

Result

96% Grades 1 to 9, 86% Kindergarten and this measure was not achieved.

This data is from August 2010 to February 2011. Data is not available for March to June 2010.

Measure 2.6

100% of schools engaged teachers in collaborative assessment of student learning.

Rationale

Collaborative assessment practices allow teachers to develop greater clarity about student learning outcomes and the standards against which they assess student work. Bringing the expertise of a group of teachers together to identify and address evidence of student success and student learning gaps has a positive impact on both the reliability and validity of classroom and school assessments.

Result

98.6%, and this measure was not achieved.

Policy Provision 3

Ensure that the instructional program includes opportunities for students to develop talents and interests in more specialized areas.

Chief Superintendent Interpretation: Providing opportunities for students to develop talents and interests in specialized areas is accomplished both by providing numerous learning opportunities within provincial programs of study and by expanding the curriculum through the implementation of approved programs specifically designed to address identified student talents and interests.

Therefore, it is necessary to find the following.

Measure 3.1

100% of students in Grades 7 to 12 had opportunities to select courses within their instructional program.

Rationale

Providing students with opportunities to select courses within their instructional program allows them to explore and develop different interests and aspects of themselves as individuals and as learners. The courses students choose also provide administrators with important information about the interests of students so that information can be incorporated into responsive program development and scheduling decisions within the schools.

Result

100%, and this measure was achieved.

AADAC, Christine Meikle School, Discovering Choices, Dr. Gordon Townsend School, Dr. Oakley School, Emily Follensbee School, and Young Adult Program were not included within this measure due to the specialized nature of their programs.

Measure 3.2

100% of schools with students in Grades 7 to 12 had access to locally developed courses.

Rationale

Locally Developed Courses are a provincially recognized means by which school jurisdictions may provide instructional programming in support of locally recognized student interests, talents, and educational needs. The Calgary Board of Education's active and extensive roster of Locally Developed Courses for students in Grades 7 to 12, includes courses that offer extensions to the Alberta Program of Studies and academic enrichment opportunities, courses that support

English Language Learners or offer additional support for foundational skills development, courses that offer additional learning in arts, athletics, communication, leadership, and career and technology studies, as well as courses that support alternative programs and offer learning opportunities in partnership with external organizations.

Result

100%, and this measure was achieved.

Measure 3.3

100% of students in Grades 4 to 8 had access to instruction in an additional language, in accordance with the established implementation schedule for the Calgary Board of Education's second language initiative.

Rationale

The Calgary Board of Education's second language initiative was introduced in the fall of 2006 as a system strategy to provide students with opportunities to explore and develop their interests and talents in the area of language learning and as a way to prepare students for participation in a global society. Second language instruction is offered through Alberta Education programs of study and Calgary Board of Education Immersion and Bilingual alternative programs.

Result

100%, and this measure was achieved.

AADAC, Christine Meikle School, Discovering Choices, Dr. Gordon Townsend School, Dr. Oakley School, Emily Follensbee School, and Young Adult Program were not included within this measure due to the specialized nature of their programs.

The following chart indicates the implementation schedule for the Calgary Board of Education's second language initiative.

Year	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Grades Included	Grade 4	Grades 4 and 5	Grades 4 to 6	Grades 4 to 7	Grades 4 to 8	Grades 4 to 9

Measure 3.4

60% of high schools, other than special settings, offered the International Certificate to their students in accordance with the established implementation schedule.

Rationale

The Calgary Board of Education's International Certificate is offered as both a way of recognizing and valuing the significant contributions, work, and

experiences of an international nature that students have accomplished in their high school learning, and as a way of helping students explore their interests, talents and commitments to developing international perspectives. The International Certificate encourages intentional student participation in cross-cultural communication, internationally focused coursework, and an international experience.

Result

71%, and this measure is achieved.

The following chart indicates the implementation schedule for the Calgary Board of Education's International Certificate in CBE high schools, other than special settings.

Year	2008-2009	2009-2010	2010-2011
Schools Offering International Certificate	20% of schools	60% of schools	100% schools

Measure 3.5

The Career and Technology Centre provided instruction and credentialing opportunities to students from Area IV in four program areas in accordance with the established implementation schedule.

Rationale

The Career and Technology Centre offers students who have interests in specific careers a personalized learning space to pursue their passions, and develop the necessary academic, technical, and work behavior skills to pursue a career in their areas of interest. The programs at the Centre provide students opportunities to work with industry experts, to access industry standard, high quality learning environments, and to extend their learning into authentic work experience opportunities that lead to recognized post-secondary and industry credentials.

Result

Yes, and this measure was achieved.

The following chart indicates the implementation schedule for the Calgary Board of Education's Career and Technology Strategy

Timeline	Actions
2010-2011	Launch of prototype center at Lord Shaughnessy site. Introduction of four program areas – Fabrication, Autobody, Cosmetology, and pre-Engineering – for students in Area IV high schools. Launch of first affiliate site.
2011-2012	Launch of affiliated sites Continuation of four program areas – Fabrication, Autobody, Cosmetology, and pre-Engineering – with expanded access to students in all Calgary Board of high schools.
2012-2013	Introduction of additional programs.

Policy Provision 4

Ensure that the instructional program addresses the different learning styles and needs of students of various backgrounds and abilities.

Chief Superintendent Interpretation: Public education is founded on premises of equal access to schooling and on serving the educational needs of a diverse public. The Calgary Board of Education's commitment to personalizing learning extends the ethical foundations of public education "for all students" to an ethical practice of public education "for each student", recognizing that creating success for all students requires creating success for each one.

Such a re-orientation of schooling requires understanding the learner and their learning, and engaging in continuous and responsive design of instructional strategies with an emphasis on achieving learning outcomes for all students. It also requires recognizing language, cultural, and heritage diversities and specialized learning needs and addressing them as positive and enriching aspects of the education system and learning community. In keeping with directions set by Alberta Education, Calgary Board of Education practices begin with the premise that all students can learn and be successful when stakeholders work together in a collaborative and purposeful way and wrap services and supports around the student.

Therefore, it is necessary to find the following.

Measure 4.1

90% of Kindergarten to Grade 9 schools introduced the Ends 3, 4, 5 Assessment and Reporting Framework in the fall of 2010, in accordance with the established implementation schedule.

Rationale

The Ends 3, 4, 5 Assessment and Reporting Framework is a means of understanding and responding to individual student learning processes, strengths, and learning needs in a way that highlights the interconnected relationship between Academic Success, Citizenship, Personal Development and Character. This framework engages teachers and students in understanding student learning processes, in understanding how students approach tasks, issues and interactions, and in understanding how they respond to events, ideas, issues and obstacles in their learning environment. Information gathered about student performance within the Ends of Citizenship, Personal Development and Character is used to inform teacher instructional plans and student learning tactics on behalf of individual student learning.

Result

90%, and this measure was achieved.

The following chart indicates the implementation schedule for the Ends Assessment and Reporting Framework.

Timeline	Schools
Fall 2010	90% of K-9 schools
Spring 2011	100% of K-9 schools
June 2011	100% of high schools
Fall 2011	80% of applicable special settings
Spring 2011	100% of applicable special settings

Measure 4.2

100% of schools had professional learning communities that engaged in collaborative instructional design to personalize student learning.

Rationale

Through professional learning communities school teams collaboratively consider student learning artifacts (representing both processes and products of learning) and individual student learning profile information to give active consideration to how information about what students have learned, what they next need to learn, how they learn, and what their interests are can be used to plan instructional activities.

Result

100%, and this measure was achieved.

Measure 4.3

100% of schools had School Learning Teams.

Rationale

School Learning Teams collaborate on school and community service delivery with a focus on responding at the right place and at the right time to offer access to resources for students and their families. School Learning Teams support the building of capacity for teachers so that teachers are well equipped with the resources to meet a wide range of learning needs in their classrooms. School Learning Teams offer additional support to students whose learning requires consideration or strategic planning beyond the instructional strategies of the professional learning community.

Result

100%, and this measure was achieved.

Measure 4.4

100% of Areas had Area Learning Support Teams.

Rationale

Area Learning Support Teams support Principals in providing additional and escalated layers of expertise, service, and resources to help teachers understand and respond to student learning needs, to remove barriers, and to ensure that students have the supports they need to be successful. By accepting collective responsibility and accountability for each student, including those with diverse learning needs, professional learning communities, School Learning Support Teams, and Area Learning Support Teams collaborate to ensure that all students have the opportunity to be engaged and successful in authentic and inclusive settings.

Result

100%, and this measure was achieved.

Measure 4.5

100% of schools with identified special needs learners had staff specifically designated to support students with exceptional learning needs.

Rationale

With staff specifically designated to take leadership in providing services and coordinating support for learners identified as having exceptional learning needs, Calgary Board of Education schools ensure the provision of the right supports at the right time so that students develop skills and become increasingly independent and successful in their learning. These staff members assist in the creation of learning environments that actively engage, support, and challenge students and that provide intensive, extensive, and explicit support in the area of the students' exceptionalities.

Result

100%, and this measure was achieved.

Measure 4.6

100% of schools with identified English Language Learners have staff specifically designated to support their learning needs.

Rationale

With staff specifically designated to take leadership in providing services and coordinating support for identified English Language Learners, Calgary Board of Education schools ensure the provision of the right supports at the right time so that students develop English language proficiencies and have language minimized as a barrier to their developing academic concepts and skills. These staff members assist in the creation of learning environments that actively engage, support, and challenge students and that provide explicit language instruction, differentiation and modification, and culturally responsive instructional practices.

Result

100%, and this measure was achieved.

Measure 4.7

System and school staff were designated to support the learning needs of international students.

Rationale

In recognition of today's global society, and the positive impact of international learning experiences for students, their families, and communities, the Calgary Board of Education maintains a commitment to accepting international students and to providing for their unique learning needs within Calgary Board of Education programs. With staff specifically designated to coordinating services for international students, the Calgary Board of Education ensures that international students are well supported while studying in Canada. Global Learning Services staff and International Coordinators assist schools in providing emotional and academic support to international students and their families. They also support international students in getting involved in extracurricular activities, and ensure that international students work towards and achieve the goals they have established as part of their application and commitment to international study.

Result

Yes, and this measure was achieved.

Policy Provision 5

Encourage innovative programs, carefully monitoring and evaluating the effectiveness of all such programs and share the results with the Board of Trustees.

Chief Superintendent's Interpretation: Innovations in the Calgary Board of Education's instructional program explore the possibilities of "next practice". They seek to expand the concept of schooling, to establish new connections and integrations among services and agencies, to incorporate new technologies to better serve students in meeting their learning goals, and to reposition existing practices to produce an enriched learning environment and more rewarding learning experience for students and teachers.

Therefore, it is necessary to find the following.

Measure 5.1

Innovative programs were encouraged, monitored and evaluated for effectiveness and the results are shared with the Board of Trustees.

Rationale

The measure is explicit from the Executive Limitation.

Result

Yes, and this measure is achieved.

Innovative programs within the Calgary Board of Education during the time covered by this monitoring report include: the Alberta Initiative for School Improvement, Assistive Technology program, the Career and Technology Strategy, Ends Assessment and Reporting, International Language Credentialing, Mobile Learning Devices, Smart Boards and Teaming Up for Healthy Learners.

Policy Provision 6

Inform the Board of Trustees of all new alternative program proposals that have been submitted for evaluation and all alternative programs that are being considered.

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

Therefore, it is necessary to find the following.

Measure 6.1

The Board of Trustees was notified regarding new alternative program proposals submitted and under consideration over the time period covered by this monitoring report.

Rationale

The measure is explicit from the Executive Limitation.

Result

Yes, and this measure was achieved.

Policy Provision 7

Ensure that all educational programs are resourced equitably.

Chief Superintendent Interpretation: Equitable resourcing comprises a base level of support with additional resourcing made available to address specific needs of individual schools, programs and students.

The Calgary Board of Education Resource Allocation Method (RAM) is designed to allocate resources equitably to schools while providing school principals with flexibility regarding the assignment and deployment of those resources to best meet the learning needs of all students within their schools. The implementation of a solid resource process as the primary financial support mechanism enhances the complementary function of human resource management and ensures site-based decisions are made in the best interest of students and programming needs.

In addition to the distribution of financial resources through the RAM, base level technology resources are also distributed to schools through centralized services.

Therefore, it is necessary to find the following.

Measure 7.1

100% of schools were allocated base level resource supports through the RAM – administrative, basic, and supplies dollars.

Rationale

Schools, regardless of student count, require base level supports in order to effectively function.

Result

100%, and this measure was achieved.

Measure 7.2

100% of schools with incremental student or program needs were allocated additional resources through the RAM.

Rationale

Based on identified incremental student or program needs, additional resources above and beyond the base amounts are provided to CBE schools to allow them to address specific needs of individual schools, programs and students.

Result

100%, and this measure was achieved.

Measure 7.3

Documentation was provided to education leaders disclosing resource allocations and methods.

Rationale

In order to make sound decisions in support of student learning, school leaders must be provided with an annual, all-encompassing reference that clearly articulates the criteria for base funding and incremental funding available to an individual school. This reference includes the qualifying criteria for allocations. The information must be transparent and available just before the deployment of the spring RAM and commencement of school staffing.

Result

Yes, and this measure was achieved.

Measure 7.4

100% of schools received new laptop and desktop computers based on a standard system evergreening formula.

Rationale

Through the Technology Evergreen Program computers with dated operating systems are decommissioned and schools are given modern replacement computers. Consistent and equitable guidelines determine the replacement of computers in all CBE schools so that all students and staff have appropriate technology to support instructional programs.

Result

100%, and this measure was achieved.

Measure 7.5

100% of schools received base level software through the system software strategy.

Rationale

All schools require the capability to deploy new software so that all students and staff can effectively use computers to support instructional programs that respond to student learning needs.

Result

100%, and this measure was achieved.

Measure 7.6

85% of schools received SMART Boards from Alberta Education's Instructional Classroom Technology Funding in accordance with the established deployment schedule.

Rationale

Equitable and timely distribution of SMART Boards through Calgary Board of Education schools ensures that all staff and students have access to SMART instructional technologies.

Result

88%, and this measure was achieved.

The following chart indicates the deployment schedule for Alberta Education funded SMART Boards.

Timeline	Schools
June 2009	30% of schools
June 2010	70% of schools
January 2011	85% of schools
June 2011	100% of schools

Policy Provision 8

Ensure that all instructional programs, including both content and practice, are regularly evaluated, using both internal and external perspectives, and are modified as necessary to assure their continuing effectiveness.

Chief Superintendent Interpretation: The evaluation of school instructional programs is critical, collaborative work that generates increasing sophistication in approaches and strategies to student learning. It is undertaken in a mindset of continuous improvement and is integral to ensuring that school programs meet the needs of individual schools and the requirements of Alberta Education and the Calgary Board of Education.

Therefore, it is necessary to find the following.

Measure 8.1

100% of schools have completed a school development plan.

Rationale

The process of designing the school development plan involves principals and their staffs in an evaluation of the school's instructional programs. This annual process considers a wide range of internal and external data sources about school processes, stakeholder perspectives and experiences, and student learning results, and then establishes priorities, goals, strategies and actions that will be taken in response to that information and in support of continuous improvement and continuing effectiveness of the instructional program.

Result

100%, and this measure was achieved.

Measure 8.2

100% of school development plans are reviewed by Area Directors.

Rationale

Calgary Board of Education school development plans are reviewed by Area Directors as part of the processes of shared accountability for the effectiveness of the instructional program and in support of the implementation of any necessary adjustments to practice and content focus within a school.

Result

100%, and this measure was achieved.

Measure 8.3

40% of Calgary Board of Education alternative programs were reviewed and evaluated according to the established schedule, up to and including the fall of 2010.

Rationale

Calgary Board of Education alternative programs are reviewed and evaluated in relation to their Program Integrity documents, which are established to define the unique instructional characteristics of each program and to ensure consistency in these programs across the district. The alternative program review process includes both internal and external reviewers and increases confidence in the integrity of alternative programs within the Calgary Board of Education.

Result

40%, and this measure was achieved.

The following chart indicates the schedule for review and evaluation of Calgary Board of Education alternative programs between 2009 and 2012. These alternative programs are: Traditional Learning Centre, Arts-Centred Learning, French Immersion, Montessori, Science, Aboriginal Culture, All Girls, Medicine Wheel, Canadian Studies, Spanish Bilingual, German Bilingual and Chinese (Mandarin) Bilingual.

School Year	Number (Percentage) of Program Sites Scheduled for Review and Evaluation	
Fall 2009	1	(2% of total)
Spring 2010	11	(18% of total)
Fall 2010	12	(20% of total)
Spring 2011	12	(20% of total)
Fall 2011	12	(20% of total)
Spring 2012	12	(20% of total)

Measure 8.4

The alternative program review process includes a mandate to examine and update, as deemed necessary, alternative program Integrity Documents.

Rationale

A review of the alternative program integrity documents, as part of the alternative program review process, allows for clarification, responsive modification and renewal of the foundational documents of Calgary Board of Education alternative programs, to ensure the continuing effectiveness of the programs.

Result

Yes, and this measure was achieved.

Policy Provision 9

Assure that the instructional time provided for students during the academic day is uninterrupted by unnecessary intrusions, unnecessary teacher time out of the classroom, or the scheduling of activities that can be scheduled during other times.

Chief Superintendent Interpretation: The Calgary Board of Education values uninterrupted learning environments as foundational to the Calgary Board of Education's ability to be readily responsive to the learning needs of each student. The Calgary Board of Education therefore minimizes events or activities within instructional hours that cannot be significantly connected to the program of studies learner outcomes, Calgary Board of Education Governance Policies and Administrative Regulations, and/or safety-related practice and drill, and minimizes the time that teachers are out of the learning environment that is not directly connected to improving student learning or to making a positive contribution to the school environment.

Therefore, it is necessary to find the following.

Measure 9.1

100% of schools used job-embedded professional development strategies.

Rationale

Job-embedded professional development activities maximize professional learning opportunities for staff and minimize the amount of time teachers are away from the students and the continuous and consistent provision of instruction.

Result

100%, and this measure was achieved.

Measure 9.2

100% of off-site activities occurring during instructional hours were aligned with the program of studies.

Rationale

Ensuring that off-site activities align with the program of studies ensures that they support and contribute to student learning and the instructional program.

Result

100%, and this measure was achieved.

Measure 9.3

100% of schools used a visitor sign-in system to have visitors check-in at the office before proceeding to classrooms.

Rationale

Using a visitor sign-in system is important to student safety, to maintaining communication with parents and members of the public visiting a school and to protecting the continuity of the learning program during instructional hours.

Result

100%, and this measure was achieved.

Policy Provision 10

Assure that no program emphasizes a particular religion, notwithstanding the School Act definition of alternative programs.

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

Therefore, it is necessary to find the following.

Measure 10.1

Calgary Board of Education programs do not emphasize a particular religion.

Rationale

The measure is explicit from the Executive Limitation.

Result

No, and this measure was achieved.

Administration acknowledges that Alberta Education considers programs specifically designed to address Aboriginal Education may contain elements of spirituality and, from a provincial perspective, are classified as alternative programs based on a particular religion. The CBE Piitoayis Family School falls into this category.

Policy Provision 11

Assure equitable access to programs.

Chief Superintendent Interpretation: Access to programs includes the basic entitlement of a designated school, access to transportation should the student reside outside of the designated school walk zone, and access to instructional programs and services regardless of financial circumstances.

Therefore, it is necessary to find the following.

Measure 11.1

100% of students resident within the CBE have access to public education programs.

Rationale

In support of providing quality public education learning experiences, the CBE ensures every residential district within the jurisdiction's boundary has designated schools for students to attend. As new communities are developed, designations are determined, as outlined in the *School Act*.

Result

100%, and this measure was achieved.

Measure 11.2

100% of students living outside of the walk zone have access to transportation to and from their designated school.

Rationale

CBE Transportation Services coordinates the provision of different modes of subsidized transportation to allow students to access their designated regular program, alternative program or special needs classes. The students' needs and the number of students requiring transportation services are used to determine the most cost effective option, which may be curb-to-curb bussing, taxi and regular chartered school bus; congregated bus stops via charter buses or subsidized public transit.

Result

100%, and this measure was achieved.

Measure 11.3

100% of students had access to off-site learning experiences, regardless of their ability to pay for the trip.

Rationale

Off-site activities are important learning experiences organized in support of students' achieving the learning outcomes of the Program of Studies. A student's ability to pay for expenses associated with off-site activities cannot be a prohibiting factor in their ability to access and participate in the learning opportunities these trips offer.

Result

100%, and this measure was achieved.

Policy Provision 12

Ensure that full-day Kindergarten programs are established for at-risk students.

Chief Superintendent Interpretation: The focus of the full-day Kindergarten program is to support children who require additional learning opportunities to help them achieve the learning outcomes of the Alberta Kindergarten Program Statement. The term *at risk students* is interpreted to mean children living in poverty, children for whom English is not their first language or who come from disenfranchised cultural groups, and children who may not have had prior experiences that help prepare them for school, and/or children who have delays in one or more areas of development.

Therefore, it is necessary to find the following.

Measure 12.1

Full-day Kindergarten programs were established for at-risk students.

Rationale

The measure is explicit from the Executive Limitation.

Result

Yes, and this measure was achieved.

Policy Provision 13

Offer opportunities for all students to become bilingual in Canada's two official languages by offering French Immersion programs as an opportunity to learn French

Chief Superintendent Interpretation: The term "French Immersion programs" refers to programs in which French is the primary language of instruction used to deliver the Program of Studies. French Immersion programs are CBE alternative language programs and are distinguished from learning opportunities in which the French language is studied as a subject, as in French as a Second Language courses. The Calgary Board of Education offers Early French Immersion, Continuing French Immersion, Late French Immersion and French Immersion – Senior High.

Therefore, it is necessary to find the following.

Measure 13.1

100% of students had access to Early French Immersion, Continuing French Immersion, Late French Immersion, and/or French Immersion – Senior High programs.

Rationale

The measure is explicit from the Executive Limitation.

Result

100%, and this measure was achieved.

Policy Provision 14

Adopt district calendars for the school year that best meet the instructional needs of students in order to achieve the Board of Trustees' Ends policies.

Chief Superintendent Interpretation: District calendars designed to achieve the Ends policies are guided by the following key concepts: optimizing instructional time with as few interruptions to student learning as possible, balancing the high school semesters, providing three 'teacher-in' days at the beginning of each school year, providing an option for school communities to operate using a system-developed modified calendar and supporting the adaptation of the system-developed modified calendar where singular circumstances require exceptional consideration of students' needs.

Therefore, it is necessary to find the following.

Measure 14.1

Annual district calendars are established and approved using criteria set out in the Traditional Calendar and Modified Calendar Guidelines.

Rationale

The measure is explicit from the interpretation.

Result

Yes, and this measure was achieved.

V. STATEMENT OF COMPLIANCE

The Chief Superintendent is required to provide an annual monitoring report to the Board of Trustees that reflects the extent to which the Chief Superintendent is in compliance with Executive Limitation 6: Instructional Program.

This report contains a reasonable interpretation of EL-6 and documented results. Accordingly, I am reporting compliance with all interpretations except the following measures:

- Policy Provision 2, Measure 2.4 – Individualized Program Plans
- Policy Provision 2, Measure 2.5 – English Language Learners report cards.
- Policy Provision 2, Measure 2.6 – Collaborative assessment practices in schools.

These measures are expected to be achieved within the 2010-2011 school year.



NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

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

March 15, 2011

TOPIC: Annual Monitoring of Board-Chief Superintendent Linkage Policies

RECOMMENDATION:

THAT the Board of Trustees approves the annual monitoring of Board-Chief Superintendent Linkage Policies, as reported in Attachment 1.

BACKGROUND:

In accordance with Board Governance Process Policy GP-4: Board of Trustees' Annual Planning Cycle, Trustees and the Chief Superintendent met twice to mutually monitor their performance in regards to the Board-Chief Superintendent Linkage Policies, which are depicted in Attachment 1.

Attachment 1 is a compilation of the comments the Trustees and the Chief Superintendent agreed upon at their meeting, as well as the indications as to whether the Board and Chief Superintendent are in compliance with these policies.

Respectfully Submitted,

Lynn Ferguson,
Vice Chair of the Board

BOARD-CHIEF SUPERINTENDENT LINKAGE POLICIES	COMPLIANCE	NON- COMPLIANCE	COMMENTS
<p>Superintendent;</p> <p>3. except as required by law or contract, the Board of Trustees shall not participate in decisions or actions involving the hiring, formal evaluating, disciplining or dismissal of any staff other than the Chief Superintendent, the Executive Assistant to the Board of Trustees and the Secretary to Trustees. This provision shall not be construed as preventing the Board of Trustees or any individual Trustee from conveying to the Chief Superintendent his or her concerns about any member of the operational staff.</p>	8		
<p>B-4: Delegation to the Chief Superintendent</p> <p>The Board of Trustees shall instruct the Chief Superintendent through Board of Trustees' written policies that prescribe the organizational Ends to be achieved and describe the organizational situations and actions to be avoided, allowing the Chief Superintendent to use reasonable interpretation of these policies. Accordingly:</p> <p>1. the Board of Trustees shall develop policies instructing the Chief Superintendent to achieve certain results for specified recipients based upon Trustees' priorities. These policies shall be developed systematically from the broadest, most general level to more defined levels, and shall be called Ends policies;</p> <p>2. the Board of Trustees shall develop policies that limit the latitude the Chief Superintendent may exercise in choosing the organizational means. These policies shall be developed systematically from the broadest, most general level to more defined levels, and shall be called Executive Limitations policies;</p> <p>3. as long as the Chief Superintendent uses the Board of Trustees' pre-approved reasonable interpretation of the Board of Trustees' Ends and any reasonable interpretation of the Executive Limitations policies, the Chief Superintendent is authorized to take all actions, establish</p>	<p>8</p> <p>6</p> <p>8</p>	<p>2</p>	<p>As part of its governance review, the Board should review its Executive Limitation policies.</p> <p>As part of its governance review, the Board should look at use of pre-approval.</p>

BOARD-CHIEF SUPERINTENDENT LINKAGE POLICIES	COMPLIANCE	NON- COMPLIANCE	COMMENTS
<p>all practices, and develop all activities the Chief Superintendent deems appropriate to achieve the Board of Trustee's Ends policies;</p> <p>4. the Board of Trustees may change its Ends and Executive Limitations policies, thereby shifting the boundary between Board of Trustees and Chief Superintendent domains. By doing so, the Board of Trustees changes the latitude of choice given to the Chief Superintendent but, as long as any particular delegation is in place, the Board of Trustees shall respect and support the Chief Superintendent's choices;</p> <p>5. the current Delegation of Authority resolution approved by the Board of Trustees is attached as an Exhibit to this policy.</p>	<p>5</p> <p>7</p>	<p>2</p>	<p>On Feb. 23, monitoring starting with section 4 of this policy was conducted with six trustees and Chief-Superintendent present. As part of its governance review, the Board should examine alignment of practices and policy.</p>
<p>B-5: Monitoring Executive Performance</p> <p>Systematic and rigorous monitoring of the Chief Superintendent's job performance shall be measured solely against organizational accomplishment of Board of Trustees' policies on Ends, and organizational operation within the boundaries established in Board of Trustees' policies on Executive Limitations.</p> <p>1. Monitoring is simply to determine the degree to which Board of Trustees' policies are being met. The Board of Trustees shall acquire monitoring data by one or more of three methods:</p> <p>(a) by internal report, in which the Chief Superintendent discloses monitoring information to the Board of Trustees;</p> <p>(b) by external report, in which an external, disinterested third party selected by the Board of Trustees assesses compliance with Board of Trustees' policies; and</p>	<p>7</p> <p>7</p>		

BOARD-CHIEF SUPERINTENDENT LINKAGE POLICIES	COMPLIANCE	NON- COMPLIANCE	COMMENTS
<p>(c) by direct Board of Trustees' inspection, in which designated members of the Board of Trustees assess compliance with the appropriate policy criteria.</p> <p>2. In every case, the performance standard for Executive Limitations policies shall be whether the Chief Superintendent has reasonably interpreted and complied with the policy being monitored. For Ends policies, the standard shall be whether the Chief Superintendent has reasonably interpreted and has made reasonable progress toward fulfilling the Board of Trustees' policies. The Board of Trustees shall make the final determination as to whether a Chief Superintendent interpretation is reasonable and whether reasonable progress is being made.</p> <p>3. All policies that instruct the Chief Superintendent shall be monitored on schedule according to a frequency and by a method chosen by the Board of Trustees. The Board of Trustees may monitor any policy at any time by any method, but shall ordinarily depend on a routine schedule in accordance with the Board of Trustees' Annual Planning Cycle.</p> <p>4. Each January, the Board of Trustees shall conduct a formal summative evaluation of the Chief Superintendent. The summative evaluation shall be based upon data collected during the year from the monitoring of Ends and Executive Limitation policies. A written evaluation shall be prepared and approved by the Board of Trustees. The Chief Superintendent and the Board of Trustees shall review the document in private.</p> <p>The evaluation document shall consist of:</p> <p>(a) conclusions based upon the Board of Trustees' prior action during the year relative to whether each End has been achieved or whether reasonable progress has been made toward its achievement;</p> <p>(b) conclusions based upon the Board of Trustees' prior action during the year relative to whether the Chief</p>	<p>7</p> <p>7</p> <p>7</p>		<p>Monitoring on this section reflects the process and timelines for the 2010 evaluation.</p>

BOARD-CHIEF SUPERINTENDENT LINKAGE POLICIES	COMPLIANCE	NON- COMPLIANCE	COMMENTS
<p>Superintendent has reasonably interpreted and properly operated within the boundaries established in the Executive Limitations policies;</p> <p>(c) a summary of the Chief Superintendent's performance relative to achievement of the Ends policies and compliance with the Executive Limitations policies.</p> <p>Nothing in the policy is intended to imply the establishment of any personal rights not explicitly established by the <i>School Act</i>, contract or Board of Trustees' policy. All employment decisions related to the Chief Superintendent remain within the sole and continuing discretion of the Board of Trustees.</p>			

CALGARY BOARD OF EDUCATION

REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES

PUBLIC AGENDA

March 15, 2011

To: BOARD OF TRUSTEES

From: Naomi E. Johnson, Chief Superintendent of Schools

Re: Locally Developed Courses

Purpose: Approval

Governance Policy References: E-2: Academic Success
EL-6: Instructional Programs

Originator: Cathy Faber, Superintendent, Learning Innovation

Resource Persons: Ronna Mosher, Director, Curriculum Design & Assessment

I. RECOMMENDATIONS

It is recommended:

1. THAT the following renewed Calgary Board of Education senior high locally developed courses be approved for use in Calgary Board of Education schools for the period September 1, 2011 to August 31, 2014.
 - ESL Introduction to Canadian Studies 15, 25
 - ESL Introduction to Science 15
 - Intercultural Studies 35
 - Pre-Engineering 15, 25, 35
 - Professional Development in the Arts 35
 - Sport Psychology 25
 - Technical Theatre 15, 25, 35
 - Technical Math and Science 35
2. THAT the following renewed Calgary Board of Education senior high locally developed courses be approved for use in Calgary Board of Education schools for the period specified within the courses.
 - Health Care Fundamentals 25
 - Pharmaceutical Therapeutics 35
 - Prescription Processing 35

3. THAT the following re-acquired senior high locally developed courses be approved for use in Calgary Board of Education schools for the period specified within each course.
 - Advanced Techniques: Drawing 15, 25, 35
 - Advanced Techniques: Painting 15, 25, 35
 - Learning Strategies 15, 25, 35
 - Sports Performance 15, 25, 35
4. THAT the following expiring or expired Calgary Board of Education senior high locally developed courses be withdrawn from the list of authorized courses available for use in Calgary Board of Education schools.
 - Coaching and Leadership 25
 - Team Leadership 25
5. THAT the following renewed Calgary Board of Education junior high locally developed courses be approved for use in Calgary Board of Education schools for the period September 1, 2011 to August 31, 2014.
 - Accelerated English (Level 3, ESL)
 - American Sign Language and Deaf Culture
 - Basic Schoolyard Astronomy
 - Creative Problem Solving
 - ESL Introduction to Science
 - ESL Introduction to Social Studies (Levels 2 and 3)
 - Guitar
 - Performing Arts

II. ISSUE

Alberta Education Policy 1.2.1 – *Locally Developed/Acquired and Authorized Junior and Senior High Complementary Courses* (4) requires that, “Approval of a locally developed/acquired and authorized course (junior and/or senior high) shall be by Board motion and shall be for a maximum duration of three years.”

III. BACKGROUND

Policy References

Calgary Board of Education Executive Limitation 6: *Instructional Programs* states,

“Accordingly, the Chief Superintendent shall not fail to:

3. ensure that the instructional program includes opportunities for students to develop talents and interests in more specialized areas;
4. ensure that the instructional program addresses the different learning styles and needs of students of various backgrounds and abilities;

5. encourage innovative programs, carefully monitoring and evaluating the effectiveness of all such programs...”

Alberta Education Policy 1.2.1 – *Locally Developed/Acquired and Authorized Junior and Senior High Complementary Courses* states,

“Alberta Learning supports the local development and authorization of junior high school and senior high school complementary courses, which do not duplicate provincially authorized courses, to further develop and cultivate the unique interests and abilities of students, to foster educational improvement and excellence through innovation at the local level to meet the unique needs of a local community.”

Alberta Education Policy 1.2.1 further states,

“...in the interest of increasing local flexibility to meet the needs of students, local school authorities will authorize senior high locally developed/acquired and authorized courses and provide Alberta Learning with information regarding these authorizations.”

Alberta Education requires a copy of the Board of Trustee motion showing specific information about the Board authorization of senior high locally developed courses. In order to meet provincial requirements, the motion must be received by Alberta Education on or before May 31 of a given year for course implementation in the first semester of the next school year.

Process

Locally developed courses are approved and authorized for a maximum period of three years. When a course is expiring, it must be reviewed in the context of local student need and a decision made by the originating district about whether to go forward with the renewal process.

In 2010, Calgary Board of Education (CBE) staff contacted schools offering the Locally Developed Courses to indicate their current and anticipated future use of courses expiring on August 31, 2011. Schools were asked to consider expiring courses authored by the CBE and those acquired from other jurisdictions, and to predicate decisions on the identified needs of their student population.

Based on the results, school staff and Curriculum Design & Assessment specialists reviewed and revised expiring CBE-authored locally developed courses to ensure appropriate decisions were made and Alberta Education standards for locally developed courses met. Along with the revision work, requests for new locally developed courses were examined and course outlines written by CBE staff or acquired from other Alberta jurisdictions, as deemed appropriate.

All locally developed and acquired courses are scrutinized by the Director, Curriculum Design & Assessment, and the Superintendent, Learning Innovation. The intention of the CBE process is to facilitate seamless access for students by renewing expiring courses and approving new courses for September 1, 2011.

Notice of approval of the recommendations in this report will be provided to Alberta Education's Curriculum Branch and appropriate Calgary Board of Education staff. Copies of the new or revised course outlines will be made available to all middle, junior and senior high schools through a web site in The Staffroom.

IV. ANALYSIS

Senior High – Course Withdrawals

Coaching and Leadership 15, 25, 35

TEAM Leadership 15, 25, 35


Alberta Education has notified the CBE that significant overlap had been identified between the Coaching and Leadership and Team Leadership locally developed courses (LDC) and the emerging Career & Technology Studies (CTS). This overlap resulted in the decision by Alberta Education that Coaching and Leadership 15, 25, 35 and Team Leadership 15, 25, 35 could no longer be supported. Alberta Education has agreed to grandfather Coaching and Leadership 15, 25, 35 and Team Leadership 15, 25, 35 as follows.

Schedule of Coaching and Leadership LDC Grandfathering	
2009-2010	Coaching and Leadership 15 – available Coaching and Leadership 25 – available Coaching and Leadership 35 – available
2010-2011	Coaching and Leadership – not available Coaching and Leadership – available to students with credit in Coaching and Leadership 15 Coaching and Leadership – available to students with credit in Coaching and Leadership 25
2011-2012	Coaching and Leadership 25 – not available Coaching and Leadership 35 – available to students with credit in Coaching and Leadership 25
2012-2013	Coaching and Leadership 35 – not available

Schedule of Team Leadership LDC Grandfathering	
2009-2010	Team Leadership 15 – available Team Leadership 25 – available Team Leadership 35 – available
2010-2011	Team Leadership – not available Team Leadership – available to students with credit in Team Leadership 15 Team Leadership – available to students with credit in Team Leadership 25
2011-2012	Team Leadership 25 – not available Team Leadership 35 – available to students with credit in Team Leadership 25
2012-2013	Team Leadership 35 – not available

V. CONCLUSION

Board of Trustee approval of the listed locally developed and acquired courses will ensure that the Calgary Board of Education is compliant with Alberta Education Policy 1.2.1. Approval of the new and renewed courses will enable the Calgary Board of Education to be innovative and responsive in personalizing learning to address the individual needs of our students.



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