

CALGARY BOARD OF EDUCATION

Minutes of the Regular Meeting of the Board of Trustees (the "Board") held in the Multipurpose Room, Education Centre, 1221 – 8th Street SW, Calgary, Alberta on Tuesday, March 20, 2012 at 5:00 p.m.

MEETING ATTENDANCE

Board of Trustees:

Trustee P. Cochrane, Chair
Trustee C. Bazinet
Trustee J. Bowen-Eyre
Trustee L. Ferguson
Trustee P. King
Trustee G. Lane
Trustee S. Taylor

Administration:

Ms. N. Johnson, Chief Superintendent of Schools
Mr. D. Stevenson, Deputy Chief Superintendent of Schools
Mr. F. Coppinger, Superintendent, Facilities and Environmental Services
Ms. C. Faber, Superintendent, Learning Innovation
Mr. J. Johnston, Superintendent, Human Resources
Ms. D. Lewis, Superintendent, Learning Support
Ms. D. Meyers, Superintendent, Finance & Supply Chain Services
Mr. R. Peter, Chief Communications Officer
Ms. L. Safran, Acting General Counsel and Corporate Secretary
Ms. J. Barkway, Office of the Corporate Secretary
Ms. D. Perrier, Recording Secretary

Stakeholder Representatives:

Mr. B. Anderson, Canadian Union of Public Employees, Local 40
Ms. J. Andrews, Calgary Association of Parents and School Councils
Ms. R. Morley Anderson, Elementary School Principals' Association
Ms. J. Regal, Alberta Teachers' Association, Local 38
Ms. L. Robb, Calgary Board of Education Staff Association

1.0 CALL TO ORDER, NATIONAL ANTHEM AND WELCOME

Chair Cochrane called the meeting to order at 5:00 p.m. O Canada was led by the senior choir of Forest Lawn High School, by way of a DVD recording.

Chair Cochrane acknowledged and welcomed stakeholder representatives from the aforementioned organizations.

Chair Cochrane advised that starting in April 2012, the public Board meetings will commence at 3:00 p.m., and that also starting in April, meetings will be taped and live streamed on the internet.

2.0 CONSIDERATION/APPROVAL OF AGENDA

Ms. Barkway noted the addition of Item 4.2, Lighthouse Award, and five stakeholder reports under Item 5.4 of the Agenda.

MOVED by Trustee King:

THAT the Agenda for the Regular Meeting of March 20, 2012, be approved as submitted, subject to the additions noted above.

The motion was
CARRIED UNANIMOUSLY.

3.0 SCHOOL/SYSTEM PRESENTATIONS

There were no presentations.

4.0 HONOURS AND RECOGNITIONS

4.1 2012 Alberta School Boards Association (ASBA) Edwin Parr Teacher Award

Chief Superintendent Johnson shared information about the history of the ASBA Edwin Parr Teacher Award and the nomination process. This is an annual presentation in recognition of outstanding teaching performance by a beginning teacher. After reviewing all nominations, the Calgary Board of Education (CBE) selection committee recommended that Ms. Stacey Korsbrek be the CBE nominee for this award. Ms. Korsbrek is currently teaching at Forest Lawn High School in the Mental Health "Class" Program where she and her co-teacher are responsible for a group of 27 students. Chief Superintendent Johnson gave a synopsis of Ms. Korsbrek's passionate work with students and her strides in professional development.

Ms. Korsbrek shared a few words of appreciation to the Board of Trustees, the superintendents, Principal Davies and the staff at Forest Lawn High School, and to the selection committee for their endorsement of her for the Edwin Parr Teacher Award. She commented on her teaching experience and thanked her co-teacher, Mr. C. Siegle, whom she noted is a model tutor, and she acknowledged the individual support workers in the program and expressed appreciation for their experience and assistance.

On behalf of the Board, Chair Cochrane shared accolades to Ms. Korsbrek and noted that it is always good to be reminded of the excitement and joy of teaching.

MOVED by Trustee King:

THAT the Board of Trustees approves Stacey Korsbrek as the Calgary Board of Education nominee for the 2012 Alberta School Boards Association Edwin Parr Award.

The motion was
CARRIED UNANIMOUSLY.

4.2 Lighthouse Award

Ms. M. Levy, System Principal/Director of Corporate Partnerships, introduced the Lighthouse Award recipient, alex Community Health Bus. This is a mobile health unit on wheels, the first of its kind in western Canada, providing direct services, education and advocacy for high school students, free of charge. The alex Community Health Bus is staffed by a team of three physicians, five registered nurses, two youth workers and a team lead resource worker. Four days of the week, the Bus focuses on the needs of at-risk youth through a program partnership with the CBE. The alex organization offers one bus dedicated to the following CBE high schools: Lord Beaverbrook, Forest Lawn, Jack James, Lester B. Pearson, Crescent Heights, James Fowler, John G. Diefenbaker, and Discovering Choices. Ms. Levy shared some of the comments made by staff at the high schools, about the positive difference the alex Community Health Bus is making in support of the CBE's Result 2: Academic Success.

Ms. S. Heartwell, CEO, and Ms. P. Bourqui, Health Program Lead, came forward to accept the Lighthouse Award and shared comments about the partnership, the history and the work of the alex Community Health Bus.

On behalf of the Board, Chair Cochrane expressed gratification for the work of the alex Community Health Bus in support of our students' health.

5.0 PUBLIC CONVERSATION AND INFORMATION

5.1 Report from the Chair and Trustees

- Trustee King commented on the following events and issues:
 - Forest Lawn High School basketball – she attended two games this month, one of which was a playoff with Bishop Carroll High School for a position in the championship game. The Forest Lawn High School team won the game and played the Championship game against Ernest Manning High School. Although Ernest Manning High School won the Championship game, Trustee King congratulated both teams. She thanked the staff who arranged for three buses

to transport students to the game. She noted that the games were well supported by very high spirited and enthusiastic students and fans.

- She attended the Immigrants of Distinction Awards Gala, as did Trustees Ferguson, Lane and Taylor, and some CBE administrators and directors. Our Board Page, Julia, was a very eloquent speaker at this event.
- Chair Cochrane recognized and thanked Forest Lawn High School for hosting the International Youth Leadership Summit, which was well attended by students across our city and by dignitaries from the province and from China.

5.2 Report from Chief Superintendent

Chief Superintendent Johnson provided highlights of the following issues and events:

- The International Youth Leadership Summit at Forest Lawn High School was a follow up to the International Youth Leadership Summit in Macao China last March. This year, 30 students and teachers from Macao, and 20 students and teachers from Yubei district in Chongqing China joined the conference.
- From March 31 – April 6 we have twenty-nine grade 11 students from fifteen CBE schools participating in our second China Youth Summit in Beijing. This experience will challenge our students to consider leadership, careers and current issues from a global mindset and in collaboration with students from around the world.
- This is Superintendent J. Johnston's last board meeting. Chief Superintendent Johnson thanked him for his work in the CBE over the past three years, and she wished him all the best in British Columbia.

5.3 Public Question Period

There were no public questions.

5.4 Stakeholder Reports

5.4.1 Ms. L. Miller, Parent and Realtor

Ms. Miller provided a handout to Trustees, pertaining to the proposed closure of Roland Michener School, which contained her written presentation, public submissions which she was led to believe were not received by all Trustees, and a 'petition' to not close Roland Michener School and add grades 5 and 6 to Dr. Gladys M. Egbert School. She requested that the Board of Trustees postpone its decision on this matter and allow more time for due diligence on both sides, and to receive straight-forward responses to the concerns that have been raised through public enquiries.

Ms. Miller shared comments of concern on the following issues: the possibility of overcrowding and fewer specialty programs; aged portables, noting her belief they are unhealthy and functionally obsolete. Ms. Miller commented that Ward Trustee Pamela King is very aware of the complicated challenges in all the northeast junior and senior

high schools, and could speak to those issues and should have the backing to make recommendations for positive change.

5.4.2 Mr. A. Soboh, Parent

Mr. Soboh provided a handout of his presentation to Trustees, which relates to the potential closure of Roland Michener School. He commented on the Minister's goal to put in more full-day Kindergarten programs, which would create a greater need for space. He posed the following questions:

- In the event that Cappy Smart School becomes a K-4 school and enrolments increase at both Cappy Smart and Roland Michener schools to the point that they are at full capacity, where would the CBE accommodate the students from Marlborough Park?
- Would families be denied the full-day program for lack of space?
- Would families be forced to bus their children outside the Marlborough Park community, further splitting up siblings and possibly creating multiple schedules for families to deal with?

Ms. Soboh stated his belief that closing Roland Michener School does not provide better opportunities, as class sizes in the projected plan for Cappy Smart are significantly larger than the current numbers at both schools. He shared his demand for a better plan for students in Marlborough Park, where student learning needs take priority over any other consideration.

5.4.3 Ms. R. Slager, Parent

Ms. Slager provided a handout of her presentation to Trustees, which relates to the consideration of closure of Roland Michener School. She spoke of the school vision and noted that the Paced Learning Program (PLP) students are an essential part of the school; that the program teaches the children acceptance and awareness of the different educational needs of others; and that the parents of the PLP children value the solid relationship they develop with the school. She further noted that children with special educational needs function best in lower ratio settings, and that all of the school's students have responded positively to the personalized learning their teachers are able to provide to them in the smaller setting.

Ms. Slager shared the school's mission "to create a safe supportive and stimulating learning environment that promotes quality teaching and optimal student learning". She noted that the School Council and the Parents Society have greatly enhanced the school's mission through their fundraising efforts, bringing in approximately \$40,000 that was used for improvements in technology, enhanced learning programs, extra-curricular activities, and bursaries, to supplement low income families to ensure all students are included in programs outside of the school, as well as a gift in kind to Cappy Smart School. They also put funds towards the replacement of playground signs with school zone signs for additional safety of the children who arrive earlier at school.

Ms. Slager shared her belief that there is no challenge to the programming, resourcing and organizing at Roland Michener School, and that there is a resurgence of young families in the community. She felt that due to the lack of community involvement and

awareness by Community Engagement and Operational Planning, many young families new to the community were not involved in this process.

5.4.4 Mr. J. Plato, Parent

Mr. Plato stated that he is a parent of three children, one who attended Roland Michener School from Kindergarten through grade 7, another who attended the school from Kindergarten through grade 4, and a four year old that he hopes will continue the tradition. Mr. Plato shared comments about how one of his children had suffered through personal family experiences, which affected his learning. He noted that within one year, with the help of the principal, teachers and staff at Roland Michener School, his child's learning had improved significantly.

Mr. Plato shared his opinion that if a portable were to be removed from the school, the school would be at full capacity. He noted there are many parents in the community who do not want to see Roland Michener School closed, and he implored the Board of Trustees to keep the school open.

5.4.5 Ms. C. White, Parent

Ms. White, parent of two children who attend Roland Michener School, noted that one of her biggest concerns is with the safety of the children. She shared her belief that Dr. Gladys M. Egbert School lacks adequate supervision of students outside of the building and she is not convinced that the small increase in students, if Roland Michener School were to close, would increase the level of supervision. She noted another concern of hers was with the children having to cross a major road to get to Dr. Gladys M. Egbert School, and she felt that the safety issue was not considered by the CBE's accommodation planning staff. Ms. White noted her concern that the traffic in the community would increase significantly if the accommodation plan is approved for Cappy Smart School, and that the students attending the school would not be old enough to take on the responsibility of crossing guards of the highly trafficked main road. She felt that the inclement and extremely cold weather that is experienced in the city would be a hardship for children having to walk to school, some of whom she believed would have a walk of 45 minutes.

Ms. White shared her disdain with the conduct of some of the students attending Dr. Gladys M. Egbert School. She questioned the urgency of this proposal, as she felt that the current enrolment at the two elementary schools is adequate, especially for an older community. She asked the CBE to work with the community to establish a safe and acceptable environment within and around Dr. Gladys M. Egbert School before integrating the younger students, and that more time be given to ensure that all program needs and safety issues are adequately addressed before transitioning students.

5.5 Trustee Inquiries

There were no trustee inquiries.

6.0 ACTION ITEMS

6.1 Consideration of Closure of Roland Michener School and All Programs Contained Therein

Superintendent Coppinger introduced the report, noting that Administration has complied with the *Closure of Schools Regulation of the School Act*. He noted that Dr. D. Yee, Director of Area III, and Dr. Crawford, Acting System Principal, Planning and Transportation Services, were available to assist with questions.

The following is a summary of the questions posed by Trustees and the responses provided by Administration:

- Dr. Yee addressed a question of how the students with special needs at all three schools might be impacted. She noted that preliminary discussions have been held in terms of planning for students, should Roland Michener School be closed, but those discussions have not been finalized because the decision of the Board has yet to be made. She stated that in all areas of the CBE, opportunities are sought to have specialized programs situated in a setting where the students can be appropriately integrated into the vibrant school life.
- In terms of this specific accommodation plan, there are two SKILLS classes at Cappy Smart School. With the current configuration around specialized programming it is difficult for a Division II age group to be in a school with Kindergarten to grade 4 students because their peers, grades 5 and 6, would not be there. Preliminary discussions have been held with the Learning Services department, related to the configuration of our specialized programs, which now are basically on a Division base. There are Paced Learning Program (PLP) students at both Roland Michener School and at Dr. Gladys M. Egbert School.

Discussion has taken place of a tentative plan, should the closure be approved, to continue with one PLP class of students, and to move that class from Roland Michener School to Dr. Gladys M. Egbert School so that there would be a grade 5 to 9 continuum. Resource allocations are made on a per class basis, so there are a certain number of students that receive a certain number of teaching and support staff for each one of those classes. Dr. Yee noted that in looking at the grade 5 to 9 configuration with two classes, we need to think further on the resourcing for that. In terms of the grade 4 students coming into that particular class currently at Roland Michener School, another location has been looked at that is close by in Area III that could accommodate those students in their program. In terms of the two Bridges classes that are currently in Dr. Gladys M. Egbert School, with the new Ted Harrison middle school opening in Taradale for grade 5 to 9 students, there will be more room available in a number of schools in Area III, and Terry Fox School is one possible location for those classes.

- It was noted that the relocatables at Cappy Smart School and at Roland Michener School are rated at the acceptable to marginal level, and although they are sufficient to accommodate the students, their condition is such that it would be undesirable to move them and it would be a costly endeavour. More information about these portables is mentioned on page 6-145 of the report.

- Information was shared about middle schools in the CBE, including a breakdown of the number of middle schools in each of the Areas and the benefits to students in a middle school configuration, including enhanced programming for students; the leadership roles that occur; and because the students stay in the school for a longer period of time, there are fewer transitions for them. Dr. Yee and Dr. Crawford expressed their personal experience as principals in middle schools, noting they were positive experiences. It was noted that there is public information about middle schools available to parents, through the *Association for Middle Level Education*, and a collection of articles that may be helpful to parents is available on the Area III website.
- Chief Superintendent Johnson noted that one of the Board's objectives over the years has been to have the youngest children schooled closest to home, and as a result, the CBE built a number of Kindergarten to grade 4 middle schools, and especially around the periphery of Area V. Many hours were spent in discussion with those communities to attempt to allay any fears and to talk about the benefits of middle schools. The CBE also made every effort to place experienced principals in those schools.
- Dr. Yee spoke about the parent concerns with the middle school concept and about the discussions held in the community engagement process for this accommodation plan. She noted that emotions can run very high in these situations. She pointed out that there are few problems encountered in middle schools, and she believed that where initially there may be fear, that is soon alleviated. Information was shared about the history and experience with junior high schools that changed to middle schools.
- Dr. Crawford shared further detailed information about the community engagement meetings, the level of involvement by the community and the discussions that took place, and the dates of those meetings, which included information sharing about middle schools in general.
- Administration noted that the accommodation planning for this closure consideration is not facility driven, but it is about programming and the potential to offer a higher quality curriculum to students. The development of middle schools was originally facility driven and over time it became program driven as a result of the success experienced with all grade configurations in those schools, which range from Kindergarten to grade 8, Kindergarten to grade 9, grade 4 to 9, and grade 5 to 9. Dr. Yee stated that the programming at middle schools is not built on one template, but rather there are basic principles that are applied to the context of the learning needs of students in a particular school configuration.
- In regards to the "petition" that was referred to earlier by Ms. L. Miller, in the public comment session of the meeting, Ms. Barkway stated that she had briefly reviewed the document and it would not qualify as a petition, but it could be received as correspondence.
- Dr. Yee noted that should the closure of Roland Michener School be approved, and Dr. Gladys M. Egbert becomes a middle school, the students leaving grade 6 at Abbeydale School would still transition to Dr. Gladys M. Egbert School. Parents of students attending Abbeydale School for grades 5 and 6 may choose to send their children to Dr. Gladys M. Egbert School if the principal of the school agrees that there is sufficient space and resources to accommodate those students. In looking

at the projections at this point in time, it is believed that there would be available space at Dr. Gladys M. Egbert School.

- An explanation was provided of the relationship between class size and school resources. Chief Superintendent Johnson noted that resources are allocated on a per student basis, through the Resource Allocation Model, and there is incremental funding for students with special needs.
- Dr. Yee responded to concerns by parents that Dr. Gladys M. Egbert School would be overcrowded with large class sizes. She noted that the grade 7 core classes at Dr. Gladys M. Egbert School currently average 22 students per class; for grade 8 the average class size is 27 students; and for grade 9 the average is 29 students, all which are typically larger than the younger grade levels, but are consistent with the guidelines. In terms of the exploratory programs, average class size for grade 7 is 16 students; for grade 8 it is 18 students; and for grade 9 it is 20 students.
- Dr. Yee reviewed the current and projected enrolments for the three schools in the community of Marlborough Park. After identifying the space needs for all students in the community, including the potential to offer full-day Kindergarten programs in the community in the future, Roland Michener School was identified by Administration for consideration of closure.
- Dr. Yee noted that should Roland Michener School not receive Board approval for closure, there would be no change next year to the grade configuration at Dr. Gladys M. Egbert School, but there may be an engagement with the community in the future to discuss the grade configuration at the school.
- With respect to the calendars, Cappy Smart School and Dr. Gladys M. Egbert School are on the traditional calendar, and Roland Michener School is on a modified calendar. There would need to be a conversation with parents around what their wishes are.

MOVED by Trustee King:

- 1. THAT the Minutes of the Public Meeting of February 9, 2012, attached to the report as Attachment I, be approved by the Board of Trustees, and**
- 2. THAT the report be received for information and for the record.**

The motion was
CARRIED UNANIMOUSLY.

Trustee King provided a synopsis of the public submissions received by Trustees in relation to this accommodation plan and the consideration of closure of Roland Michener School, as follows:

- over 50 written submissions were received by trustees;
- some individuals provided multiple submissions through various means;
- parents, students and community members spoke against the proposed closure;
- concerns were expressed with the community engagement process;
- accolades were shared about the great work happening and improvement in student achievement at Roland Michener School'

- concerns were relayed regarding middle schools and the belief that grade 5 and 6 students are too young to be in an environment with junior high aged students;
- there was some support for middle schools in general, however there were concerns expressed regarding the junior high school in the community and some parents noted their intention to bus their children to a junior high school outside of Marlborough Park;
- concerns were expressed regarding the added distance kindergarten to grade 4 students would be required to walk if the recommendation is approved;
- comments and suggestions were made regarding the removal of portables to achieve higher utilization rates at each school;
- suggestions were made that bringing in an alternative program would be beneficial;
- concerns were shared about increased class sizes, child care provisions in the community, crosswalks, busing, and the need for full-day kindergarten.

MOVED by Trustee King:

THAT the Board of Trustees receives for information and for the record, the stakeholder report handouts and the correspondence submission that did not qualify as a petition under the *School Act*.

The motion was
CARRIED UNANIMOUSLY.

MOVED by Trustee Ferguson:

THAT the Board of Trustees approves the closure of Roland Michener School and all programs contained therein, effective June 30, 2012.

Comments of Trustees in debate of the motion are summarized as follows:

- there currently is excess space in the three schools in the community and the projections reveal little growth in the near future;
- the CBE would continue to offer a Kindergarten to grade 9 program in the community, with quality programming;
- the CBE's experience with middle schools has been successful for students, and it is important that conversations be held with parents to alleviate any fears and concerns they may have about middle schools;
- enrolments in Marlborough Park elementary schools do not appear to be dropping off;
- concerns were expressed about the potential move of the specialized classes that are currently housed in Roland Michener School and Cappy Smart School;
- it was questionable whether the whole community was given the opportunity to take part in the entire community engagement processes for this accommodation plan and closure consideration;
- the two elementary schools run on different calendars and it was uncertain how that would look if Roland Michener School were to close;

- a concern was noted that should the closure of Roland Michener School be defeated by the Board at this time, and should the enrolments at these schools continue to be static or start to decline, the community may have to be revisited for consideration of another closure process in the near future;
- it was believed that there was a surplus of relocatables at the schools in the community, which factors into the utilization rates, and it was felt to be premature to consider the closure of Roland Michener School, particularly in light of the coming full-time Kindergarten program;
- the current enrolments at the two elementary schools are felt to be sufficient;
- a perspective was shared that it appears from visits to the community schools and from the voice of parents, that students in the two elementary schools are receiving a high quality educational experience;
- concerns were expressed about whether or not this was the right plan, at this time, for this community; and
- the specialized programs that are offered in the schools affected by this closure consideration are for students across Area III and the CBE annually reviews the locations and the needs of the students in those specialized programs for appropriateness of location closer to their residence.

Chair Cochrane called for the vote on the motion.

The motion was
DEFEATED.

In favour:	Trustee Cochrane Trustee Ferguson
Opposed:	Trustee Bazinet Trustee Bowen-Eyre Trustee King Trustee Lane Trustee Taylor

Recessed: 7:17 p.m.
Reconvened: 7:34 p.m.

6.2 Three-Year School Capital Plan, 2013-2015

Superintendent Coppinger provided opening remarks and noted that the three key drivers of the Three-Year School Capital Plan were program delivery, neighbourhood schools, and aging facilities. A PowerPoint presentation was given of the highlights of the contents of the Capital Plan. Attachment II of the report contains the ranking for new schools; Attachment III lists the ranking for modernization projects; and Attachment V shows a combination of the new school construction and major modernizations in order of priority ranking.

Trustees posed questions, which Administration responded to, and the discussion is summarized as follows:

- This is the first year that the list of priorities for new school construction and modernization projects has been combined. The ranking for these projects, as

depicted in the proposed Three-Year Capital Plan, is a reflection of conversations with various stakeholders including principals, staff, area directors and communities.

- The request to combine the two lists came from the provincial government. Superintendent Coppinger shared his belief that the province is leaning more towards funding for new school construction, rather than for modernizations, which is a concern because the Infrastructure Renewal Funding was not increased this year.
- With respect to First Nations, Métis, and Inuit Schools, it was noted that the vision to meet the needs of these students is evolving and it could well be more of a focus on early childhood experiences in more than one school setting. Superintendent Lewis added that significant discussions are ongoing with aboriginal elders about how to improve the learning needs of our aboriginal students for successful outcomes, of which she shared some details. She noted that they have not reached full common ground on what this vision should look like. It is believed that an early start program that contemplates preschool, Kindergarten and early years, with a strong emphasis on literacy development and numeracy within the community and involving their families and supports would probably be a desirable model for examination.

At 7:56 p.m. Chair Cochrane received the consent of the Board to continue the meeting to the completion of the agenda.

- Reference was made to the proposed addition to Centennial High School. It was asked if the main intent is to have extra space to accommodate students from another community, or if it is to have a Career and Technology Centre at the school. Superintendent Coppinger stated that the rationale was to accommodate the growth in students over time, as well as to provide some of the Career and Technology courses for one or two clusters in that school. Superintendent Faber added that conversations are underway between area directors and principals in each of our areas to determine student needs and interest, and the capacity to deliver on high quality programs that would be available to area students, and then move beyond those areas into the general student population.
- With respect to the proposed change to the Education Act, to include funding for 21-year-olds, and a question of what learning environment those students may be placed in, Administration responded that consideration may be given to either a community school, a Career and Technology Centre, or Chinook Learning Services and that would be dependent upon the learning needs and program requirements for the individual student.
- Superintendent Coppinger noted that the Facilities and Environmental Services department is driven by the mandate to optimize the quality of the learning environment in schools. As the deterioration in schools becomes evident, the department would bring recommendations forward to the Board for consideration. Chief Superintendent Johnson stated that as Administration works through the reasonable interpretation of each one of the Board's new policies, the conversation could be held between Administration and the Board about alternative funding and capital reserves in relation to approvals for modernization projects.
- Administration addressed the issue of the lengthy time that some communities have been listed in the Capital Plan, and gave reasons why the ranking changes for

individual communities over time. The Capital Plan extends over a three-year period, during which time the demographics of a community can change, where they become built out to their capacity. Without the provincial funding for school development in certain communities over a much longer period of time, the ranking for those particular communities can change significantly.

- Should the modernizations to the high schools not be approved, the Career and Technology programs would not be delivered in those schools. Superintendent Faber stated that the CBE would like to do everything that it can to build access for students and is looking at strategies to expand hours of operation, and feasible ways to build out and distribute some of those programs. Modernization funding is required to optimize program offerings at the industry standard and to continue with the transition plan for moving students past high school into post-secondary and the world of work.
- Superintendent Faber noted that there have been a number of pilots for the Career and Technology Strategy across the province, focussed on issues such as dual credit where students were given access to industry or post-secondary standard programs. The completion rates for those particular pilots were very high, approximately 90 to 95 percent completion rates. Some of the data collected by CBE from our first semester students in the Career and Technology Centre show a 90 percent completion and projected completion rates. Data collected across schools mainly within the United States where this strategy is much more prevalent, shows that those numbers hold true.

MOVED by Trustee Ferguson:

THAT the Calgary Board of Education's *Three-Year School Capital Plan 2013-2016 (Attachment VI)* be approved and referred to Alberta Education.

Trustees shared comments in support of the motion. A few comments of concern were noted with respect to the modernization needs, with the belief shared that those needs should be ranked higher than they are in this Capital Plan because even though we have space for students, we do not have spaces for them to learn in the way that they need to learn in this century.

Chair Cochrane called for the vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

6.3 Review of Proposed Education Act, Changes and Impacts

A brief summary of the contents of the report was provided. The report addresses the proposed changes in the Education Act 2012, which has been introduced as Bill 2, and the potential implications for the CBE.

MOVED by Trustee Lane:

THAT the Board of Trustees receives the report *Review of Proposed Education Act, Changes and Impact*, for information and for the record.

The motion was
CARRIED UNANIMOUSLY.

7.0 MONITORING AND RESULTS

7.1 Operational Expectations 5: Financial Planning – Reasonable Interpretation

Superintendent Meyers provided introductory comments, noting that the Board of Trustees has set its expectations for financial planning in its values stated through policy, and the Chief Superintendent is responsible to provide a reasonable interpretation. The Board's consideration and approval of this interpretation sets the standard for monitoring administration's compliance, to ensure that operational expectations are being met.

Trustees posed questions, which were responded to by Administration and are summarized as follows:

- After the fall update, in the first quarter of the year, if there are variances to the approved budget, those would be monitored on a quarterly basis through variance reporting.
- In regards to the interpretation of policy subsection 5.2, and the reference to Generally Accepted Accounting Principles (GAAP), the summarization and description of revenues and expenditures would be based on the categorizations that are typically used by organizations that are reporting under GAAP, and, in this reference is used more as a best practice, rather than a dictation.
- It is the intention of Administration to provide a clarifying document of our budget that can be more easily understood by our public. A communication would be made available to our public that speaks to the numbers in the budget and makes a connection with the context of those numbers to the CBE's Three-Year Education Plan and to our Results reporting.
- In response to Trustee concerns around the terminology used in the interpretation of this policy, Superintendent Meyers noted that the analytics are provided in the budget assumptions report, and she noted her belief that the analytics are not part of a budget statement but, rather, are a part of a budget package of information.
- The CBE has a risk assessment approach that is based on a combination of the likelihood of an occurrence and its potential impact. The CBE has a fairly low risk tolerance and our low risk tolerance level reflects very insignificant or minor impacts; moderate impacts would be considered low risk if it was expected to be extremely rare.

Chair Cochrane reminded the Board that the criteria against which the Board is to judge this report is whether the Board is satisfied that the Chief Superintendent has conveyed that she reasonably understands the values underlying this Board policy. She pointed

out that any decision or comment of the Board of Trustees around non-approval of the reasonable interpretation, including the indicators, is in no way intended to be a vote of non-confidence for the Chief Superintendent.

MOVED by Trustee Bowen-Eyre:

THAT the Board of Trustees approves that the Chief Superintendent has reasonably interpreted the provisions of OE-5: Financial Planning, including but not limited to the indicators provided in the report.

MOVED by Trustee Bazinet:

THAT the motion be amended to include “with the exception of policy 5.2”.

For clarity, OE-5.2 reads: “The Chief Superintendent will develop a budget that credibly describes revenues and expenditures.”

Trustee comments in favour of the amendment are summarized as follows:

- A belief was shared that a budget in the format required by Alberta Education is not an adequate form of reporting to our public, and that a further breakdown of expenditures is preferable. An example was made of the one-line item for certificated and non-certificated salaries, which does not explain exactly where that expense is incurred from. Another example was made of the transportation revenue and expense, noting that this budget format does not show the amount of revenue that comes from the province and what would come from the parents through fees.
- A comment was made that more detailed information in the budget should be reported to be more transparent to our public and to substantiate whether or not Trustees are being good stewards.
- It was felt that the Chief Superintendent’s interpretation of policy 5.2 is not reasonable, and that Alberta Education should be asked how their requirement of this budget format, which is basically five lines, speaks to credibility.

Trustee comments in opposition to the amendment are summarized as follows:

- It was acknowledged that the Board would receive budget assumption reports that show the impacts the budget may have on the outcomes and student results. It was believed that the budget format that is suggested by Administration would be sufficient for reporting, and it was questionable that the budget document in itself was the most important document in the scheme of reporting.
- A point was made that the budget assumption report was easily understood and well detailed, showing the impact on students and how the money was spent. The belief was shared that a review of more than just one document is necessary in order to get the whole picture.
- A trustee commented that the provision of details at a greater level does not necessarily provide credibility.

Chair Cochrane called for the vote on the amendment.

The amendment was
DEFEATED.

In favour: Trustee Bazinet
Trustee Taylor
Opposed: Trustee Bowen-Eyre
Trustee Cochrane
Trustee Ferguson
Trustee King
Trustee Lane

Subsequent to debate of the motion by Trustees, Chair Cochrane called for the vote.

The motion was
CARRIED.

In favour: Trustee Bazinet
Trustee Bowen-Eyre
Trustee Cochrane
Trustee Ferguson
Trustee King
Trustee Lane
Opposed: Trustee Taylor

7.2 Calgary Board of Education Operating and Capital Budget Assumptions

Superintendent Meyers provided an overview of the contents of the report, noting that this is a new process and a new report that responds to the requirements specified in the Board's governance policy OE-5: Financial Planning, sub-policy 5.4. She noted that this is a year of transition in more ways than one. In addition to providing three-year budget figures, Alberta Education also made changes in the funding mode and there are new funding titles and new formulas. A PowerPoint presentation was given that captured details of the report and the changes made by Alberta Education.

The following is a summary of the questions posed by Trustees, and the responses provided by Administration:

- The intent is to eliminate the \$19.2 million structural deficit by approximately \$5 million per year, in each of the upcoming years. This will be achieved through the reallocation of funds from a variety of areas.
- A correction was noted on page 7-21 of the report, in the middle column of the Grant Rate Increases, the figure should be changed from 32 to 18, with the total of that portion of the column being 32.
- A portion of the amortization that funds Board-funded Capital will be used to help with the elimination of the structural deficit.
- It was clarified that the intent of the strategy in the first year is to increase the RAM rate for schools, and to reduce the Administration budget to 3.4 percent. The analytics for these two areas have not been projected for the next two years; however, those analytics may be included in the updates for the final budget.

- The funding we receive from Alberta Education is for our fiscal year which begins September 1 and ends August 31. The top up of \$19.2 million received from Alberta Education is for our fiscal year ending August 31st; \$4 million of that is for Alberta Initiative for School Improvement, and the \$15 million remaining is forwarded into the funding for 2012-13.
- Reference was made to page 7-16 of the report, under School Fees, and it was clarified that the anticipated savings of approximately \$1 million has nothing to do with the fees that are charged to parents, but it is an anticipated cost recovery of school based, employee parking fees. Administration shared some details about the community engagement process that took place with respect to school fees and noted that a full report would be presented to the Board on April 3, 2012.
- A concern noted by a Trustee was that some of the statements in this report could be construed as principles and values of the Board, which have yet to be discussed in terms of school fees. Chief Superintendent Johnson reminded the Board that it has delegated the setting of fees to Administration.
- Superintendent Meyers noted that with respect to the FTE Comparison chart on page 7-25, it is anticipated that for service units there will be an increase of about 45 FTEs, which relate to some service delivery changes and mainly to new custodians in the new schools. In regards to the decrease in costs in service units, those are to be found through service contracts and supplies.
- The deferred maintenance costs are funded from Board-funded Capital, which is very restricted to the non-school related capital expenditures relating to equipment, technology and retro-fits.
- With respect to the possibility of using funds from the Capital Budget for capital needs, such as deferred maintenance, it was noted that could be a strategy; however, the amount of amortization available does not even come close to what we are receiving from the province.
- Superintendent Meyers commented on the concept for the use of the amortization for the replacement of our deferred maintenance, which is on an upward curve.
- With respect to the proposal to increase the RAM by four percent, it was noted that it is important to recognize, first and foremost, that the four percent refers to a RAM rate increase that is not to be confused with a year-over-year change. Administration is of the understanding that the Board has always been interested in this figure, thus it has been reported here, as has the estimate of an increase to schools totalling \$21 million. The math would show that year-over-year, the increase is 2.5 percent. The reason for this difference is a result of the temporary funding that we received last fall, and because our RAM rates have always been the basis for the next year's RAM rate, it was important not to include that temporary funding in the ongoing RAM rates.
- Superintendent Meyers clarified that the figures presented in these strategies and assumptions are only directional, and that they are not the budget figures. The budget process is only just beginning, and as staff work through these assumptions, the impacts may change.

MOVED by Trustee Bowen-Eyre:

1. **THAT the Operating Budget Assumptions be received for information and for the record.**
2. **THAT the Capital Budget Assumptions be received for information and for the record.**

Comments shared by some Trustees were that the Board has not actually had a robust discussion in this engagement with Administration, and has not yet shared some of its values and some of the possible trade-offs in this document. Chief Superintendent Johnson expressed that several discussions were held around this when the Board policy work was ongoing, and she noted that those policies reflect the Board's values.

Chair Cochrane called for the vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

8.0 **POLICY DEVELOPMENT AND REVIEW**

There were no items.

9.0 **CONSENT AGENDA**

Chair Cochrane noted that none of the items on the consent agenda were removed and are approved as submitted.

9.1 **Board Consent Agenda**

9.1.1 Approval of Minutes

- Regular Meeting held January 24, 2012
- Regular Meeting held February 21, 2012
- Regular Meeting held February 28, 2012

THAT the Board of Trustees approves the Minutes of the Regular Meetings held January 24, February 21, and February 28, 2012, as submitted.

9.1.2 Correspondence

THAT the Board of Trustees receives the following correspondence for information and for the record:

- **Email dated March 8, 2012, from The Honourable Thomas Lukaszuk, Minister of Alberta Education, regarding an invite to parent representatives on School Councils to participate in a conference call with him to continue the discussion on priorities for Alberta's education system.**

9.1.3 Annual Summative Evaluation of the Chief Superintendent

THAT the report and Attachment I be received as information and for the record.

9.1.4 Trustee Liaison Report - ASBA Zone 5

THAT the Alberta School Boards Association (ASBA) Representative Report with respect to the ASBA – Zone 5 dated March 20, 2012 be received for information and for the record; and that the CBE supports the recommendations of the Zone 5 Advocacy Committee related to the Edwin Parr event.

9.1.5 Revised Schedule of Regular Meetings of the Board of Trustees

1. THAT the Board of Trustees approves the revised Schedule of Regular Meetings, as follows:

**PUBLIC AGENDAS
3:00 p.m. to 6:00 p.m.**

**PRIVATE AGENDAS
11:00 a.m. to 2:00 p.m.**

**April 3, 2012
April 17, 2012**

April 10, 2012

**May 1, 2012
May 15, 2012
May 29, 2012**

May 22, 2012

**June 12, 2012
June 19, 2012**

June 26, 2012

**September 4, 2012
September 18, 2012**

September 25, 2012

**October 2, 2012
October 16, 2012**

***Next Organizational Meeting proposed for October 16, 2012, at 3:00 p.m., prior to commencement of the Regular Meeting**

2. THAT the Regular Meetings, Public Agenda, will take place in the Multipurpose Room at the Education Centre, 1221 – 8 Street SW, Calgary, Alberta.

3. THAT the Regular Meetings, Private Agenda, will take place in Room T224 at the Education Centre, 1221 – 8 Street SW, Calgary, Alberta.

9.2 Chief Superintendent's Consent Agenda

9.2.1 Chief Superintendent Update

THAT the Board of Trustees receives the Chief Superintendent's Update report for information.

10.0 TRUSTEE NOTICES OF MOTION

There were no Trustee notices of motion.

Recessed: 10:31 p.m.

Reconvened: 10:38 p.m.

11.0 IN-CAMERA ISSUES

In attendance for this portion of the Agenda were: all Trustees, Chief Superintendent N. Johnson, Deputy Chief Superintendent D. Stevenson, Superintendent D. Meyers, Superintendent J. Johnston, and Ms. J. Barkway.

11.1 Motion to Move In Camera

MOVED by Trustee Taylor:

Whereas the Board of Trustees is of the opinion that it is in the public interest that matters on the Private Agenda for the Regular Meeting of the Board of Trustees, held on March 20, 2012, be considered at an in-camera session; therefore, be it

Resolved, **THAT the Regular Meeting of the Board of Trustees moves in-camera.**

The motion was
CARRIED UNANIMOUSLY.

11.2 Motion to Revert to Public Meeting

MOVED by Trustee King:

THAT the Regular Meeting of the Board of Trustees moves out of in-camera.

The motion was
CARRIED UNANIMOUSLY.

11.3 Motion To Action In-Camera Recommendation

MOVED by Trustee Taylor:

THAT the Board of Trustees approves the Audit Committee external member selection process as discussed in camera.

The motion was
CARRIED UNANIMOUSLY.

12.0 ADJOURNMENT

Chair Cochrane declared the meeting adjourned at 11:00 p.m.