

PRESENT:

Board of Trustees:

Trustee P. Cochrane, Chair
Trustee C. Bazinet
Trustee G. Dirks
Trustee L. Ferguson
Trustee P. King
Trustee K. Kryczka
Trustee G. Lane

Administration:

Dr. B. Croskery, Chief Superintendent of Schools
Mr. F. Coppinger, Superintendent, Facilities and Environmental Services
Mr. D. Dart, Superintendent, Corporate Services – Secretary Treasurer
Ms. J. Crarer, Acting Superintendent, Educational Support Services
Ms. B. Hubert, Deputy Chief Superintendent of Schools
Mr. J. Jones, Executive Assistant to the Chief Superintendent
Ms. B. Kuester, Executive Director of Communications
Mr. R. Peden, Director and General Counsel, Legal Affairs
Ms. J. Barkway, Assistant Corporate Secretary
Ms. H. Numrich, Recording Secretary
Ms. S. Wasylshyn, Executive Assistant to the Trustees

Stakeholder Representatives:

Ms. J. Regal, Alberta Teachers' Association, Local No. 38
Ms. A. Craig, Calgary Board of Education Staff Association
Ms. L. Newton, Calgary Association of Parents and School Councils
Ms. D. Clark, Elementary School Principals' Association
Ms. S. Konopnicki, Elementary School Principals' Association
Mr. J. Hall, Principals' Association for Adolescent Learners

Action By

1.0 CALL TO ORDER, NATIONAL ANTHEM AND WELCOME

Chair Cochrane called the meeting to order at 5:00 p.m. Taylor, a student from Colonel Irvine School led in the singing of the national anthem. Chair Cochrane acknowledged and welcomed representatives from the aforementioned organizations.

2.0 CONSIDERATION/APPROVAL OF AGENDA

Ms. Barkway informed of the following updates to the agenda. Under Item 3.5 there were two Trustee inquiries. She also noted that there was a handout available for Item 4.1 Workforce Planning Board Development Session, and a circulation for Item 5.1 Student Accommodation Plan for the Mandarin Bilingual Program. She also noted that Item 7.1.3 Monitoring of Board Governance Policies had been removed from the agenda, and a late circulation was distributed for Item 7.1.5 Chief Superintendent's Annual Summative Evaluation.

MOVED by Trustee Ferguson:

THAT the Agenda for the Regular Meeting of March 4, 2008, be approved as submitted, with the above noted changes.

The motion was
CARRIED UNANIMOUSLY.

3.0 PUBLIC CONVERSATION AND INFORMATION

3.1 Report from the Chair and Trustees

- Trustee Kryczka reported on the following events: she and other Trustees attended the Consideration of Closure Public Meeting at Windsor Park School; she also attended a school council meeting at Chinook Park School; and met with Ms. K. Krylly, Area IV Director. Trustee Kryczka and Chair Cochrane attended the official school opening for Battalion Park School and she and her husband attended their fundraiser gala later that evening. Their Ward Trustee, Trustee Lane was unable to attend and was notably missed.
- Trustee Cochrane stated that it was a delight to attend the official school openings, and that she had attended the Arbour Lake School opening on the same day.

3.2 Report from the Chief Superintendent

Dr. Croskery reported on the following events: he attended and visited with staff at Woodlands school; Deputy Chief, B. Hubert attended The Learning Partnership awards dinner for 33 of Canada's outstanding principals in Toronto where three Calgary Board of Education principals were recognized. They were the only principals awarded from Alberta and included Ms. M. Hood, Rideau Park School, Ms. V. Barlow, Edgemont School and Ms. J. Green, Radisson Park School. Deputy Chief B. Hubert noted that it was a wonderful event to see and that the principals were appreciative of being recognized by the Calgary Board of Education for their outstanding leadership and of the attendance of Deputy Minister Henke; Dr. Croskery attended a reception for the new Assistant Deputy Minister, Ms. W. Haas; Dr. Croskery noted that the Calgary Inter-faith Food Bank Society had acknowledged the Calgary Board of Education for participation in the Mayor's Food Drive, including 320 pounds of food that was collected from the Education Centre and he expressed thanks to staff for their participation; Dr. Croskery met with Mr. R. Straub, principal of Forest Lawn High School and as a representation of the good work going on in that school, he displayed a banner designed by a student for a Forest Lawn community association competition.

3.3 Public Question Period

There were no questions from the public.

3.4 Stakeholder Reports

There were no stakeholder reports.

3.5 Trustee Inquiries

Ms. Barkway read the following Trustee Inquiry, from Trustee Ferguson for the record:

What is the plan for all Calgary Board of Education High Schools with regard to accommodating the current Integrated Occupational Program (IOP) congregated program students into the Knowledge and Employability (KE) courses at high schools? Can you provide data regarding the effectiveness of the IOP congregated program, as compared to the KE courses for students?

Ms. J. Crarer, Acting Superintendent, Educational Support Services responded. A summary of her comments is as follows:

The Integrated Occupational Program (IOP) was created in the late 1980's to meet the needs of students who were too strong to qualify for a formalized special education program, yet found the regular high school program difficult. In 2006, Alberta Education mandated the replacement of the IOP program with Knowledge and Employability (KE) courses. The KE policy provides students the opportunity to take a variety of courses and if they choose, to transition into the regular program and obtain a high school diploma. The implementation plan will be monitored and reviewed on a regular basis. Adjustments will be based on improving the learning environment. Ms. Crarer stated that it is difficult to compare the data between the IOP program and KE courses as there are significant differences and there is not enough data yet available about the effectiveness of the KE courses. Potential measures may be provided in data such as the 2008 Accountability Pillar Survey, parent satisfaction surveys or the High School Exit Survey. Growth and achievement of all students is ultimately monitored and measured against their own individual learning plans. Reporting on the implementation of the KE policy and courses will be undertaken by Administration in the context of future monitoring documentation.

Ms. Barkway read a second Trustee Inquiry from Trustee Kryczka, regarding the Gifted and Talented Education (GATE) program. Director Gouthro responded and her comments are summarized for each portion of the question as follows:

I understand the Gifted and Talented Education (GATE) Program has existed for many years – since 1981 at the Provincial Level and since 1987 at the CBE Level – yet there seems to be a general misunderstanding of the type of ‘special need’ that ‘giftedness’ implies and the need for a special program/GATE Program for many students.

Can you describe ‘giftedness’ and why many young people with ‘giftedness’ qualify for ‘special needs’ funding?

Alberta Education's current definition for the formal identification of students with gifted and talented special education needs are: “exceptional potential and/or performance across a wide range of abilities in one or more of the following areas: general intellectual; specific academic; creative thinking; social; musical; artistic; kinaesthetic.” All qualify for support to meet their programming needs.

Are present funding levels for assessments sufficient to run a GATE Program that meets the needs of its students? In recent school years how many CBE students have been assessed as ‘gifted’/special needs, how many are registered in the GATE Program and how many students are not in the program by choice or are not identified and are in the regular stream?

Assessments help to identify programming needs. It is the responsibility of the school principal to identify students, to make arrangements for assessments and to consult with the Area Director if there is a shortfall in funding for assessments. As of September 30, 2007 there were 2,329 students identified as Gifted (Special Education code 80) in the Calgary Board of Education. This represents 2.38 per cent of the total student population. Of those, 50 percent are registered in the GATE program. The educational needs of the other 50 per cent are being met through programming and services such as cluster grouping, enrichment and special needs projects and programs of choice such as French Immersion, Advanced Placement and International Baccalaureate. There is no way to determine the exact number of students who would be considered gifted.

What aspects of the Calgary Board of Education's GATE Program are successful/working well for students in the Program?

In a 2006-2007 survey, students identified common themes for the success of the program as follows: they enjoy being with likeminded peers, friends with similar interests and goals;

positive learning environments with smaller classes; a congregated setting which allowed for a more in-depth creative approach to learning and the accelerated pace of learning was seen to be important because students could fit more high school courses into their timetables and have the ability to spread out courses and take fewer diploma exams within their Grade 12 year.

Regarding present student accommodation or school sites for the GATE Program, how many sites are presently in the CBE system, where are they located and at what grade level? What are future plans to expand on the number of sites and range of grades?

Currently there are eleven GATE sites within the Calgary Board of Education: five elementary, three middle/junior high, one junior/senior high and two high schools. There is adequate space to accommodate all GATE students in their designated school; therefore there are no plans to expand. If there were a change in the number of requests for consideration of placement, the need for expansion would be examined.

What challenges have been identified to the present GATE Program and what are possible future solutions?

There have been four major challenges currently identified: lack of pre-service training for teachers; loss of experienced staff; communication with parents regarding the range of programming options available; there is a provincial definition of a gifted learner, but each school board can define their eligibility requirements. There is a wide variety of initiatives in place in an effort to meet these challenges, some of which include the following: annual system wide professional development, liaison with the University of Calgary, monthly meetings with GATE principals, and meetings with the GATE Parent Association. As a result of a recent audit of Severe Disabilities, Alberta Education is currently re-examining funding guidelines.

Has there ever been a comprehensive program evaluation (EL-6,8,5) of the GATE Program by the CBE or by the provincial government? If not, why not? Are there plans to complete an evaluation in the future?

There is no current systemic program evaluation of the GATE program. Principals are responsible for ongoing evaluation of GATE programs related to student outcomes. Student Services support staff are available to assist principals in the evaluation of the GATE program. Superintendents' Team is currently considering the need for an evaluation of programming for gifted learners. When Alberta Education conducts a programming review, it will be inclusive of all special education needs, including gifted learners. Historically, they have never conducted a program review of a single group of learners identified as special education students.

Ms. Crarer noted that a written response would be provided to all Trustees.

4.0 BOARD DEVELOPMENT

Workforce Planning, Part 1: Student Population Projection and Teacher Forecasting Model – Calgary Board of Education (Presentation by Alberta Education)

Chair Cochrane introduced the Board Development session stating that this session would be on the recruitment and retention of staff. She stated the purpose of this session is to develop more complete knowledge and a better understanding of the demographics of Calgary and the Calgary Board of Education, in order to plan for workforce issues now and into the future. She recognized special guests that were in attendance for this session as follows: Dr. B. Clark, Dean, Faculty of Education, University of Calgary; Dr. A. Sherman, Vice-Dean, Faculty of Education, University of Calgary; Mr. J. Blevins, Senior Education Manager,

Zone 5 Services Branch, Alberta Education; Mr. K. Kempt, Vice-President, ATA Local 38. She introduced the session presenter, Mr. R. Clarke, Director, Workforce Planning Department, Alberta Education.

Mr. Clark stated that Deputy Minister Henke had recently introduced a workforce planning initiative as he became aware of a need for Alberta Education to be more adequately prepared for the future. A project was undertaken with the University of Alberta School of Business to develop a simulation model that would assist in effectively forecasting the student population growth and demand for teachers in Alberta from 2007 – 2020 and annually thereafter. He noted that the model is in “draft” form, and is still being refined as feedback is received for areas of improvement. It is anticipated that by June 2008 the model will be available for Calgary Board of Education planners.

Mr. Clark gave a PowerPoint presentation of the model that included statistics on the future growth anticipated for Alberta, and the Calgary Board of Education. He noted that the model anticipates that the 2007 population of 590,000 Alberta students (Kindergarten to Grade 12, including public, separate, charter, private) is predicted to see a significant increase to 700,000 students by the year 2020. This would mean the current 34,500 full-time equivalent (FTE) teachers would be anticipated to increase to over 41,000 to accommodate this growth. The demand that is expected is unprecedented historically. Teacher preparation institutions in Alberta, including the Universities of Alberta, Calgary and Lethbridge, Concordia College and King’s College have graduated approximately 2000 teachers annually over the past six years, with 75 per cent of those graduates teaching in the first two years following graduation.

Factors considered in this model include student demographics, migration, and the fertility rate. It includes all students, whether half-time (ECS) or full-time. It is based on a modest statistical projection of how the province will continue to grow. Migration information was obtained through Alberta Health and Wellness data, which is collected annually. Mr. Clark noted that the migration rate of 3 per cent for 2006 was higher than the current year migration rate, which is just below 2 per cent. He stated that the fertility rate is on the rise in Alberta, and is the highest in Canada, not including the Territories. Teacher workforce projections account for teacher attrition, which recognizes that teachers leave the profession for a variety of reasons including travel, exchange, study, illness, maternity, resignation and retirement. He also provided information regarding the male/female ratio of teachers noting that far more are female. This information was obtained from Alberta Education, Teacher Development and Certification Branch.

Mr. Clark noted that the draft model is available upon request to school boards. He noted that even if no migration took place or there was no significant fertility rate increase, the number of students would still increase. The projection for 700,000 students is a modest projection. According to the model it appears that the most significant increase in student numbers will come in 2011.

Mr. Clark noted that in the Calgary Board of Education, there has been an increase in the growth of non-Canadian, English as a Second Language (ESL) students from 7 per cent in 2003-04 to 11 percent in 2008. He stated that this is the most notable increase in ESL in the province.

Mr. Clark noted that there is a provincial concern that a large number of early career teachers leave the teaching profession. Research has begun as to why and what are the solutions. Twenty per cent of female teachers between 24 -35 years of age are leaving. The reason for many of these may be to raise children and some will come back at some point, but it has been noted that attrition for males is relatively high as well. Another factor contributing to attrition is that just less than half of every certificated teacher in the teacher workforce in 2006 were 45 years or older, meaning that many will consider retirement before long, and the attrition rate through retirement will increase. He noted that in 2006-07

more than 1200 full time equivalent (FTE) teachers retired. This is the highest number in the history of the Alberta Teacher's Retirement Fund. Between 2006-2011, the prediction is that another 6,000 teachers will leave due to retirement.

In response to a Trustee question whether hiring teachers from out of province would become a reality if there are only 2,000 teacher graduates from Alberta each year, Mr. Clark stated that this would be quite possible with 6,000 teachers required annually by 2011, compared to 4,500 now. He noted that this has already been happening consistently and that in 2006 approximately 700 of the new teacher graduates that were hired came from out of province. He noted that the Calgary Board of Education has an advantage in that many graduates prefer to work close to urban centres.

In looking at the Alberta School Boards Association Zones, in terms of projected overall volume growth, Zone 5 is projected to have the most significant overall enrolment increase of any Zone in Alberta. The Calgary Board of Education is expected to experience a moderate increase in student population, while outlying boards such as Rockyview and Foothills are expected to experience a high increase in student population. This is due to the population of Calgary pushing outside of the city limits. Projected teacher workforce increase would be relative to that of the student population increase.

In the city of Calgary there are 165,000 students. This is predicted to increase to 187,000 by 2020. The fertility rate, participation rate (parents can choose the school system) and migration rate, are factors that can be manipulated in the model. The model predicts that in 2020 the total hires by the Calgary Board of Education would be approximately 923 teachers, 271 being new hires. In comparison, in 2006 there were 850 total hires, of which 250 were new hires.

He reviewed the "Next Steps" that include: helping inform Alberta Education more effectively so that they can engage in pro-active future planning and budget accordingly for anticipated student growth or decline across the province; and to be thoughtful about the means to attract and retain teachers provincially, at a time when we might be experiencing significant growth.

In conclusion, Mr. Clark stated that there is an External Advisory Committee that provides advice and counsel to the Workforce Planning Initiative. Included in this group are members of the College of Alberta School Superintendents, the Alberta School Boards Association, and representatives from each of the teacher preparation institutes in the province. A strategic education workforce action plan has been developed that focuses on teacher attraction, preparation, development, engagement and retention. They are building a plan that will be informative to the ministry and to jurisdictions. Mr. Clark noted that Ms. L. Angelo, a Human Resources Director with the Calgary Board of Education is a valuable member of this committee.

Mr. Clark invited the Board and the public to contemplate what they have seen and heard, to make observations, and provide feedback as the model is still in the draft phase and they continue to look at enhancing the model.

A question and answer period took place, which is summarized as follows:

- A Trustee stated that if the prediction is that the provincial student growth will go up by 110,000 and of this 9,000 are predicted to be in the Calgary Board of Education, where is the most significant growth predicted to be in the province? Mr. Clark stated that the most significant growth is predicted to be in the highway 2 corridor, including Edmonton and Calgary. Other areas of notable and significant growth are predicted to be in Grande Prairie, Fort Vermilion, Lethbridge and Medicine Hat. Calgary will continue to attract from within Alberta, other parts of Canada and the world. He noted that there appears to be a significant outflow of people who come to Calgary and decide to commute and live

in outlying areas such as Airdrie, Cochrane and Okotoks. These areas are anticipated to have the highest growth rate in the province.

- Mr. Clark stated that the capacity to train more teachers or increase interest in the profession has not been considered until recently as the information obtained from the Canada census showed the school age population to be stable. This new information, obtained through Alberta Health and Wellness is reliable but relatively new and they have just begun to dialogue with teacher training institutions, who have all responded with a high level of interest and are beginning to do some of their own pro-active planning toward this end.
- The need to increase the retention of teachers and to achieve successful accreditation of foreign educated teachers was expressed. Mr. Clark agreed that this is consistent with what the advisory committee has recommended in marketing the teacher profession, to do a better job of attracting teachers to the profession.
- Evaluation of teacher shortages in specialty areas such as special education and languages is included as a small part of the model that provides provincial analysis of the choices students make in teacher education programs in terms of their majors and minors at universities, and for the demand for particular areas of instruction at the school level. It is a very rough estimate and they have been encouraged to do a better job of tracking teacher qualifications. This information is not currently available in the majority of school jurisdictions. The areas of need that they are aware of include specialty areas such as Career and Technology Studies (CTS), French Immersion, second languages and high school physical sciences. The shortages are more acute in rural areas, but also in some key areas at the Calgary Board of Education.
- Mr. Clark stated that with the prediction of student growth and teacher shortages, they are also concerned for shortages in other areas such as teacher assistants, custodians, speech and language pathologists and support staff. This is another area they hope to undertake and add to the model.
- The importance of the role of principal retention was discussed. Mr. Clark stated that they have been asked to desegregate data to display what is happening regarding retention of school administrators and they have undertaken some work. Although it is not complete yet, some provincial data is available. The development of levels of leadership was also reflected by other stakeholders. Why teachers are leaving the profession early, and suggestions to change this have been made, including returning to a standardized approach to the former internship program and providing opportunity to engage in a greater degree of leadership on the job.
- Mr. Clark stated that the model could be manipulated to change the participation rate if there is evidence to suggest doing so. This might include areas such as the high school completion rate, which the Calgary Board of Education is currently striving to increase, and the Learning Commission report recommendation of full-time and junior kindergarten.
- In response to a Trustee comment regarding the different programs being offered at teacher preparation institutions and the number of years of instruction required to become a teacher, Mr. Clark responded that there has not been a lot of research done on this; however, it is an interesting and valid consideration.

Chair Cochrane expressed her thanks to Mr. Clark on behalf of the Board for his very informative presentation. She stated that the evaluation and “next steps” would be deferred until Part II of the Workplace Planning Board Development Session takes place. She invited all attendees to the Plaza for a time of dialogue and refreshments.

Recessed at 6:37 pm.
Reconvened at 7:04 p.m.

5.0 ACTION ITEMS

5.1 Student Accommodation Plan for the Mandarin Bilingual Program

Superintendent Dart introduced the report. He stated that the need to relocate the Kindergarten to Grade 6 Mandarin Bilingual program at Langevin School had become apparent in order to accommodate the growth of the Science program in that school, as well as the interests of the community around the Mandarin Bilingual program being located in a facility that will support its future growth and expansion. A proposal to accommodate the expansion of both programs is included in the report. Mr. Dart invited Director P. Carlton, Community Engagement and Operational Planning, to respond to Trustee questions regarding the report.

Trustees asked questions to which Mr. Carlton responded and a summary of the discussion is as follows:

- Mr. Carlton stated that they are projecting 313 French Immersion students at King George School in 2008. The principal is responsible for the classroom configurations; however, it could be estimated that if there were 25 students per class, the French Immersion program would use 12 of the 24 classrooms.
- The 16 students projected for the 2008 Mandarin Bilingual program in junior high at Langevin School are integrated into a full grade 8 and 9 class along with the Science program at Langevin. Relocating these students to be with the Grades 5/6 students at King George School was not recommended, as King George School is an elementary school and would not accommodate junior high students.
- The extra four buses estimated to be needed for students who live outside the King George French Immersion attendance area are based on residences of current students in the kindergarten to grade 6 Mandarin Bilingual program.
- There has been an increased expressed interest in both the Science program and Mandarin program. It is expected that the number of students recommended to be transferred from the Langevin School with the Mandarin program would be replaced by the many requests for the Science program.
- If the Mandarin program moves, parent interest in both the Science program at Langevin and the Mandarin program would be monitored on an ongoing basis by Area Directors. A third site for the Science program could be considered at some point if the need became apparent.

MOVED by Trustee Kryckza:

THAT the Board of Trustees receives the report *Student Accommodation Plan for the Mandarin Bilingual Program*, for information and for the record; and

THAT the Board of Trustees is satisfied that there is cause to proceed with a consideration of closure of the kindergarten to grade 6 Mandarin Bilingual program at Langevin School, in order to allow for the transfer of that education program, pursuant to the *Closure of Schools Regulation* and the process outlined in the Board of Trustees' Governance Process Policy -5E: *Board of Trustees' Procedure – Consideration of School Closure*, Section 1.1(2), sub-paragraphs (i) to (xii).

The motion was
CARRIED UNANIMOUSLY.

6.0 MONITORING AND RESULTS

6.1 Annual Monitoring Report for Executive Limitations 6: Instructional Program

Dr. Croskery introduced the report and thanked staff for their extensive work. Superintendent J. Crarer gave brief introductory remarks. She stated that several changes were made to this report in comparison to last year's monitoring of this policy. Two new policy provisions have been included. They include: sub-point 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"; and sub-point 12 "ensure that full day kindergarten programs are established for at-risk students". Interpretations for some statements have been included such as in sub-point 5 where innovative programs are defined. Overall the report is written from a system perspective, rather than an area perspective. A full spectrum of special programs are outlined in the attachments.

Chair Cochrane reviewed the criteria against which the Trustees are to judge this report, including that of reasonable interpretation of the policy, compliance with the policy, and whether sufficient information has been provided. She noted also that the particular vote with regard to compliance should in no way be considered as a vote of non-confidence.

Trustees posed questions that were addressed by Administration and a brief summary of the discussion is provided as follows:

- Mr. Carlton stated that in working closely with Area Directors and principals, wait lists for alternative programs are monitored. At this time, the Traditional Learning Centre at Colonel Sanders School is the only alternative program with a waiting list. Another site for this program in Area II is presently under consideration.
- Ms. A. Cartwright, Senior Executive Assistant to the Superintendent, stated that one of the major initiatives through the Alberta Initiative for School Improvement (AIS) program is in regard to curriculum and diversity. Many schools are involved in these projects. Diversity is part of responding to English as a Second Language (ESL) needs. Opportunities are offered through ESL specialists and learning support advisors to increase understanding. The English as a Second Language program is based on direct instruction, differentiation of instruction, and cultural competency. Leadership and instruction is provided at the Level 1 Intervention Centre where teachers have been in-serviced and provided with a guide for instruction programming.
- Ms. Crarer stated that the process that took place in the review of Alice Jamieson Girls Academy was done internally by staff of the program, and involved students and parents. Since this time it was decided that reviews should include external opinions. A committee of Calgary Board of Education representatives has been established. It is hoped that next year's monitoring report will include their progress.
- Dr. Croskery stated that they are also working on a second initiative to broaden the scope of a case study analysis of schools and programs. They have gone into schools to develop a research model through the case method. They have since moved to expand that method to include an organizational analysis of the school. Six schools will be included in the case study of its programs along with an organizational analysis of the school using the Bolman and Deal method. This is a new design that would involve external people coming in to the school and working with school staff. Dr. Croskery stated that it is possible to expand this model in many ways, including looking at standards and accreditation of programs. It is hoped that this model could be useful province wide. He is also involved in training people in how to analyze schools through these models himself.

- Ms. Crarer explained that in evaluating the effectiveness of instructional programs, they tried to include a range of programs in the Calgary Board of Education. These have different formats and purposes so they decided to outline what it would be like for a regular school instruction program. There are different measures in evaluating an instructional alternative program – some have program integrity documents that must be respected. Discussions are currently ongoing regarding review of alternative programs that have more than one site, in terms of reviewing them as a whole or as individual sites. Dr. Croskery noted that if an alternative program has more than one site there are some elements of common practice at every site, with some degree of variation. He is of the opinion that these programs should be reviewed individually and as a whole, as there should be a standard for each site for the common characteristics, and room for customization.
- An array of opportunities for teacher professional development opportunities is being developed. They are looking to develop on-line opportunities as well, as this is preferred by many teachers. It is recognized that teachers have many different learning styles and there are face to face opportunities provided after school time as well. For teachers new to the system there have been professional development opportunities available on Saturdays that have been popular.

MOVED by Trustee Ferguson:

THAT the Chief Superintendent has reasonably interpreted the provisions of this policy, *Executive Limitations 6, Instructional Program*, and the Board of Trustees finds the Chief Superintendent to be in compliance.

Trustee comments in support of the motion are as follows:

- This is a very detailed, informative, extensive report. It demonstrates the variety of programming available in the Calgary Board of Education and reviews many of the different avenues regarding how evaluation is done.
- It is an interesting report that highlights some of the important work being done with a strong sense of a school system being focused on supporting learning for students at all levels.
- One Trustee expressed encouragement that we are making headway on the evaluation process. It was suggested that more accessible information such as this could lead to more demand for alternative programs and increased satisfaction from parents.
- This Executive Limitation is at the core of what we do in the Calgary Board of Education. It is an excellent report. Through the many programs and constant evaluation we are ensuring that instruction is continually improving and is as listed in sub-point one, “oriented to exceed the expectations of Alberta Education for student learning outcomes”.

The motion was
CARRIED UNANIMOUSLY.

Motion arising:

MOVED by Trustee Ferguson:

THAT the Board of Trustees commends the Chief Superintendent for exemplary performance in that a wide array of programs are being offered to students to meet learning styles and needs.

A Trustee commented that the attachments to this report give a good idea of the complexity of student needs being addressed, strategies to improve teacher professional development, and to provide opportunities for students to be the best they can be.

The motion was
CARRIED UNANIMOUSLY.

MOVED by Trustee Dirks:

THAT the Board of Trustees commends the Chief Superintendent for exemplary performance in encouraging innovative programs that are creative and unique and designed to improve student achievement.

A Trustee commented that the Calgary Board of Education seeks to continually improve programming and options for students. A broad array of creative and unique means to do so is indicated in the report. He noted in particular, the Pharmacy Technician Retail Certificate. Locally developed courses such as this result in students being recognized at the Southern Alberta Institute of Technology as post secondary students. Alberta Education has noted the significance of this particular innovation and they are considering this type of model province wide. This type of innovation is what we have come to expect at the Calgary Board of Education and should be commended.

The motion was
CARRIED UNANIMOUSLY.

Dr. Croskery noted that it is important to draw attention to the people in our schools who work to achieve these wonderful things for students. We have brilliant teachers, support staff, and administrators who are working effectively, and their contribution to success is significant.

6.0 CONSENT AGENDA

Chair Cochrane noted that Item 7.1.3 was removed from the Consent Agenda and declared the remaining items on the Consent Agenda and the Chief Superintendent Consent Agenda to be approved as submitted with the Regular Agenda of March 4, 2008 as follows:

7.1 Board Consent Agenda

7.1.1 Approval of Minutes

Regular Meeting of the Board of Trustees held February 19 and February 26, 2008.

THAT the Board of Trustees approves the Minutes of the Regular Meeting held February 19, 2008 and February 26, 2008, as submitted.

7.1.2 Correspondence

There was no correspondence.

7.1.3 Education Matters (Quarterly Report)

THAT the Board of Trustees receives EducationMatters' year end, December 31, 2007, unaudited internal financial report for information and for the record.

7.1.4 Chief Superintendent's Annual Summative Evaluation

THAT the Board of Trustees approves the formal summative statement of the performance of the Chief Superintendent for the 2007 calendar year, as documented in the attached letter and report.

7.2 Chief Superintendent Consent Agenda

7.2.1 Chief Superintendent's Update

THAT the Board of Trustees receives the report for information.

Motion Arising:

MOVED by Trustee Ferguson:

THAT the Board of Trustees authorizes the public release of information related to the Board's approval for the transfer of the Calgary Board of Education's Coventry Hills School site at Harvest Hills Boulevard and Country Village Road to the Calgary Catholic School District in exchange for the Calgary Catholic School District Coventry Hills school site at 12056 Coventry Hills Way N.E., as required for an appropriate communications plan.

Chair Cochrane noted that this motion arises from the meeting minutes of the Regular Meeting of February 26, 2008.

The motion was
CARRIED UNANIMOUSLY.

8.0 TRUSTEE NOTICES OF MOTION

Trustee Lane gave notice of motion to amend the Ends 1 Policy to include a requirement to provide monitoring reports on that policy.

Recessed at 7:50 p.m.
Reconvened at 8:00 p.m.

At 8:00 p.m. Chair Cochrane received the consent of the Board to continue past the agreed upon end time of the meeting.

9.0 In-Camera Issues

9.1 Motion to Move In-Camera

MOVED by Trustee Lane:

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

The motion was
CARRIED UNANIMOUSLY.

9.2 Motion to Revert to Public Meeting

MOVED by Trustee Dirks:

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

The motion was
CARRIED UNANIMOUSLY.

9.3 Motion to Action In-Camera Items

MOVED by Trustee Bazinet:

THAT the Board of Trustees is satisfied that there is sufficient cause to consider the closure of Lord Shaughnessy High School 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*; and

THAT pursuant to Section 1.2 (2) of the *Closure of Schools Regulation*, the Board of Trustees writes a letter to the Minister of Education requesting exemption from sections 4 to 7 of the *Closure of Schools Regulation*.

In favour:	Trustee Bazinet Trustee Dirks Trustee Kryczka Trustee Lane
Opposed:	Trustee Cochrane Trustee Ferguson Trustee King

The motion was
CARRIED.

MOVED by Trustee Dirks:

THAT the Board of Trustees receives the 2007 Campaign, Revenue and Expense Forms report for information and for the record; and

THAT the Board of Trustees authorizes that the 2007 Election Revenue and Expense Forms for Calgary Board of Education Trustee candidates be posted on the Calgary Board of Education website, subject to amendment as discussed in the meeting.

The motion was
CARRIED UNANIMOUSLY.

MOVED by Trustee Kryczka:

THAT the vacant school site in Patterson Heights be declared surplus, for alternate use or disposition pursuant to the Joint Use Agreement.

The motion was
CARRIED UNANIMOUSLY.

MOVED by Trustee Lane:

THAT the Board of Trustees receives the Surplus School Buildings and Land report for information.

The motion was
CARRIED UNANIMOUSLY.

MOVED by Trustee King:

THAT the Board of Trustees receives the Construction Projects Status Report for information and for the record and that the information in Attachment I and Attachment II be authorized for public release.

The motion was
CARRIED UNANIMOUSLY.

Chair Cochrane declared that the one item on the Private Consent Agenda of the Regular Meeting of March 4, 2008 to be approved as submitted as follows:

THAT the Board of Trustees receives the liaison report regarding the Mutual Interest Board as submitted.

10.0 ADJOURNMENT

Chair Cochrane declared the meeting adjourned at 9:14 p.m.