

CALGARY BOARD OF EDUCATION

Minutes of the Regular Meeting of the Board of Trustees held in the Board Room, Education Centre, 515 Macleod Trail SE, Calgary, Alberta, on Tuesday, May 19, 2009 at 5:00 p.m.

MEETING ATTENDANCE

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:

Ms. B. Hubert, Chief Superintendent of Schools
Ms. N. Johnson, Acting Deputy Chief Superintendent of Schools
Mr. F. Coppinger, Superintendent, Facilities and Environmental Services
Mr. D. Dart, Superintendent, Corporate Services – Secretary Treasurer
Mr. D. Stevenson, Acting Superintendent, Learning Enhancement
Mr. C. Davies, Executive Assistant to the Chief Superintendent of Schools
Ms. B. Kuester, Executive Director of Communications
Mr. R. Peden, Director and General Counsel, Legal Affairs
Ms. J. Barkway, Assistant Corporate Secretary
Ms. S. Wasylshyn, Executive Assistant to the Trustees
Ms. D. Perrier, Recording Secretary

Stakeholder Representatives:

Mr. B. Anderson, Canadian Union of Public Employees (CUPE) Local 40
Dr. M. Christison, Senior High School Principals' Association
Mr. K. Kempt, Alberta Teachers' Association, Local 38
Ms. S. Konopnicki, Elementary School Principals' Association
Mr. P. Purvis, Principals' Association for Adolescent Learners (PAAL)
Ms. C. Reed, Elementary School Principals' Association
Mr. D. Shartau, Principals' Association for Adolescent Learners (PAAL)
Ms. L. Shutiak, Calgary Association of Parents and School Councils (arrived 5:33 p.m.)

Action By

1.0 CALL TO ORDER, NATIONAL ANTHEM AND WELCOME

Chair Cochrane called the meeting to order at 5:00 p.m. on the Plaza and the Junior Choir from Chris Akkerman School led in the singing of the national anthem. The meeting reconvened in the Board Room and Chair Cochrane acknowledged and welcomed representatives from the aforementioned organizations and schools.

2.0 CONSIDERATION/APPROVAL OF AGENDA

Ms. Barkway noted that two replacement pages were circulated, pages 9-7 and 9-8 to Item 9.1.3 EducationMatters; that the following three items were removed from the Consent Agenda: Item 9.1.4 – Calgary Association of Parents and School Councils – Funding Request; Item 9.2.1 – Ten-Year Facilities Plan; and Item 9.2.3 – Financial Reporting Profile 2003/04-2007/08; and a request was made for a private session to be added to the agenda, following the public Agenda.

MOVED by Trustee Ferguson:

THAT the Board of Trustees approves the Agenda for the Regular Meeting held May 19, 2009, as submitted, subject to the above-noted revisions.

The motion was
CARRIED UNANIMOUSLY.

3.0 SCHOOL/SYSTEM PRESENTATIONS

4.0 HONOURS AND RECOGNITIONS

4.1 Lighthouse Award

Ms. M. Levy, System Principal, Corporate Partnerships, introduced Fort Calgary as the recipient of this month's Lighthouse Award. Fort Calgary is a national historic site, offering an important resource to the educational community through its programs and initiatives. The organization produces a range of learning programs for children which combine elements of the history of our city with core learning principles of Language Arts, Social Studies and Science. With 8 programs already established for elementary students, the program is expanding to include junior and senior high. Fort Calgary also runs the Easy Access Program which gives qualifying schools the chance to visit the site and participate in programming activities free of charge and with complimentary transportation.

Educational resource kits are another way in which Fort Calgary brings life to learning. Schools can rent these kits full of exciting curriculum-based activities as a way of supporting and enhancing classroom development.

Ms. Levy introduced and welcomed Ms. S.J. Gruetzner, Executive Director, and Ms. K. Schultz, Education Coordinator, Fort Calgary. Ms. Schultz provided a brief introduction about Fort Calgary, which today is a 36-acre national historic site and museum. Ms. Schultz spoke of some of the program activities for visiting students, including excavation of an archaeological site, marching in recruitment drills, role-playing a CPR train drama, etc. On behalf of Fort Calgary, Ms. Schultz accepted the Lighthouse Award, which was presented on behalf of the Board by Chair Cochrane who shared words of praise for the partnership.

5.0 PUBLIC CONVERSATION AND INFORMATION

5.1 Report from the Chair and Trustees

Trustee Kryczka reported on her visit to Elbow Park School with Chair Cochrane, for their celebration of Arbour Day; to Robert Warren School for a celebration of their Spanish Immersion program and change to a middle school; and to Hull Homes School to deliver the gift to the teacher who was nominated for the Excellence in Teaching Award but was unable to attend the celebration in the Board Room.

Trustee Lane noted that he visited Hillhurst School for their “Fence Art” project ceremony, which was also attended by Chief Superintendent Hubert and Superintendent Stevenson.

Trustee Bazinet noted she and Chair Cochrane attended the Alberta Skills competition in Edmonton, which is a lead up to the WorldSkills Calgary event. She pointed out that students who attend the event can actually have a hands-on experience with some of the trades that are on display.

Chair Cochrane added that this was the 17th annual provincial skills competition. She stated that 44 students from six Calgary Board of Education high schools took part in the Alberta Skills competition and 16 of our students received medals, nine of which were gold. The Alberta team, which includes nine CBE students, will compete at the national level in Prince Edward Island.

Chair Cochrane showed the table centre-pieces that were used at the Alberta Skills competition, which was a canvas bag with pockets containing an array of tools representing various trades. She also noted that on May 11th she attended EducationMatters’ Report to the Community at Fort Calgary, where Mr. Steve Allan was announced as the recipient of the CBE Distinguished Alumni Award.

5.2 Report from the Chief Superintendent

Chief Superintendent Hubert reported on the following activities and events that she attended, including: Education Assistants’ Day on May 6th celebrated at Parkdale; Superintendents’ Team and the ATA Local 38 met on May 7th for a dinner meeting at the Calgary Chamber of Commerce; UNICEF’s annual school recognition event held at the Calgary Golf and Country Club, where Olympic Heights School was recognized as having made the largest donation to UNICEF this year; the Zone 5 Edwin Parr First Year Teacher Award Dinner to honour the eight teacher nominees, including CBE’s nominee Sing Ng; the Calgary Senior High School Athletics Association Superintendents’ annual meeting. She acknowledged Mr. T. Parker and Mr. B. Tink for their continued dedication and commitment to our sports-minded high school students.

5.3 Public Question Period

There were no public questions.

5.4 Stakeholder Reports

There were no stakeholder reports.

5.5 Trustee Inquiries

There were no Trustee inquiries.

6.0 ACTION ITEMS

There were no action items.

7.0 MONITORING AND RESULTS

7.1 Ends 3: Citizenship – Annual Monitoring, Reasonable Interpretation, Indicators and Targets

Chief Superintendent Hubert provided introductory remarks and thanked the senior administration and staff members who worked on the report. Superintendent Stevenson extended his appreciation to the individuals responsible for this work as well. He noted that as we look at students learning to be responsible citizens, informed and involved in local and national communities, we have the opportunity to celebrate with a group of high school students, the successful finish to an important part of their individual educational journey. They are the first group of students to attain a Calgary Board of Education International Certificate – a significant educational accomplishment that directly links to the outcomes from Ends 3: Citizenship.

Ms. S. McLeod, Director, International Bureau, noted this Certificate recognizes a long-term commitment made to second language study, international course work and some type of international engagement. Ms. McLeod stated that throughout this process, students directed their own work and personalized their learning to fit an international focus and through all of this they have developed a global mindset, complete with cross-cultural communication skills, an understanding of diversity and a desire to actively engage in the world. These students have demonstrated that they are true 21st century global citizens.

Ms. C. Rowlandson, Learning Leader, International Bureau, introduced and called forward Western Canada High School students Danish, Lara and Patti to share their unique learning experiences and opportunities beyond the classroom through the International Certificate. Their presentations were followed by each of the following students being called forward to accept their International Certificate from Chair Cochrane:

Fariha A., Western Canada High School
Samantha B., Centennial High School
Amanda C., William Aberhart High School
Hannah C., William Aberhart High School
Katie C., Western Canada High School
Melissa C., Western Canada High School
Danish H., Western Canada High School

Lara H., Western Canada High School
Rebeca J., Western Canada High School
Alisha P., Western Canada High School
Peter S., Western Canada High School
Nikola Y., William Aberhart High School
Sharon Z., Ernest Manning High School

Chair Cochrane commended the students for their significant achievement.

Superintendent Stevenson provided a brief overview of the context of the monitoring report for Ends 3.

Chair Cochrane commented that the responsibility of the Board is to determine whether reasonable progress has been made to the ultimate achievement of this Ends result and that the emphasis is on progress, not compliance.

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

- It was asked why all schools would not link their school development plans to Ends 3, to which Superintendent Stevenson noted schools are to pick two or three priorities, but just because it might not be in their school development plan does not mean that it is not a priority in a school. Through an analysis of data schools have identified particular areas that need special attention and that is what the school development plan is designed to do.
- It was clarified that Figure 10 on page 7-19 of the report depicts the number of students who have participated on a trip either within Canada or internationally.
- The personalization of learning is helping students to understand and experience a variety of learning opportunities that build their depth of awareness of their strengths. We would expect students to be involved and engaged in a variety of activities, including collaborative opportunities in areas that are identified in the school pertaining to citizenship. Based on those experiences, students would need to articulate their learning and how that impacts their next steps.
- Administration is planning a review of the reasonable interpretations, data sources and indicators for a number of reasons, including that some of the measures and indicators overlap; it is believed that some were relevant five years ago but are not relevant today; and, there has been a significant growth in terms of data sources and looking at individual questions that we ask within those data sources. This review is intended to be comprehensive, but it will not be a major overhaul.
- With respect to the inventory of programs, the principals check off programs of a formal nature, many that have been happening for years, and they may put it under citizenship or personal development or they may categorize it under character. Sometimes when you have a new principal coming to a school and the interpretation is a little different, you may see a bit of a shift in those reported figures. Dr. B. Boese, as part of his role, ensures that there is a 100% return rate by principals for the inventory of programs survey.

- The International Certificate program currently has an enrolment of 90 students and next year it is expected to increase to 500 students. Global Connect is a bit more difficult to assess how many students are using at any given time, and it is more of a teaching resource. We have approximately 60 schools that are involved in partnerships around the world, many of which are elementary schools, and we are continuing to grow that.
- In regards to a question of whether the categorization of a program might be accounted for in more than one category, it was noted that if it is a particular program that has more than one target, they will sometimes put into their school development plan that it relates to two Ends. When we look at each of the descriptors, particularly the words in each of the Ends, sometimes we can see that a program could be working with more than one End. If it is a local strategy, something that has arisen from the program of studies, it is focused around one particular attribute within that End, and they would be able to clearly note that it relates to the one End.
- When reviewing communications skills, consideration will also be given to the languages initiative that begins at grade 4 and continues through to grade 9. We work with students very intentionally on the cultural components and address their literacy and the language component of their learning in second languages as well.
- In response to reports by educational institutes such as the Dominion Institute, stating concerns with Canadian knowledge in the areas of social issues and citizenship, Administration noted that the social studies curriculum has been reframed over the last number of years around problem solving, critical thinking and participatory democracy. We are acutely aware that we need to engage students in the broader context of their work in community. The Three-Year Education Plan has moved us towards addressing that much more specifically. Administration noted further that there is a CBE locally developed course called *Canadian Studies* for our new English as a Second Language students at both the middle school and the senior high school. Another CBE program of Canadian Studies is our Juno Beach Academy of Canadian Studies.
- In questioning the format of this report, it was noted that it focuses on student learning outcomes and it includes student opportunities as inputs. Subsequent to finalizing the report, Administration reviewed it against the indicators to ensure at least a partial effect with all of them. A Trustee questioned specifically point 3 of the policy that states “students from diverse cultures demonstrate success in building community in their respective schools”, noting that there is no reporting of the outcomes pertinent to this statement. Superintendent Stevenson said that general references have been made on this point on page 7-7 under the Maple Ridge story, and on page 7-30 under the Area III story. Administration commented that part of this statement relates to participating, belonging, leadership clubs, etc., and getting along in a social community. It was noted that some of these categories and some of the questions, such as those noted from the High School Exit Survey on page 7-7 may not really get at the data that we particularly want from our students and it is felt timely for Administration to review the reasonable interpretation, data sources and indicators for Ends 3.

- In response to having a good sense as to whether schools are actively encouraging volunteerism to take place, Administration noted that we don't have an indicator as to whether the percentage of students who reported are looking at just community and faith-based kinds of experiences of volunteerism, but it is felt we could make that conclusion. One of the measures that can be looked at in comparing is the Volunteer Calgary 2006 survey of Calgary youth done by Ipsos Reid which stated that they had a larger percentage of youth who indicated they had volunteered in the past twelve months. They consider a lot of things to be defined as volunteering but they are inclined to believe that volunteering for a non-profit organization or a church are the two key definitions of volunteering. The idea that this does not include school-based activities of volunteering probably holds true for our student population as well. When students are pushed about school activities 27% say they've become involved in school activities and 20% say they've been involved in other kinds of volunteer activity that are an act of service to others, such as mowing someone's lawn, free babysitting, etc. Parents are the most influential in prompting students to volunteer; teachers seem to have more influence on older teens in this area. In terms of external volunteering, it is believed we do have an important role to play and the numbers would suggest the importance of ensuring students have access to appropriate opportunities both locally and globally.
- In response to student access to things such as video conferencing, Ms. Faber noted a number of opportunities are emerging and they will continue to emerge over the next 12 to 18 months as we move forward with our distributed learning strategy. We currently have video-conferencing suites set up in all of our Areas, in specific schools. We also have 20 suites available for a mobile setup site so schools can book and access video conferencing. We have access to the Legislature, to the House of Commons and also to global connects and other video conferencing projects to the United Nations, to NATO Headquarters, to work in NASA that is going on in the science domain. We also have tools available to all students, staff and parents so they can connect in a variety of text-based or delayed time/real time opportunities. We have been partnering very actively across Canada and across the world, with 95 sites currently identified for bridging and links.

MOVED by Trustee Ferguson:

THAT the Board of Trustees has reviewed the scheduled monitoring report on Ends 3: Citizenship, and concludes that reasonable progress is being made towards the ultimate achievement of this Ends policy.

Comments in favour of the motion included that we are moving further ahead in the area of student outcomes, in the setting of firm targets, in the structure and creativeness to develop better citizens and in the strong emphasis on international learning. It was noted that there are many opportunities that we can capitalize on in the future and areas that we can improve upon.

Chair Cochrane called for the vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

Motions Arising

MOVED by Trustee Ferguson:

THAT the Board of Trustees commends the Chief Superintendent on continued work to personalize citizenship opportunities for students beyond the populated list of programs included in the survey and into the classrooms.

In opening debate, Trustee Ferguson commented that while international trips are important, we have many students, one in four, who are English as a Second Language learners. We know that diversity exists in the classroom and teachers utilize the opportunities provided by their own students' backgrounds and diverse cultures, thereby making an impact on the Ends of Citizenship. An additional comment of support was that students can visit local, national and global communities through a virtual fashion and they have many opportunities for making connections across the world.

Chair Cochrane called for the vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

MOVED by Trustee Dirks:

THAT the Board of Trustees commends the Chief Superintendent for launching and bringing to success the *International Certificate Program*, as was evidenced in the Board Room earlier this evening.

The motion was
CARRIED UNANIMOUSLY.

MOVED by Trustee Bazinet:

THAT the Board of Trustees commends the Chief Superintendent for the increase in the percentage of students who actively contribute to creating a better local community and global community through community service or volunteer work, and also for the increase in students who take action when they can to protect the environment.

The motion was
CARRIED UNANIMOUSLY.

MOVED by Trustee Bazinet:

THAT the Board of Trustees requests the Chief Superintendent to provide a report that includes reasonable interpretation, indicators and targets for the next monitoring report of Ends 3: Citizenship, by the Fall of 2009.

The motion was
CARRIED UNANIMOUSLY.

Recessed: 7:08 p.m.
Reconvened: 7:26 p.m.

8.0 POLICY DEVELOPMENT AND REVIEW

There were no items.

9.0 CONSENT AGENDA

9.1 Board Consent Agenda

Chair Cochrane declared the following items to be adopted as submitted:

- 9.1.1 Approval of Minutes
- Regular Meeting held April 21, 2009
 - Regular Meeting held May 5, 2009

THAT the Board of Trustees approves the Minutes of the Regular Meetings held April 21 and May 5, 2009, as submitted.

- 9.1.2 Correspondence

THAT the Board of Trustees receives the following correspondence for information and for the record, in the form as submitted:

- Correspondence dated May 12, 2009 from Pat Cochrane, Board Chair, to The Hon. Ed Stelmach, Premier of Alberta, The Hon. Dave Hancock, Minister of Education, and The Hon. Lindsay Blackett, Minister of Culture and Community Spirit, regarding Bill 44: Human Rights, Citizenship and Multiculturalism Amendment Act, 2009.

- 9.1.3 EducationMatters Quarterly Financial Report

THAT the financial report for EducationMatters be received for information and for the record, in the form as submitted.

9.2 Chief Superintendent Consent Agenda

- 9.2.2 Locally Developed & Authorized Courses

1. **THAT the following new Calgary Board of Education senior high locally developed courses be approved for use in Calgary Board**

of Education schools for the period September 1, 2009 to August 31, 2012.

- Yoga 15, 25

2. THAT the following new Calgary Board of Education senior high locally developed course be approved for use in Calgary Board of Education schools beginning September 1, 2009.

- Intercultural Studies 35

3. 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, 2009 to August 31, 2012.

- Autobody Repair 15, 25, 35 (K&E)
- Creative Writing and Publishing 15, 25, 35
- Dance 15, 25, 35
- Journalism 15, 25, 35
- Musical Theatre 15, 25, 35

4. 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 with the courses.

- Korean Language and Culture 15, 25, 35

5. 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, 2009 to August 31, 2011.

- Sports Medicine 25, 35

6. 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, 2009 to August 31, 2010.

- Chemistry 35 (AP)
- Coaching and Leadership 15, 25, 35
- TEAM Leadership 15, 25, 35

7. THAT the following re-acquired senior high locally developed courses be approved for use in Calgary Board of Education schools for the period specified with each course.

- Advanced Techniques: Ceramics 15, 25, 35
- Ballet 15, 25, 35
- Contemporary Dance 25, 35
- Dance Composition 35

- Jazz Dance 25, 35
- Military History 15, 25
- Physics 25 (IB)
- Physics 35 (IB)

8. 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.

- Connections 25
- Environmental Studies 25
- Outdoor Leadership 15, 25, 35

9. THAT the following acquired senior high locally developed courses be withdrawn from the list of authorized courses available for use in Calgary Board of Education schools.

- Native Art 15, 25, 35A, 35B, 35C, 35D

10. THAT the following new Calgary Board of Education junior high locally developed courses be approved for use in Calgary Board of Education schools for the period September 1, 2009 to August 31, 2012.

- ESL Beginner English Language Development (Level 2) 7, 8, 9

11. 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, 2009 to August 31, 2012.

- Dance 7, 8, 9
- Exploration in Fine and Performing Arts 7
- Leadership/Service 7, 8, 9
- Training for Excellence in Sport 7, 8, 9

9.1.4 Calgary Association of Parents and School Councils (CAPSC) Funding Request

Some Trustees asked for further details about the following:

- What makes up the representation of the 55 members?
- What is the value that the Calgary Association of Parents and School Councils (CAPSC) brings to the Calgary Board of Education? The number of meetings and topics of discussion at those meetings may be useful.
- What is the history of the paid membership over the past five years?
- Could balance sheet information be provided?

Chair Cochrane stated that consideration of the recommendation put forward in the report dated May 19, 2009 could be postponed so that the questions that have been raised can be addressed.

MOVED by Trustee King:

THAT the Board of Trustees postpones consideration of the funding request for the Calgary Association of Parents and School Councils, until such time that the requested information is presented.

In debate of the motion, it was noted that the Board has received more information about the work of CAPSC in relation to their budget in the past and it is believed this information would not be difficult to produce.

A Trustee noted that because the Board has a liaison with CAPSC there has been circulation of these materials in various forms to the Board of Trustees throughout the year, including a newsletter, and they have a website.

It was expressed that it would be beneficial to make this a more formalized process and to have more detailed information pertaining to the budget of CAPSC on the corporate record.

Chair Cochrane called for the vote on the motion.

The motion was
CARRIED.

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

9.2.1 Ten-Year Facilities Plan

Chair Cochrane noted that a request was made for the PowerPoint presentation to be provided on this item. Superintendent Coppinger provided a brief overview of the Ten-Year Facilities Plan through the PowerPoint presentation.

The PowerPoint slides depicted the following charts:

- Calgary's Actual and Projected Population 2003-2018
- Ten-Year Suburban Population Growth in each of the five Areas and the Downtown/Inner City
- Calgary's School Age Population by Five-Year Cohort
- Ten-Year Projected Enrolments
- Ten-Year Projected Enrolment Totals
- Suburban Ten-Year Student Growth (Kindergarten - Grade 9)
- Kindergarten - Grade 12 Students by Residence and Sector Capacity 2008-2009

- New School Construction by Sector
- Potential School Modernizations/Replacements 2009-2018
- School Preservation Projects (greater than \$100,000)
- 2009-2018 Potential School Closure Requirements

Administration addressed questions posed by Trustees and the discussion is summarized as follows:

- A Trustee questioned the meaning of “approved” in reference to additional modernization projects that are noted to be approved for the 2009-2010 school year. It was felt that the Plan is unclear with respect to whether or not a project is approved for funding or whether it is approved as a priority and waiting for approval of funding by the province. A concern was noted that there is no explanation in this Plan of where the funding is allocated from within the budget to complete the major modernization or preservation projects.

Superintendent Coppinger noted that the Infrastructure Maintenance Renewal (IMR) funding is approximately \$18 million in the coming year. There is an administrative committee that reviews all the requests from school principals and assesses the priority order for those projects. Mr. B. Hughes, Manager, Capital and Urban Planning, added that 20% of the IMR budget is allocated to modernization and barrier free projects and portables and of that \$3.6 million, \$2 million is going to the mid-size projects of \$250,000 to \$2 million; there is a category of less than \$250,000 that gets \$1 million; as well, barrier free projects get \$300,000 and portables or relocatables get the other \$300,000. Some modernization projects are funded from the School Facility Modernization Committee or the Program Renewal Committee.

- Superintendent Coppinger pointed out that this is a ten-year facilities plan for capital projects, and it has been an add on to include smaller modernization projects that are over \$100,000. He noted the ten-year facilities plan is more of an outline of all those facility issues that are apparent to Administration and the endeavour is to share that information with the Board without any concrete plans because we do not know where the funding is coming from for those projects of over \$2 million.

7:58 p.m. - Chair Cochrane received the consent of the Trustees to continue the meeting to the completion of the agenda.

- Superintendent Coppinger informed that the Administration intends to bring a report to the Board later in the year that is a three-year renewal plan that indicates the assessment by staff of the renewal projects with the highest priority.
- Errors noted in the Ten-Year Facilities Plan were on page 63, in that Terry Fox School is not a Traditional Learning Centre, and on page 43, the listing

of Sir John Franklin School should be replaced with Sir John A. Macdonald School.

- With respect to potential school closures, it was asked how much is the recommendation for closure based on the condition of the school building. Superintendent Coppinger noted the intent is to bring forward to the Board in the next few months, an analysis of potential school closure considerations in each of our five Areas over a four-year time frame. There are 16 new schools coming on-stream for the Calgary Board of Education and yet the student population is not growing rapidly. Mr. P. Carlton, Director, Community Engagement and Operational Planning, added that a part of the analysis will look at some creative ways of funding as we look at not just closing schools but also consolidating schools and programs in order to get schools where they are needed and to deal with surplus space.

MOVED by Trustee Dirks:

THAT the *Ten-Year Facilities Plan (2009-2018)*, as amended, be approved by the Board of Trustees as a basis for long-term capital planning for the Calgary Board of Education.

The motion was
CARRIED UNANIMOUSLY.

9.2.3 Financial Reporting Profile 2003/04 – 2007/08

Administration addressed questions posed by Trustees, as follows:

- Superintendent Dart noted that Alberta Education typically provides school boards with guidelines around what is deemed to be appropriate levels of surplus, particularly for the operating surplus. He stated that we are comfortable that our financial health in terms of surplus funds is good, although it could be improved over time to push us further up in that range.
- With respect to our capital reserves per student, which have improved from \$250 per student to \$411 per student, it is assumed some of this would be spent in the near future. It was questioned whether this higher level of capital reserve could affect the province's decision with regards to capital funding for our Board. Mr. W. Braun, Director, Corporate Financial Services, noted that currently we have around \$12 million in uncommitted capital towards projects; a major portion of these reserves are going to the Connaught School renovation, which we are fully funding ourselves, and some of the reserve is going towards the Dr. Carl Safran Centre. This brings our capital reserve down to approximately \$125 per student.
- Superintendent Dart remarked that year-by-year we try to manage very closely to a balanced position. When a board incurs a deficit, it is unlikely that the province will cover a deficit or shortfall in operating positions. School boards are expected to maintain some contingency funds on-hand to address any unforeseen situations. The budget is considered as a planning

document with assumptions built into it; however, there are some shifts in operating costs. Mr. Braun added that all of our reserves are built on certain terms and conditions that are approved by the Board. The Calgary Board of Education's reserves are currently 4.23% of our operating expenses – the approved range is 2.5% to 5.0%. This will drop down to approximately 3.75% at the end of this year and then down to about 2.75% at the end of 2009/10.

MOVED by Trustee Lane:

THAT the report *Financial Reporting Profile 2003/04 – 2007/08* be received for information.

The motion was
CARRIED UNANIMOUSLY.

10.0 TRUSTEE NOTICES OF MOTION

There were no Trustee notices of motion.

11.0 IN-CAMERA ISSUES

MOVED by Trustee Bazinet:

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

The motion was
CARRIED UNANIMOUSLY.

MOVED by Trustee King:

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

The motion was
CARRIED UNANIMOUSLY.

MOVED by Trustee Dirks:

THAT the Board of Trustees approves the entering into of an agreement between the Board and the Province entitled "Confidential Information Non-Disclosure Agreement" and that the Board authorizes Superintendent Frank Coppinger as its designated representative.

The motion was
CARRIED UNANIMOUSLY.

12.0 ADJOURNMENT

Chair Cochrane declared the meeting adjourned at 9:00 p.m.