

## 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, April 21, 2009 at 5:00 p.m.

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### MEETING ATTENDANCE

#### Board of Trustees

##### Present:

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

##### Absent:

Trustee G. Dirks

##### Administration:

Ms. B. Hubert, Chief Superintendent of Schools  
Ms. N. Johnson, Acting Deputy Chief Superintendent of Schools  
Mr. P. Carlton on behalf of Mr. F. Coppinger, Superintendent, Facilities and Environmental Services  
Mr. W. Braun on behalf of 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. Wasylyshyn, Executive Assistant to the Trustees  
Ms. D. Perrier, Recording Secretary

##### Stakeholder Representatives:

Mr. B. Anderson, Canadian Union of Public Employees (CUPE) Local 40  
Ms. J. Minifie, Calgary Board of Education Staff Association  
Ms. L. Newton and Ms. C. Kehoe, Calgary Association of Parents and School Councils  
Ms. J. Regal, Alberta Teachers' Association, Local 38

### **1.0 CALL TO ORDER, NATIONAL ANTHEM AND WELCOME**

Chair Cochrane called the meeting to order at 5:00 p.m. A short DVD presentation was provided by students from Westgate School, where trilingual learning occurs in English, French and Spanish. The school's motto is *Learning with H.E.A.R.T.*, an acronym for Helpfulness, Empathy, Acceptance, Responsibility and Trust. Students

Action By

briefly shared some of their learning experiences and accomplishments related to global citizenship. The grades 3 to 6 choir students, accompanied by the grade 6 String Ensemble, led in the singing of the national anthem.

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

## **2.0 CONSIDERATION/APPROVAL OF AGENDA**

Ms. Barkway noted that a stakeholder report would be added to the Agenda as Item 5.4.1 and noted that for Item 10.1.1 the Minutes of the Regular Meeting held April 7, 2009 have not been distributed and should be removed from the Agenda.

MOVED by Trustee Ferguson:

**THAT the Board of Trustees approves the Agenda for the Regular Meeting held April 21, 2009, as submitted, subject to the above-noted revisions.**

The motion was  
CARRIED UNANIMOUSLY.

## **3.0 SCHOOL/SYSTEM PRESENTATIONS**

### **3.1 CBE Portal**

Ms. C. Seibel, Director, Information Technology Services, provided a PowerPoint presentation about the CBE portals and how they will empower collaboration and personalization for our 21<sup>st</sup> century organization. She shared information about some of the tools and opportunities that will be available to students through the Learning Portal, including personalizing their online space; parents can become more closely engaged in their child's learning through the Parent Portal; the work of CBE staff is supported through the Staffroom Portal; business transactions can be made through the Partner Portal; and public information is provided through the CBE Home Page. With the upcoming launch of the rebranded Staff Portal, the planning underway for the Learning Portal, and the vision for the Parent Portal, we are on our way to this preferred future.

## **4.0 HONOURS AND RECOGNITIONS**

### **4.1 Lighthouse Award**

Ms. M. Levy, System Principal, Corporate Partnerships, introduced *Kidsport Calgary* as the recipient of the Lighthouse Award this month. For the past two years *Kidsport Calgary* has generously donated funding that enables our students to enjoy a more active and healthy lifestyle at our schools. It also helps our schools purchase new equipment and provide many more physical activity options for students. The funds for equipment are given based on the criteria of need, population, sustainability and impact. In 2008 *Kidsport Calgary* provided over \$100,000 in funding for new athletic equipment. These funds reached nearly 8,000

students in over 20 CBE schools. *Kidsport Calgary's* goal is to leave no child on the sidelines and support the CBE's Ends 4: Personal Development.

Ms. Levy noted we are very grateful and extremely proud to collaborate with *Kidsport Calgary*. She introduced and called forward Ms. L. Adam, Regional Manager for *Kidsport Calgary*, to share some comments. Ms. Adam noted it is a pleasure for their organization to be one of the valued partners of the CBE. She shared that this program has seen a tremendous amount of success in a short time, and the benefits to students are not only physical, but social as well.

On behalf of the Board of Trustees, Chair Cochrane thanked *Kidsport Calgary* for their generous support to our students and in helping them to become good citizens.

## **5.0 PUBLIC CONVERSATION AND INFORMATION**

### **5.1 Report from the Chair and Trustees**

Trustee King reported on her visits to the following schools: Guy Weadick, Chief Justice Milvain, Lester B. Pearson, Roland Michener, Sir Wilfrid Laurier, and Belfast. She also attended "The Pride in the Properties" held April 8<sup>th</sup> at the Jubilee Auditorium, and she thanked EducationMatters for their support to parents and students to attend the event. She attended the Orff the Wall Concert held at the Jack Singer Concert Hall on April 14<sup>th</sup> and the Divine Performing Arts celebration that was held on April 12<sup>th</sup>.

Trustee Kryczka shared that she attended an annual fundraiser at Western Canada High School, an Area V Key Communicators meeting, and a School Naming Committee meeting for the new school being built in Shawnessy-Somerset.

At this point in the meeting the Board of Trustees agreed to move forward Agenda Items 5.4 and 6.0 in order to keep on schedule with the time allotted for the Board Development Session. The remainder of Item 5.1 and Items 5.2, 5.3 and 5.5 are dealt with following Item 6.0.

### **5.4 Stakeholder Reports**

#### **5.4.1 Mr. P. Hughes, Chair, Calgary Food Policy Council**

Mr. Hughes commented that food security is our ability to feed ourselves. Increasing capacity for food and our ability to grow our own food is a priority for the Calgary Food Policy Council. The Council is an independent group who looks at issues including food waste, food justice, maximization of food distribution, and purchasing programs to encourage buyers to look first at locally supplied foods. Mr. Hughes asked that the Calgary Board of Education consider for each and every school the placement of a community garden on the school grounds.

Mr. Hughes noted that a handout was distributed that contains information about the benefits of food security and community gardening for our children, as well as contact information. He pointed out his belief that we could be the leaders and it could start with our children and our educators.

## **6.0 BOARD DEVELOPMENT SESSION**

### Career and Technology Skills Centres

Chief Superintendent Hubert introduced the item, noting this has been a topic of discussion in our organization for well over three years. A number of CBE staff have explored the concept of Career and Technology Skills Centres in Canada and in the United States and it has received a fair amount of support from our stakeholders. It is one of the items recommended in our Three-Year Education Plan, 2009-2012. She acknowledged the contributions to this presentation by Ms. N. Johnson, Acting Deputy Chief Superintendent, Mr. D. Stevenson, Acting Superintendent of Learning Enhancement, Mr. C. Davies, Senior Executive Assistant to the Chief Superintendent, Ms. C. Faber, Director, Curriculum and Learning Technologies, Mr. J. Langley, Acting Director, Area IV, Mr. N. Sigalet, Specialist, Corporate Partnerships, Mr. A. Johnson, Curriculum and Technology Specialist, Mr. B. Anderson, President, Canadian Union of Public Employees Local 40, and Ms. J. Regal, President, Alberta Teachers' Association Local 38.

Ms. Faber commenced the presentation, setting the context; Mr. Davies explained what a career and technology skills centre is, the timeline, and the sustainability and funding sources; and, Mr. Langley spoke to the challenges, impact and opportunities.

In 2007 the Secondary Review of Education, commissioned in the Calgary Board of Education, recognized an urgency to address the needs of all students within the context of public education and the need to understand the diversity of the student body as a powerful lever for school improvement and social justice. The "one size fits all", full time classroom-based model of learning can not and does not effectively serve all students. The need for flexible and customized learning environments, resources and activities move us beyond the "one size fits all model" and toward the personalization of learning for each student. Career and Technology Skills Centres address individual learning needs and acknowledge the increasing diversity and complexity of today's world that demands choice, opportunities, and customized learning solutions.

Our Mega End sets the context for all work within the CBE and frames our central outcomes and measures. Career and Technology Skills Centres intentionally focus on optimizing student abilities and gifts in preparation for success beyond grade 12.

A number of key factors have come together over the past few years that bring further opportunities and support to student success:

- Integrated academic and technical curricula are now being developed by Alberta Education in the form of career and technology clusters. These clusters, or groups of courses, are being designed to align with post secondary programs and industry standards and requirements within the world of work, preparing students for success past grade 12.

- The 2009–2012 CBE Three-Year Education Plan brings focus on strategies to implement a learning model that personalizes learning. Career and Technology Skills Centres will assist in redefining comprehensive views of student achievement and expanding the concept of schooling.
- Facility planning for the New West High School in Area IV has identified a need for student programs that will make the Area IV Career and Technology Skills Centre instrumental in offering full program opportunities that address the strengths, interests and learning styles of our students.

#### Students and Their Learning - High School Completion:

Statistics indicate a 70% high school completion rate within a 3-year window of high school programming. Addressing the needs of 21st century learners and the demands of a global economy requires that we do more.

Educational research speaks to the need to attend to student interest, passion and learning styles. It is commonly understood that we learn best when learning is connected to our strengths, our realities, and our dreams. It is possible to increase student engagement, relevancy and success by providing learning environments that assist students in deepening self awareness and transitioning into local and global communities.

We can do more to move beyond the “one size fits all model” of secondary schooling and address the need to personalize learning. In high school exit surveys, students have expressed the need for

- flexibility in accessing and completing courses,
- choice in building programming options,
- opportunities to learn in different ways – ways that attend to their learning needs and styles, and
- a need to learn in ways that are relevant to their futures – and connected to their strengths and their place in a global and local society.

A Career and Technology Skills Centre is a unique highly specialized facility that provides learning experiences that are based on student interests, abilities and learning styles. The learning experiences are of exceptional quality linked to industry standards and help students to advance their opportunities and potential in their chosen field. The Career and Technology Skills Centre would also provide opportunities for staff development and professional learning that connect educators with post secondary and the world of work.

The new Career and Technology Skills Studies program is comprised of five clusters which are highly aligned with what is happening in business and industry. These clusters include the following:

- HRH – health, recreation and human services;
- BIT – business administration, finance and information technology;
- MDC – media, design and communications;
- NAT – natural resources; and
- TMT – trades, manufacturing, and transportation.

As students begin grade 9 and move through to grade 10 they will have opportunities to be exposed to different clusters and explore their interests. Students may specialize in a particular cluster – pursue it in greater depth, or they may become fully immersed and extremely passionate in a particular cluster, so much so that they will complete high school with some kind of certificate or credential.

The home high school is where students would receive the majority of their programming with respect to the core academic program. At the grade 10 level the majority of students would explore many of the Career and Technology Skills clusters at their home school. There will be tremendous interplay between the Career and Technology Skills Centre and the home high school. This is an interconnected interrelated system based on students' individual learning plans.

The home high school would be the keeper of the student's learning plan and students would go to the Career and Technology Skills Centre for part of a day, a half day or possibly the full day, depending on a student's particular learning needs and where they are individually with respect to exploring, specializing or credentialing.

From the home high school students will continue to be involved in the Registered Apprenticeship Program and Work Experience opportunities. Career and Technology Skills Centres will help to align other off-site work related experiences such as extended care facilities, the Rocky View Hospital site along with the various post secondary institutions within the city. Through the Career and Technology Skills Centre we will be able to capitalize on our CBE trades facilities and expertise.

Students enrolled in all of the current Area IV High Schools will have opportunities from within the context of their home high school to learn in multiple offsite locations including the Area IV Career and Technology Skills Centre. Lord Shaughnessy High School will form the staging area for this strategy.

Alberta Education has been very helpful in the development of Knowledge and Employability courses. The Career and Technology Skills Centre will provide authentic and relevant experiences connected to Knowledge and Employability.

Tentative Timeline:

- In the Fall 2009 a Career and Technology Skills Centre Planning Team will be established;
- In the Spring of 2010 a pilot will be initiated in three clusters;
- 2010-2011 the new Career and Technology Skills modules will be available to all high schools;
- In the Fall 2011 the new West High School and Area IV Career and Technology Skills Centre will be available online; and
- 2012-2013 the establishment of additional Career and Technology Skills Centres will be explored.



#### Sustainability and Funding Sources:

The Calgary Board of Education is now in an exceptional position to accelerate the development of a Career and Technology Skills Centre that impacts high school programs across the geographic region of Area IV. Administration is searching for unprecedented latitude and funding that may be used to align the new Career and Technology Skills Programs of Study with broader high school reform. Potential funding sources include, but are not limited to, both the provincial and federal governments, various partnerships, EducationMatters, WorldSkills and the Calgary Board of Education.

#### Challenges:

As we begin to develop this Centre it will be necessary to consider how all schools connected to each Centre will adapt or adjust their organizational structures, in particular their timetable, registration processes and the transportation of students between the sites.

Finding teachers/instructors who have the specific skill sets required for the respective cluster is becoming difficult not only for the industry but especially for school systems. The Career and Technology Skills Centres may eventually have an impact that could help alleviate this challenge.

An effective communication plan regarding the development and implementation of a Skills Centre will be required. We need to ensure that our internal and external stakeholders can provide input and feedback to guide us in the implementation and evaluation of the first Career and Technology Skills Centre project.

Successful versions of Career and Technology Skills Centres have had strong industry or related employer partnerships. Significant work will need to be done to build out strong and supportive partnership agreements that work in harmony to fulfill the CBE Ends.

This is a very new and different approach to teaching and learning for our school system. As a result, finding an appropriate governance model for the Career and Technology Skills Centre will be important. The Centre will not be a "school" and therefore will need to be thought of in a different light from our other school programs.

#### Impact and Opportunities:

The creation of Career and Technology Skills Centres is a significant step in demonstrating how we can further fulfill the Calgary Board of Education's Ends Statements. In the process of personalizing learning, it is believed that every student will have their own learning plan that identifies their own goals for schooling and ways in which the student can achieve those goals. Students who have strong kinesthetic learning styles may find that the Career and Technology Skills Centre will provide them an engaging environment that will allow them to

work with their hands in the creation and implementation of projects. The creation of Area-based Career and Technology Skills Centres will positively impact the number of students who are able to complete high school.

We know from many years of experience that all the potential Career and Technology Skills Centre program strands cannot be made available or replicated in every high school. Students in feeder schools may have a greater range of choice in what they could access through the Skills Centre. Working closely with the school-based Work Experience and Registered Apprenticeship Program coordinators, students would link their Career and Technology Skills Centre experience to real life work practicum with the potential to become credentialed through some courses.

We have a significant opportunity to build upon the WorldSkills Calgary 2009 event to be held in Calgary this fall. Students, parents and staff will see the significance of the alternative career strands available to them. The WorldSkills event will provide students with a sense of new directions that may change their learning plan goals. Resources made available to school systems throughout Alberta at the end of the WorldSkills event will allow the Calgary Board of Education to access equipment to assist us in the development of our first Career and Technology Skills Centre.

Programs centralized in an Area Skills Centre are likely to be more sustainable from a resource (including qualified and knowledgeable instructors), cost and maintenance perspectives. Such Area-based Centres will improve access to a variety of excellent learning opportunities for all students. Partnerships may also provide assistance in ensuring that students can access more up-to-date equipment and technology in ways that no one school might be able to provide to their students.

The development of a Career and Technology Skills Centre model for the Calgary Board of Education will allow us to further influence Alberta Education's Funding Framework and Instructional Policy in order to better reflect new and changing methods of delivering important and relevant learning opportunities to students. We believe that this program will truly lead our school system to achieve the outcomes of the Three-Year Education Plan.

The Career and Technology Skills Centre is a real and tangible example of how we can ensure the relevancy of public education for our many stakeholders.

Trustees shared comments and posed questions, which were addressed by Administration and are summarized as follows:

- In response to questions about provincial support for funding and whether this initiative is unique, Ms. Faber noted that other school jurisdictions in the province have explored skills centres. With the evolution of the curriculum into career and technology clusters and our framework of how we would engage students through their home high schools, our model appears to be unique as it speaks to connectedness and networking strategies that would allow many students from many schools to participate in different ways and we are also



looking at how we can engage our partners. Alberta Education has indicated previously that they are interested in supporting skills centres, but with changes in the economy, that may need to be reexamined; however, the curriculum is forging ahead. We are involved right now in a middle school initiative where we are working with Alberta Education to redesign the Career and Technology Studies program at grades 7, 8 and 9.

- With respect to consideration of potential risks, Mr. Langley pointed out that some were identified earlier in the presentation of challenges. He noted that piloting this at the new west high school is a good opportunity as a starting point, and it would not be cost-prohibitive in that it's being implemented in an existing building. Discussions of issues surrounding the challenges, e.g., transportation, delivery, etc., will be ongoing with principals and with our colleagues from the Alberta Teachers' Association and the Trades, and with our parents through Community Engagement and Operational Planning.
- In response to how we might alleviate concerns by parents who think we are just turning our students into employees, Ms. Faber stated that this issue has been given much consideration. Within this context we are preparing students to become self-aware and understand their learning potential and their future possibilities. It is not believed that we would engage our partners or potential communities in working with us, without a clear understanding that our student learning needs come first and would not be compromised to advance other agendas.
- It was asked if there could be some disconnection that comes out of having skills centres, in that a particular student may become disconnected from their home school in areas such as sports and school pride, and character development. Mr. Davies said the whole notion of school culture and school climate is something that will need focus. It is envisioned that the home base and the key connection around relationships and getting involved within your school would reside in what we are calling the "home school". The Career and Technology Skills Centre, not unlike the Registered Apprenticeship Program or other Work Experience program, is not a blanket for all students. There will be students who will have all of their programming needs taken care of at their home high school.
- With respect to staffing qualified teachers in particular skill sets, and the difficulty we experience even now in this area, Mr. Langley noted this is an opportunity to make those selections to have the best teachers for those particular skills. We see this role, as it is also played out in some of our high schools, as being both teachers and instructors – perhaps some non-certificated people who have an instructional role working with the teacher to provide the program to students. Ms. Faber added that conversations have begun about the types of skills required of our teachers. It is important to understand the variety of choices that the Skills Centre will demand as it evolves. Those discussions are taking place with our pre-service providers across the province and with emerging providers such as Mount Royal College.
- We know that we are not engaging all of our students in programs that we currently offer and presently the CTS program reaches some of our students, but it is not offered in every one of our schools. It is hoped this will open that opportunity to more students in an Area. An estimate of the percentage of the

number of students who will choose to be engaged in Career and Technology Skills Centres is hoped to be around 20%. As this initiative moves forward, that percentage could be expected to increase and we may also want to contemplate other partnerships and other student opportunities on a broader regional basis.

- Comments were shared about how the work has evolved to date and how it would evolve into the future. It was noted that with the development of the new west high school, some open discussions have been held with staff, students and parents about what they would like to see in the way of program offering. It was pointed out that Fabrication was a program of interest, which is a highly specialized program and in order to move from exploratory to credential you need some very sophisticated equipment, staff with specialized skills, and that kind of opportunity is not going to be residing in the west high school. So how it is that we provide those students that may want to connect in this area is an upfront question, and we would capitalize as well on our internal expertise and talent. It was noted where in some schools we are unable to offer a course due to low interest, we could collect the interest across an Area and potentially be able to offer that course in a Career and Technology Skills Centre.
- Ms. Faber added that we are not creating a static learning environment in the Career and Technology Skills Centre – the environment will have baseline supports and resources but will remain flexible within each of the clusters. As we measure and assess student need or appetite or parent support, we will be in a position to grow and modify programs.
- It was noted that as interests grow and lead to the development of additional Career and Technology Skills Centres, it is expected that the centres would offer different skills from one another in each part of the city.

Chair Cochrane welcomed and acknowledged the following people in the public gallery: from EducationMatters, Mr. C. Fong, Governor; Mr. J. Drysdale, Governor; Dr. V. Nallainayagam, Governor; Ms. L. Newton, Governor; Ms. B. Burggraf, Executive Director; and Ms. S. Valenta, Senior Development Officer; former CBE trustee, Ms. C. Oliver, and from Calgary WorldSkills Organization, Mr. L. Keresztes.

Chair Cochrane noted that the Board now needs to consider next steps. It was agreed that the Board of Trustees should be kept up to date as this work evolves.

Recessed: 6:35 p.m.

Reconvened: 7:02 p.m.

### **5.1 Report from Chair and Trustees (continued)**

Trustee Lane noted that he attended the opening ceremony of the 50<sup>th</sup> anniversary celebration of William Aberhart High School. Their guest of honour was The Hon. Ron Stevens, Deputy Premier and Minister of International and Intergovernmental Relations, who graduated from William Aberhart High School.

Trustee Bazinet reported on her visit to Andrew Sibbald School, where students have included the use of i-Pods in their personalized learning.

## **5.2 Report from the Chief Superintendent**

Chief Superintendent Hubert reported on the following issues and events:

- The Alberta Teachers' Association, Local 38, hosted the new principals dinner on April 8, 2009, at the Calgary Chamber of Commerce, which she attended along with Chair Cochrane, Ms. L. Robertson and Mr. J. Jones.
- April 9, 2009 the Key Communicators and School Council Chairs meeting was held at John G. Diefenbaker High School. She thanked the staff of Communications for organizing the event. Ms. C. Seibel, Director, Information Technology Services, presented a session on the CBE Portal, and Ms. J. Richardson, System Assistant Principal, presented a session on Safety in the School.
- The Divine Performing Arts celebration was held on April 12<sup>th</sup>, which she attended with Trustee King and other CBE staff members. This event is a celebration of Chinese culture, dance, music and history. She thanked New Tang Dynasty Television for their generous donation of tickets for use by some of our students. Students from Lester B. Pearson High School and Forest Lawn High School attended the event and made a speech at the VIP reception.
- On April 14, 2009 she attended the Orff the Wall Concert. There were 300 elementary students from nine schools across the city that performed at the Jack Singer Concert Hall.
- Acting Superintendent Stevenson represented the Calgary Board of Education senior Administration at the 50<sup>th</sup> anniversary celebration of William Aberhart High School.
- April 20<sup>th</sup> she attended a dinner with one of the candidates who is being considered as the new Dean of the Faculty of Education at the University of Calgary. The search is ongoing for recruitment to this position and it is down to two candidates.
- Inspired by Ms. J. Steele, an Education Assistant currently at Braeside School, is a book that has been published, entitled *School Bus Safety* and it has been produced for each of our elementary schools. The book is written in 13 different languages. Chief Superintendent Hubert presented Ms. Steele with a Certificate of Appreciation for her dedicated work.

## **5.3 Public Question Period**

There were no public questions.

## **5.5 Trustee Inquiries**

There were no Trustee inquiries.

## **7.0 ACTION ITEMS**

### **7.1 Three-Year School Capital Plan 2010-2013**

Chief Superintendent Hubert introduced the item, noting that a requirement of Alberta Education is that Alberta school boards must submit a three-year school capital plan on an annual basis. She acknowledged and thanked the staff members who are listed on the front of the document as resource persons.

Mr. P. Carlton provided highlights of the Three-Year School Capital Plan 2010-2013, through a PowerPoint presentation. A number of charts were shown depicting the following information:

- 2008-09 Kindergarten to Grade 12 Students, Percentage Utilization in each of the five Areas, by Residence and Enrolment
- 2008-09 Kindergarten to Grade 12 Students, Percentage Utilization in each of the nine Sectors, by Residence and Enrolment
- Map of the CBE Sector Boundaries, showing Under Capacity by Residence and Over Capacity by Residence
- Map of Suburban Residential Growth 2008-2012 Projected Population, showing Inner-City Communities, New and Developing Communities, and a breakdown of Population and Students for each of the five Areas
- Kindergarten to Grade 12 Student Projections 2009-2013 (excludes Chinook Learning and CBe-learn)
  - Existing Student Enrolment: 98,651
  - Developing Communities Student Increase: 11,180
  - Established Communities Student Decrease: (5,706)
  - Net Student Enrolment Increase: 5,474
  - Projected Student Enrolment (2013): 104,125
- Kindergarten to Grade 12 School Capacity Projections (2015-2016)
  - Existing School Capacity: 124,783 students
  - Approved New Schools Capacity: 12,350 students
  - 2010-13 Requested Capacity: 11,100 students
  - Potential School Closures (7 years): closure of 14,800 student spaces
  - Projected School Capacity 133,433 students
- Kindergarten to Grade 12 School Utilization 2008-2016, with breakdown by Year, New Capacity, Closed Capacity, CBE Capacity, Number of Students and Percentage Utilization
- 2010-2013 School Capital Plan Combined Ranking (for new school construction 45 points or greater)
- School Capital Plan 2010-2013 New and Replacement Projects
- Projected School Openings, broken down by Area and Year
- Age of CBE Buildings
- School Capital Plan Modernization Projects

Trustees asked a number of questions, which were responded to by Administration and a summary of the discussion is as follows:

- A question was raised about the ranking of a second elementary school in a community, when some communities have no public school and students have longer travel times, and some communities have an existing school but have students from their overflow population in more than one receiver school. Mr. B. Hughes, Manager, Capital and Urban Planning Services, responded that we have some very large communities that can easily support more than one school. The ranking accounts for the presence of an already existing school, factoring in the 550 student capacity of an elementary school, the number of pre-school students in the community, and transportation factors. It was further noted that pages 20 and 21 of the report speak to alternative funding models.
- Clarification was provided regarding comments made under the financial impact in relation to innovative funding mechanisms. Mr. Carlton noted that P3s include mechanisms such as the model we used prior to the province's announcement, of building the Radisson Park School with proceeds from the sale of Albert Park and David D. Oughton Schools. Mr. Hughes added that the report puts forward some alternative funding models, starting on page 20 (7-33), and that information provided in a recent Board Development Session on Alternative Funding Methods would also be pursued.
- Mr. W. Braun, Director, Corporate Financial Services, responded to a question of the possibility of using bonds for funding new school building or modernizations. He stated the only mechanism to build schools at this point in time is with funding from the province. The Board also has the option to use some of its own capital reserves through the sale of school sites. There is no such a thing as a bond issue. Pre-1994 we funded new school construction by debenture borrowing through the Alberta Municipal Finance Corporation, which is now called the Alberta Capital Financing Authority. It was noted our staff are always in conversation with the province to try to encourage them to amend the Capital Borrowing Regulation to provide more flexibility to school boards.
- Mr. Braun agreed with a comment that 20 percent of our IMR funds are being used for modernization needs in our schools. He addressed a question of what triggers the prioritization of these funds for modernizations, noting that those projects are limited to a certain size, at around \$200,000. Major modernizations must be put through our capital plan submission.
- Comments were shared about the number of schools in this year's Capital Plan that have been carried over from previous years and that now have newer communities ranked higher than them. It was noted that there were years that we received no capital funding for projects and communities continue to grow in our city; we've been successful in clearing some of the backlog as a result of approvals for construction in 2007. Some of the communities that have been on our capital plan submission for a number of years have experienced changes over a period of time in their community demographics and phasing of development. At the same time, many newer communities experience tremendous growth at an accelerated pace.



- It was asked if we could accept a private donation, should one be made, to be used for construction of a room, for example – a theatre. Administration noted they were not aware of any legislation that would impede the making and accepting of a public donation of this kind. It was pointed out that if that were to occur and it was the wish to name that particular room in honour of the donor, the decision around naming is under the authority of the Board of Trustees.
- Mr. Hughes commented about future ranking, noting that discussions will focus on how we may go forward in terms of a ranking system that might require a strategic element to it that will allow for some flexibility. A factor to be considered is how to make the transition points more seamless because some students move from a K-4 to a grade 5-9 program while others have three transitions to make, from a K-4 program, to a 5-6 program and then to a 7-9 program.
- The province has recently released their re-evaluation of our facilities and information regarding those findings will be summarized in the Ten-Year Facilities Plan to be presented in an upcoming Board meeting.

7:57 p.m. - Chair Cochrane received the consent of the Board to continue the meeting to the completion of the agenda.

MOVED by Trustee Lane:

**THAT the Calgary Board of Education's Three-Year School Capital Plan (2010-2013) be approved as attached to the report dated April 21, 2009 and that it be referred to Alberta Education.**

The motion was  
CARRIED UNANIMOUSLY.

## **8.0 MONITORING AND RESULTS**

### **8.1 Annual Monitoring of Executive Limitations 15: Transportation**

Chief Superintendent Hubert introduced the item and noted that transportation services in a large urban setting such as Calgary is extremely complex and she thanked the staff for their work in this area. Mr. P. Carlton, Director, Community Engagement and Operational Planning and Ms. C. Llewellyn, Manager, Transportation Services, addressed questions.

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

A summary of the questions posed by Trustees and responses by Administration is as follows:



- Clarification was provided about the students who have a one-way ride of more than 60 minutes; the majority of those students are enrolled in unique settings or alternative programs. It was noted that not all of those students in those programs have long ride times. It was noted further that the language-based programs are not listed on the Appendices and these programs are interspersed throughout the five Areas; they typically have a higher number of students from the surrounding communities enrolled in them who do not have long ride times. It was pointed out that transportation to the unique setting programs and alternative programs listed in Appendix A and B is not funded through the transportation funding formula and there are congregated stops to these programs. Transportation to the language-based programs is covered through the funding formula.
- With respect to points d) and e) on page 8-9 of the report, Ms. Llewellyn clarified that some of our new residential districts in the city do not have public transit and the CBE provides those students with alternative transportation to their designated language-based or regular program school.

MOVED by Trustee Bazinet:

**THAT the Chief Superintendent has reasonably interpreted the provisions of Executive Limitations 15: Transportation, and the Board of Trustees finds the Chief Superintendent to be in compliance with the policy.**

Trustee comments in support of the motion included:

- it is believed that not only is compliance shown in this report, but that our transportation services go beyond compliance and care for our students is evident;
- transportation services supports our students' readiness to learn and adheres to the Ends 4 – Personal Development;
- it is recognized that transportation planning in a system of our size is highly complex; and
- tremendous improvement has been made in the efficiencies and effectiveness of our transportation services.

Chair Cochrane called for the vote on the motion.

The motion was  
CARRIED UNANIMOUSLY.

Motion Arising

MOVED by Trustee Ferguson:

**THAT the Chief Superintendent be commended for continuous work to assess transportation services to support students' readiness to learn.**

The motion was  
CARRIED UNANIMOUSLY.

(S/)

10/10/09

## **9.0 POLICY DEVELOPMENT AND REVIEW**

There were no items.

## **10.0 CONSENT AGENDA**

### **10.1 Board Consent Agenda**

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

- 10.1.1 Approval of Minutes
- Regular Meeting held March 17, 2009
  - Regular Meeting held March 31, 2009

**THAT the Board of Trustees approves the Minutes of the Regular Meetings held March 17, 2009 and March 31, 2009, as submitted.**

- 10.1.2 Appointments to ASBA Board of Directors

**BE IT RESOLVED THAT Trustee Karen Kryczka be appointed as the Calgary Board of Education representative to the ASBA Board of Directors and that Trustee Carol Bazinet be appointed as alternate to the Board of Directors for the term June, 2009 through to November, 2010.**

- 10.1.3 Revised Meeting Time and Additional Meeting Dates and Times to the Schedule of Regular Board Meetings

1. **THAT the Board of Trustees approves the revised meeting time for the scheduled meeting of April 28, 2009, to be from 2:00 p.m. to 4:00 p.m.**
2. **THAT the Board of Trustees approves the addition of the following meeting dates to the Schedule of Regular Board Meetings as follows:**
  - September 8, 2009 5:00 p.m. to 8:00 p.m.
  - September 22, 2009 5:00 p.m. to 8:00 p.m.
  - September 29, 2009 3:00 p.m. to 6:00 p.m. (Private Agenda)
  - October 6, 2009 5:00 p.m. to 8:00 p.m.
  - October 20, 2009 (to commence immediately following the Organizational Meeting, which begins at 5:00 p.m.)
3. **THAT all meetings will take place in the Board Room at the Education Centre, 515 Macleod Trail SE, Calgary, Alberta.**

- 10.1.4 Correspondence

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

- Email dated April 7, 2009 to School Board Chairs and Presidents of Education Stakeholder Associations from the Honourable Dave Hancock, Minister of Education, regarding release of the Budget 2009 and Alberta Education's 2009-2012 Business Plan.
- Email dated April 7, 2009 to School Board Chairs from the Honourable Dave Hancock, Minister of Education, regarding Budget 2009 as it relates to the teachers' agreements and the Average Weekly Earnings Index.

#### **11.0 TRUSTEE NOTICES OF MOTION**

There were none.

#### **12.0 ADJOURNMENT**

Chair Cochrane declared the meeting adjourned at 8:24 p.m.