

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, November 30, 2010 at 5:00 p.m.

MEETING ATTENDANCE

Board of Trustees

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

Administration

Ms. N. Johnson, Chief Superintendent of Schools
Mr. D. Stevenson, Deputy Chief Superintendent of Schools
Mr. F. Coppinger, Superintendent, Facilities and Environmental Services
Mr. J. Johnston, Superintendent, Human Resources
Ms. D. Lewis, Superintendent, Learning Support
Ms. D. Meyers, Superintendent, Finance and Business Services
Mr. R. Peden, General Counsel and Corporate Secretary
Ms. J. Barkway, Assistant Corporate Secretary
Ms. S. Wasylyshyn, Executive Assistant to the Trustees
Ms. D. Perrier, Recording Secretary

Stakeholder Representatives

Mr. R. Anderson, Canadian Union of Public Employees, Local No. 40
Mr. J-F. Belanger, Principals' Association for Adolescent Learners (PAAL)
Mr. G. Howe, Calgary Association of Parents and School Councils
Ms. S. Konopnicki, Elementary School Principals' Association
Ms. J. Regal, Alberta Teachers' Association, Local 38

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 singing of the national anthem was led by a group of grade 8 and 9 students from F.E. Osborne School playing the saxophone. The meeting resumed in the Board Room and Chair Cochrane acknowledged and welcomed representatives from the aforementioned organizations.

2.0 CONSIDERATION/APPROVAL OF AGENDA

Ms. J. Barkway noted that two additions were requested to the Agenda: a stakeholder report under Item 5.4, and a Trustee inquiry under Item 5.5, and that a request was made to remove from the Consent Agenda, Item 9.2.1 - Ten-Year

Action By:

System Student Accommodation and Facilities Strategy, for consideration immediately following the Consent Agenda.

MOVED by Trustee Lane:

THAT the Agenda for the Regular Meeting of November 30, 2010, be approved as submitted, subject to the above-noted changes.

The motion was
CARRIED UNANIMOUSLY.

3.0 SCHOOL/SYSTEM PRESENTATIONS

3.1 Career and Technology Centre

Ms. M. Bolender, System Principal of the Career and Technology Strategy, introduced the presentation, noting that the Board approved the strategy in the spring of 2010. This strategy supports the mega end of the Board and seeks to redefine high school success as students prepare for their future. The purpose of the strategy is to build a kindergarten to grade 12 career framework that supports all students on their career journey in every school, every day. One of the pieces of the strategy is the establishment of Career and Technology Centres, which offer industry credentials for students, and the Calgary Board of Education opened its first Centre as a prototype in September 2010 to six high schools in Area IV.

Ms. Bolender introduced the presenting teachers and students who, in turn, shared information about why they chose their specific program, their experience with the program and how it connects to their future work, life and continued learning. A PowerPoint presentation was shown of students in their Career and Technology learning environments.

- Ms. Byrnes, teacher, and Andrew, student, spoke about the Pre-Engineering program;
- Mr. Duffin, teacher, and Leah, student, spoke about the Autobody program;
- Ms. O'Brien, teacher, and Alex, student, spoke about the Metal Fabrication program; and
- Ms. Moren, teacher, and Chelsea, student, spoke about the Cosmetology program.

Ms. J. Rogerson, Area V Director, came forward and noted that she was present to share a story that was to be told by Ms. L. Neilsen, Principal from Dr. E.P. Scarlett High School, but she could not be present because of ill health. The story is about Jodie Martinson, a graduate from Dr. E.P. Scarlett High School in 2002 as the class valedictorian. This past September she was amongst a team of University of British Columbia graduate students who won an Emmy for investigative journalism with their documentary "Ghana: Digital Dumping Ground". Accolades were shared about Jodie's successful accomplishments both in and out of the classroom. Jodie did undergraduate work in environmental studies and she is currently working as a journalist with CBC in Vancouver, British Columbia. A video clip was shown of Jodie being interviewed as a result of winning the Emmy award, and in her interview she pointed out that she took a terrific journalism program at Dr. E.P. Scarlett High School in SW Calgary, and it was through that learning that she became inspired to work in journalism.

Action By:

It was noted that last year the school celebrated its 20th anniversary of the student newspaper *Scarlett Fever*. Dr. E.P. Scarlett's paper, journalism program and LTV, a student run television program, has been acknowledged across North America as a first rate program. Retired teachers Terry Dolan and Wayne Valleau created the Journalism curriculum and had it approved as a locally developed course. Dr. E.P. Scarlett High School's current teachers that have embraced the program are Ms. S. Rogers, Ms. C. Frenette, Ms. C. Commeault and Ms. M. LeBlanc.

On behalf of the Board of Trustees, Trustee Taylor expressed appreciation to all the presenters, noting it was very informative of the many successes and accomplishments of our students and it is a testament to how our school system and learning is becoming more innovative.

4.0 HONOURS AND RECOGNITIONS

5.0 PUBLIC CONVERSATION AND INFORMATION

5.1 Report from the Chair and Trustees

Trustee Ferguson shared that she attended both James Fowler High School and John G. Diefenbaker High School award celebrations. She remarked that the quality of learning in our schools and the diversity of skills and achievement being recognized are impressive.

Trustee Ferguson remarked that equally impressive is the understanding that was displayed by the kindergarten to grade 3 students at Hidden Valley School during their Remembrance Day assembly. The assembly was given in two languages; it was led entirely by students; the students in the audience were highly respectful and the video presentation of student art on "What is Peace?" was very appropriate.

Trustee King commented that she and Trustee Taylor had the opportunity to participate in the Mayor's 22nd Annual Food Bank Drive that was held at the South Centre Safeway. She noted that they placed third in the drive and that fun was had by all.

Trustee Lane noted that he attended the Crescent Heights High School Memorial Ceremony on Nov 10th, which was very moving. He commented that every year they honour the many numbers of students who went directly from high school to serve in World War I and World War II. Students gave a performance of a dramatic story about one of the school's graduates that did not return from battle.

Trustee Lane shared that he attended the University of Calgary Fall Convocation, where many of our graduates received degrees. He also noted that one of our distinguished graduates, Mr. Jim Dinning, was installed as the new Chancellor of the University of Calgary.

5.2 Report from the Chief Superintendent

Chief Superintendent Johnson reported on the following issues and events:

Action By:

- She noted that with respect to the presentation made this evening, the Career and Technology Centre represents the beginning of a dream come true. This endeavor has taken several years to get off the ground and it involved extensive collaboration, for which she thanked the numerous staff members for their contribution, including Principal Bolender for moving this work forward.
- She expressed appreciation to all employees and the Board of Trustees of the Calgary Board of Education for their dedicated work over the past year in which a number of projects have been undertaken surrounding life-long learning; and it involved the development and embracement of new and innovative ways of working that align with our Ends Statements and with our Three-Year Plan. She shared the belief that in our schools you will see committed employees who are supporting student learning and who are attempting to personalize learning.
- In collaboration with the Calgary Police Services, Calgary Catholic School Division, and The City of Calgary's Community and Neighbourhood Services, the Calgary Board of Education has formed MASST, which is the Multi-Agency School Support Team. This program facilitates a collaborative and comprehensive approach to the early identification and the delivery of prevention to many children in elementary and junior high school who are exhibiting anti-social and negative behavior or who are at increased risk of victimization. She noted that at a recent meeting each of the participating organizations was acknowledged and recognized for their contributions and commitment, and each received a plaque that was designed by one of the students who received support from MASST. Chief Superintendent Johnson presented the plaque to the Board of Trustees.

5.3 Public Question Period

There were no public questions.

5.4 Stakeholder Reports

5.4.1 Ms. H. Mowat, member of the public

Ms. Mowat noted she is an advocate for high quality and divine consciousness. She stated her belief that public stakeholder reports should be given at least five minutes of time, and that it should be a right and not a privilege. She remarked that although career development is very special, we must remember the importance of teaching life skills and that life's purpose is the key thrust to the development of children. Ms. Mowat noted that teachers need to take the "Hippocratic Oath" – to do no harm. She stated that we need an environment of love, joy and compassion. She shared her belief that the traditional style of learning does not allow for creativity and flexibility.

5.5 Trustee Inquiries

Ms. J. Barkway shared the following inquiry that was received from Trustee Taylor:

"I have received questions from members of the public on how fitness levels in increased childhood obesity are being addressed in our schools. One of the concerns from parents is that specific outdoor recess times have been removed from some elementary schools for the entire school year. Please tell me how many elementary schools are no longer on set recess times for all or some of

Action By:

the grades, and how those schools are ensuring they meet minimum fitness time requirements set out by the province of Alberta.”

Deputy Chief D. Stevenson shared the following response:

“A concern for comprehensive student health, including nutrition, physical activity and positive social environments is both an embedded and explicit component of the instructional program and the extended school experience within Calgary Board of Education schools. A “whole child/whole day” perspective characterizes our work to promote health in students from Kindergarten to Grade 12.

A number of studies would identify that unhealthy weight among children in North America has reached epidemic proportions and significant evidence suggests that Canadian children are not active enough for optimal health and wellness. Further studies suggest that schools have the potential to help children develop lifelong healthy eating patterns and to increase physical activity. Health Canada suggests that children and youth between six and 14 years of age should participate in 60 minutes of moderate and 30 minutes of vigorous activity daily but has not yet made a recommendation as to how much of this activity should take place during school hours.

In September 2005, the Alberta government introduced the Alberta Daily Physical Activity initiative, requiring that all students in Grades 1-9 be physically active for a minimum of 30 minutes a day at school through activities that are organized by the school. The initiative offered school authorities the flexibility to use instructional or non-instructional hours to implement Daily Physical Activity, specifically noting that “Physical education classes are an appropriate strategy to meet the daily physical activity requirement”. In Calgary Board of Education schools, physical education classes are the primary means of meeting the Daily Physical Activity requirement for students. In elementary schools, Health and Physical Education classes comprise at least 10% of students’ instructional programs, as recommended in Alberta Education’s *Guide to Education* and students are typically scheduled for daily physical education classes of 30 minutes duration. Students may also be offered other opportunities for physical activity outside of their physical education programs, through intramurals, physical activity times within the classroom, and morning or noon recess breaks. If schools wish to count a recess break as a component of the 30 minute Daily Physical Activity requirement, they are expected to organize the physical activity for students during this period of time.

The role of recess in an elementary school is multi-faceted. While one aspect is certainly the opportunity for students to engage in physical activity, it also offers a wider opportunity for students to choose what they want to do and with whom and to develop important social skills in an open setting. A number of sources including the National Association for Sport and Physical Activity, the National Association of Early Childhood Specialists, and the American Academy of Pediatrics caution against substituting structured activity for the unstructured play time that recess offers. Learning to organize their own games, to collaboratively decide on the rules and determine which team goes first or who is “it” are as important to the social development and health of children as the activity is to their physical health.

Action By:

While some children will use a recess time to use skills developed in physical education, other students will take advantage of the unstructured time to visit and laugh with friends, to daydream, to draw, to read, to play on the playground, or to refuel their energies with a snack. For people of all ages and in all fields, breaks are considered essential for satisfaction and alertness. The most obvious characteristic of recess is that it constitutes a break from the day's routine therefore recess would not be heavily relied upon in CBE elementary schools to meet the structured activity requirements of the Alberta Daily Physical Activity initiative.

Recess breaks are offered in Calgary Board of Education elementary schools in a number of forms, including traditional whole school breaks and also as class-by-class breaks worked into the schedule as teachers and students come to natural conclusions or transition points in learning activities. The ways in which schools offer students recess breaks are not monitored within the Calgary Board of Education so no data is available to identify how many elementary schools use the whole-school, the class-by-class, or any other organizational approach to providing recess.

In the Calgary Board of Education we can feel confident that physical activity is a valued activity for students and that our schools are meeting the Alberta Daily Physical Activity requirements.

Teaming Up 4 Healthy Learners, the CBE's comprehensive school health initiative, was introduced within the district with five pilot schools in 2006-2007 and as of today involves 107 schools in assessing and developing their learning environments within the three pillars of nutrition, physical activity and positive social interactions. 52 of those schools are currently working with actionable goals to enhance student nutrition and 57 are working with specific goals to promote physical activity among their students.

In addition, the September 2010 issue of Paediatric Child Health Journal includes a report on research conducted in Calgary elementary schools investigating the implementation of the Daily Physical Activity initiative. The study, conducted by researchers from the University of Calgary and the Alberta Children's Hospital, was not exclusively conducted in Calgary Board of Education schools, but CBE schools comprised a vast majority of study participants and this study presents solid evidence of the success of the Daily Physical Activity initiative in elementary schools across the city.

Some notable findings of the study, entitled "Has the Alberta daily physical activity initiative been successfully implemented in Calgary schools?" include a 100% success rate in implementation, an average of 30 minutes a day physical education, 94.5% of schools including recess either within or supplemental to the Daily Physical Activity requirements, and 67.3% of schools offering intramural experiences. This study also notes that "Calgary schools certainly surpass those in other parts of Canada, as well as those in the United States, in regards to daily physical activity" and reinforces the need for additional physical activity for students outside of school as being key to children and youth meeting the Health Canada guidelines for recommended physical activity."

Action By:

6.0 ACTION ITEMS

6.1 Presentation and Consideration of Audited Financial Statements

Trustee Bazinet reviewed the contents of the report and noted the responsibilities assigned to the Audit Committee by the Board of Trustees. She thanked the external Audit Committee members for their volunteer time in this area, and she remarked on the great expertise they bring to the Audit Committee. The auditors again this year are KPMG and they have assured us that it is a clean audit report and that the statements fairly represent our financial position. She noted that KPMG and the Audit Committee members appreciate the work of our Administration on the financial reporting.

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

- In response to how the Audit Committee decides what the issues are that require review, Trustee Bazinet stated that our Administration, together with the Auditors, determines where the potential areas of risk are to the Calgary Board of Education and how to move forward in those areas.
- With respect to the membership of the Audit Committee, it was noted that the Board of Trustees approves the appointment of two Trustees to the Committee, one of whom is appointed as Chair of the Audit Committee. It was further noted that the Committee relies quite heavily on its external members who have expertise in the financial area.
- It was asked if there were any items that were publicly expressed to be of concern that were specifically addressed by the Audit Committee. Trustee Bazinet stated that those issues are discussed as part of the process. The Audit Committee members would be aware of the issues that have an affect on the Corporation and which have occurred over a period of time, and questions are raised based on what has been seen and heard.
- A comment was made that with respect to financial reporting, our schools are doing a great job of their responsibility.

MOVED by Trustee Bazinet:

THAT the Board of Trustees approves:

- 1) the Audited Financial Statements of the Calgary Board of Education for the year ended August 31, 2010, including the Auditors' Report thereon, dated November 9, 2010, and the Unaudited Schedules to the Financial Statements as submitted, for submission to the Minister of Education; and**
- 2) the Calgary Board of Education Financial Statements and Statistical Information for the year ended August 31, 2010, including the Auditors' Report thereon, dated November 9, 2010, as submitted, for submission to the Minister of Education.**

Action By:

A comment was made that given the Calgary Board of Education operates with a great deal of uncertainty on an annual budget structure, it is believed that these financial statements are a testament to the amount of planning and the fiscal sensitivity of our Administration. It was also noted that considering we've had significant changes in the last couple of years with our senior Administrators and financial staff, we've maintained a steady focus on this important work, for which many thanks are in order.

Chair Cochrane called for the vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

MOVED by Trustee Bazinet:

THAT the Board of Trustees sends a letter of appreciation to its external Audit Committee members, for their work on the Calgary Board of Education financial statements.

The motion was
CARRIED UNANIMOUSLY.

6.2 Revised Meeting Time of a Scheduled Regular Board Meeting

MOVED by Trustee King:

THAT the Board of Trustees approves a revised meeting time for the scheduled meeting of December 7, 2010 to allow for an in-camera session to take place from 12 Noon to 3:00 p.m., followed by the public session of the meeting from 5:00 p.m. to 8:00 p.m. The meeting will be held in the Board Room, Education Centre, 515 Macleod Trail SE, Calgary, Alberta.

The motion was
CARRIED UNANIMOUSLY.

7.0 MONITORING AND RESULTS

7.1 Annual Monitoring of Ends 1: Mega End

Chief Superintendent Johnson extended appreciation to the resource persons for this work. She shared a quote from a book entitled *Perseverance*, written by Margaret Wheatley, "If you can't go for destination, then you should go for direction." She pointed out that it is known that in learning communities there is no fixed destination; that we learn as we go, and we can not ever become complacent because learning never ends.

Chief Superintendent Johnson stated that the Calgary Board of Education continues to take leadership in learning. Our governance policies and practices have anticipated directions outlined in inspiring education and we are well positioned to both support and lead in that work. The new reasonable interpretations of CBE

Action By:

Ends guide us in setting a direction that takes us deeper into the work and ensures that all students experience success and have the knowledge, skills and abilities and competencies to be successful in the 21st century. CBE's Ends 1: Mega End, articulates the hope that our community has for our children and our youth. We must do all we can to ensure that each student has the opportunity to maximize his or her potential and contribute to family and community throughout their life within chosen careers and by developing a disposition that leads to continued learning and renewal. As we enter into the second decade of the 21st century, we continue to direct ourselves to expanding educational opportunities for each student, and the CBE's newly established Career and Technology Centre is one example. Alberta's Career and Technology Strategy is creating possibilities and exploring new ways of connecting within and between schools, jurisdictions and disciplines. With specific actions such as these we are expanding the concept of schooling and creating the opportunity for high school success with much broader parameters.

Chief Superintendent Johnson provided brief highlights of the contents of the annual monitoring report. She pointed out that future student surveys will be accessible to students at any time throughout the year, ensuring that early completers and leavers will also have an opportunity to speak about their high school experience. The CBE Mega End Symposium, the Alberta Education Speak Out Conference and the Chief Superintendent's Student Advisory Council are initiatives that are intended to invite student voice and enact responses to that voice within the CBE, thus encouraging students to step forward in their own leadership and life. Leadership initiatives within the CBE that address the world of work are found within the CBE Empowering Minds program and the Career and Technology Strategy. In conclusion she noted that there will be a second monitoring report for the Mega End in June 2011, subsequent to the completion of the annual monitoring of Ends 2, 3, 4 and 5 for this year.

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

- In regards to the Accountability Pillar results shown in the charts on page 7-18 of the report and pertinent to the CBE percentages showing to be lower than the province's, Dr. Mosher noted that the manner in which this instrument works is that when a participant provides a "don't know" answer, it relays to a negative response, and when a question is left blank, it relays to a neutral response. Dr. Mosher noted that a request has been made to Alberta Education to provide us with that extra level of detail pertaining to the provincial results, because that would become a factor as to whether people are actually dissatisfied or that they just don't understand how to respond to the question.
- In response to a question as to whether we are looking at ways to increase our results or whether it is being suggested to ask Alberta Education to rework the questions, or the way that they are calculated, Dr. Mosher stated that our first response is to ask Alberta Education to provide us with the provincial perspective so that we can better understand our own results.
- Reference was made to page 7-11 of the report, with a concern shared about the high percentage of students who responded that their sense of belonging to their school was adequate. Dr. Mosher noted that this number again is a depiction of the system perspective. She shared that at the system level there are a number of

Action By:

initiatives being worked on towards better results, i.e., the personalization of learning; increasing the voice of students; connections between teachers and their students in assessment information sharing. Chief Superintendent Johnson added that the Three Year Plan is our strategic plan to go forward, which is about high school success for all.

- In response to the Drop Out Rates and the Rutherford Scholarship eligibility rates not being provided over time, it was noted that the comparative results for the Drop Out Rate were offered in the charts. It was felt that the comparative results with the three-year average would be sufficient information.
- It was noted that the chart on page 7-10 should be changed to show the measure in percentages and that if it were broken up into two charts it would be more understandable. The right side of the chart showing non-credentialed completers is about those students who would have been considered non-completers or drop outs but who in fact did not drop out, but continued on, and through these actions after they left their high school became high school completers.
- The information related to high school completion for our Special Needs students will be provided in the Ends 2 monitoring report.
- It was asked if any thought was given with respect to personalized learning in high school, the involvement of different sites and the different learning experiences for students, and whether it might influence the student response to the question of a sense of belonging. Chief Superintendent Johnson said it is something that has been reviewed and it is believed that as the student's engagement grows so would their sense of belonging. It was agreed that as we progress we will better understand the data and what it means, and as we go forward there may be a need to rephrase some of the questions.
- With respect to these results and the goal we hope to achieve, Chief Superintendent Johnson noted that our objective is about each student and it is about the safety and engagement of each student. She stated that we are ultimately not exceptionally successful until those numbers reach one hundred per cent and in an ideal world, maybe we would get there. It is about every student every day, no exceptions and that we will continue to work on that. She expressed that it is never acceptable not to progress and move forward.
- At the June 2011 reporting of the Mega End, Administration will be reporting on the reasonable progress toward the accomplishment of the Chief Superintendent's reasonable interpretation of the Mega End, as by then the Board will have received the annual reporting of Ends 2, 3, 4 and 5.

Action By:

MOVED by Trustee Lane:

THAT the Board of Trustees has reviewed the scheduled monitoring report on Ends 1: Mega End, and concludes that reasonable progress is being made towards the ultimate achievement of this Ends policy.

Trustee comments in support of the motion were as follows:

- Administration has provided a very good report that generated a great deal of discussion. While there is a suggestion that there is a lot of work that remains to be done and a great amount of territory to be explored, it is believed that progress is being made and there is commitment and enthusiasm in its pursuit.
- Over the past year the Board has determined that each of the Ends 2, 3, 4 and 5 has made progress and in that regard the motion can be supported. Additionally, some of the information provided in this report is about work that is being done to transition to how we will go forward in monitoring Ends 1.
- It is believed that this work is difficult and with many challenges, and that we are moving forward in the understanding of issues. Our Administration is getting closer to being able to provide accurate and understandable measures.
- The transition rates for high school to post secondary show improvement, as does the annual returning rate.

Other comments:

- Some confliction was expressed and it was noted that the next iteration of this Ends will allow for a better understanding of what the reasonable interpretation means with respect to the measures. This is not to say that results must always climb higher, but they should show what would be reasonable to expect. In looking at the four outcomes on page 7-6 and the High School Completion Rates, 3-Year chart on page 7-20, it is difficult to make a determination that reasonable expectations were reached.
- It was agreed that it is difficult to measure particular areas that have not been quantifiable.
- It was noted that the term “reasonable progress” was a concern because in viewing the measures and the data, improvement is not necessarily shown.

Chair Cochrane called for the vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

Action By:

Motion Arising:

MOVED by Trustee Ferguson:

THAT the Chief Superintendent be commended on the enhanced student voice as an area of success.

Trustee Ferguson clarified that the enhanced student voice is found in the areas of the High School Exit Survey, the Mega End Symposium, and the inclusion of former CBE students in both the survey and the symposium.

The following is a summary of the debate by Trustees:

- A Trustee expressed uncertainty of how the issue relates to the Mega End and was unable to support the motion, but she also noted appreciation to see that the student voice is included in the report and that it has been enhanced.
- Support for the motion was expressed because it was felt that the student voice is one way of gathering information for the presentation of this report and it is believed to have a strong link to Ends 1.
- It was noted that in addition to the previously mentioned areas of inclusion of student voice, there is also the Speak Out Conference, the Werklund Foundation and the new Chief Superintendent's Student Advisory Council.
- The belief was shared that in looking at the wording of the Mega End, the student's individual abilities and gifts comes out through the student voice as presented in this report. It was expressed that in order to function effectively in life, work and continued learning, one needs to have a voice to advocate for oneself.

Chair Cochrane called for the vote on the motion.

The motion was
CARRIED.

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

MOVED by Trustee Bazinet:

THAT the Board of Trustees approves the recommended changes to the reasonable interpretation of Ends 1: Mega End, as described in Section VI of the report.

The motion was
CARRIED UNANIMOUSLY.

Recessed: 7:11 p.m.
Reconvened: 7:30 p.m.

Action By:

7.2 Annual Monitoring of EL-3: Information, Counsel and Support to the Board of Trustees

Chief Superintendent Johnson provided opening comments, noting that since the last report it is evident that governing the Calgary Board of Education is a complex task, and the Administration tries to ensure that the Board of Trustees is provided timely information, prudent counsel and support in this work. She noted that the monitoring process necessitates our continued learning of the policy governance model and one way policy governance recommends for boards to make sense of the overwhelming amount of information about governance and operations is to regard the information in three distinct categories: decision, evaluative and incidental. The annual monitoring report for EL-3 is formatted to demonstrate compliance as clearly and concisely as possible, through the use of a chart that depicts specific policy provision subsets and the means used to communicate information and/or offer counsel and support to the Board.

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.

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

- In response to what the media relations strategy entails, Chief Superintendent Johnson stated that it is reflective of the past year and that what our strategy is now is not what it was then. Mr. T. Flitton, Specialist, Media Relations, added that the strategy is to work collaboratively with the Board and with the Administration to position the Board as a very strong entity within our city; to ensure communication is made of our powerful programs and our great educators; to proactively reach out to parents and share what it is we want for their children at the end of the day. It is a part of how we go about our work every day, how we communicate our brand, and it is about connecting our strategy to our Ends statements.
- There was a brief discussion regarding the governance model approved by the Board.
- A Trustee expressed concern with the use of the term “incidental” for some of the information in the report.
- Chief Superintendent Johnson addressed further questioning about the list of means that are categorized as incidental. She noted her belief that when reference is made to incidental information, it does not mean that the information is not important – it simply means that it is information not necessary to the Board for decision making, nor is it necessary in the decision of evaluation of the Chief Superintendent. Ms. L. Flanagan added that the means are separated through the three distinctive categories for the purposes of monitoring. She shared her interpretation that the use of the term “incidental” in Policy Governance is to say that boards that spend a lot of time debating information

Action By:

that is not central to the governance of the organization are boards that are not on track.

At 7:48 p.m. Chair Cochrane received the consent of the Board to continue the meeting to the completion of the Agenda.

MOVED by Trustee King:

THAT the Chief Superintendent has reasonably interpreted the provisions of Executive Limitations 3: Information, Counsel and Support to the Board of Trustees, and the Board of Trustees finds the Chief Superintendent to be in compliance.

MOVED by Trustee Ferguson:

THAT the motion be amended by the addition of “with the exception of policy subpart 3 a) ii.

(Note: EL-3, subpart 3 a) ii requires that “...the Chief Superintendent shall not fail to...provide support to the Board of Trustees in the following areas...a media strategy that recognizes the political sensitivities of the Board of Trustees and fosters effective media relationships and outcomes; and...”)

Trustee Ferguson provided rationale for the amendment, noting that page 7-47 of the report suggests the existence of a media relations strategy; however, it remains unclear as to how it operates.

Some of the Trustees expressed the belief that on a number of occasions there has been a lack of support in the offering of a media strategy.

Chair Cochrane called for the vote on the amendment.

The amendment was
CARRIED UNANIMOUSLY.

Chair Cochrane noted that the debate would be on the main motion, as amended.

Trustee comments in debate of the motion are summarized as follows:

- It was noted that the charts provided in the report depict good examples of the various subsets.
- Support for the amended motion was expressed and it was noted with interest that the Board will have an opportunity to meet with Miriam Carver in the very near future.
- It was shared that Executive Limitations are always specifically what not to do. The belief was noted that Executive Limitations 3 in particular is very prescriptive.

Chair Cochrane called for the vote on the motion that, as amended, reads as follows:

Action By:

THAT the Chief Superintendent has reasonably interpreted the provisions of Executive Limitations 3: Information, Counsel and Support to the Board of Trustees, and the Board of Trustees finds the Chief Superintendent to be in compliance, with the exception of policy subpart 3 a) ii.

The motion was
CARRIED UNANIMOUSLY.

8.0 POLICY DEVELOPMENT AND REVIEW

There were no items.

9.0 CONSENT AGENDA

Chair Cochrane reminded the Board that Item 9.2.1, Ten-Year System Student Accommodation and Facilities Strategy, was removed from the Consent Agenda, and she declared the following items to be adopted as submitted:

9.1 Board Consent Agenda

9.1.1 Approval of Minutes

- Regular Meeting held November 2, 2010
- Regular Meeting held November 16, 2010

THAT the Board of Trustees approves the Minutes of the Regular Meetings held November 2, 2010 and November 16, 2010 as submitted.

9.1.2 EducationMatters Quarterly Financial Report

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

9.1.3 Trustee Liaison Report re: ASBA Board of Directors

THAT the ASBA liaison report containing the ASBA Board of Directors' Meeting Highlights dated September 9-10, 2010 and November 4-5, 2010 be received for information.

9.2 Chief Superintendent Consent Agenda

9.2.2 School Enrolment Report 2010-2011 (EL-14E(e))

THAT the School Enrolment Report for the 2010-2011 school year be received for information and for the record.

9.2.3 CBE Contributions to imagineCALGARY (EL-3, 1(m))

THAT the Board of Trustees receives the imagineCALGARY Partnership Update for information and for the record.

9.2.4 Report on Financial Status of Operating Budget as at August 31, 2010 and Preliminary Financial Results for the Year Ending August 31, 2010

Action By:

THAT information regarding all budget revisions made during the period June 1, 2010 to August 31, 2010 inclusive (identified in this report and in Attachment I), be received for monitoring information and for the record.

THAT the 2009/10 Budget Variance Report as at August 31, 2010 (identified in the Attachment II) be received for monitoring information and for the record.

9.2.1 Ten-Year System Student Accommodation and Facilities Strategy

Trustee Taylor questioned why eighty per cent was the chosen utilization target for schools and whether that was a commonly used benchmark elsewhere. Superintendent Coppinger stated that eighty per cent is a utilization factor that is a balancing number between student and school needs and the funds that we obtain from Alberta Education. He provided examples, noting that if we were to move to one hundred per cent utilization, there would be plenty of money available for the maintenance of schools but there would not be the flexibility to deliver the student programs that are required. If we were to move to sixty per cent utilization and we had plenty of space in the schools, there would be a greater amount of flexibility to move programs around to meet student needs; however, the funds that we would obtain would not be enough to keep the lights on in our schools or to keep a clean and well-maintained school.

Superintendent Coppinger noted further that Alberta Education staff members have indicated eighty per cent to be a desirable figure and that is what they base their funds on for plant operations and maintenance to schools.

A Trustee questioned whether Alberta Education has indicated to all boards throughout the province that eighty per cent is the target utilization, noting that in the past the school utilization target used to be eighty-five per cent. Superintendent Coppinger reiterated that the number is obtained from the staff members of Alberta Education. He noted that the target of eighty-five per cent was a number used in the past. Similarly, the 10-year strategy used to be a 10-year plan that required submission to the Minister's office, but that has been dropped as the Minister has become less prescriptive. Superintendent Coppinger advised that it has been our experience that in order to optimize the learning environment we need to have the funds available for caretaking, maintenance, trades and utilities and the best number to work through to that is the eighty per cent target.

Superintendent Coppinger noted, in response to a question, that a problem still exists with the deferred maintenance backlog within each school. He pointed out that the Renewal Capital Asset Planning Process (RECAPP) calculations that the Minister's office uses pushes out life cycle to a five-year horizon; in other words, when they do a condition assessment of a school in a particular year, they ignore life cycle and only look at those conditions that need immediate attention.

Mr. C. Davies, Director, Community Engagement & Operational Planning, addressed the Board to clarify some questioning around future alternative programming. He cautioned that this ten-year strategy is a higher level planning document that is looked at with a view to long-range planning. He noted that a

Action By:

considerable part of the work of Community Engagement and Operational Planning is in conjunction with Area Directors regarding what is being shared and viewed by stakeholders with respect to demand for alternative programs. Several assumptions have been built into this ten-year strategy, including population trends, the possibility and hopeful horizon of new schools being built, future potential closures, program trends, and the potential for future alternative programs.

MOVED by Trustee King:

THAT the Ten-Year System Student Accommodation and Facilities Strategy be received for information and for the record.

The motion was
CARRIED UNANIMOUSLY.

10.0 TRUSTEE NOTICES OF MOTION

Trustee Taylor gave notice of motion regarding a proposal for internet video broadcast of all Calgary Board of Education public Board meetings, to come forward at the January 4, 2011 Board of Trustees meeting.

Recessed: 8:14 p.m.

Reconvened: 8:22 p.m.

11.0 IN-CAMERA ISSUES

11.1 Motion to Move In Camera

MOVED by Trustee Lane:

Whereas the Board of Trustees is of the opinion that it is in the public interest that matters on the Private Agenda for the Regular Meeting of the Board of Trustees, November 30, 2010 be considered at an in camera session; therefore, be it

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

The motion was
DEFEATED.

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

12.0 ADJOURNMENT

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