

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 5, 2011 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 S. Taylor
Trustee G. Lane - Absent

Administration:

Ms. N. Johnson, Chief Superintendent of Schools
Mr. D. Stevenson, Deputy Chief Superintendent of Schools
Mr. F. Copping, Superintendent, Facilities and Environmental Services
Ms. C. Faber, Superintendent, Learning Innovation
Mr. J. Johnston, Superintendent, Human Resources
Ms. D. Lewis, Superintendent, Learning Support
Ms. D. Meyers, Superintendent, Finance & Business Services
Mr. R. Peden, General Counsel and Corporate Secretary
Mr. R. Peter, Chief Communications Officer
Ms. J. Barkway, Director, Client Services, Legal Affairs
Ms. D. Doll, Assistant Corporate Secretary
Ms. S. Wasylyshyn, Executive Assistant to the Trustees
Ms. H. Numrich, Recording Secretary

Stakeholder Representatives:

Mr. B. Anderson, Canadian Union of Public Employees, Local 40
Ms. J. Minifie, Calgary Board of Education Staff Association
Ms. J. Regal, Alberta Teachers' Association, Local 38 (arrived at 6:26 p.m.)
Ms. A. Guinn, Calgary Association of Parents and School Councils
Mr. G. Tink, Principals' Association for Adolescent Learners (PAAL)
Mr. R. Laycock, Principals' Association for Adolescent Learners (PAAL)

1.0 CALL TO ORDER, NATIONAL ANTHEM AND WELCOME

Chair Cochrane called the meeting to order at 5:01 p.m. Students from Marion Carson School led in the singing of the national anthem by way of DVD and Chair Cochrane acknowledged and welcomed representatives from the aforementioned organizations. She also recognized and welcomed the attendance of Mr. K. Hehr, MLA, Calgary Buffalo and Alberta Liberal Party Education Critic.

2.0 CONSIDERATION/APPROVAL OF AGENDA

Ms. Barkway noted the following proposed changes to the Agenda: there would be two stakeholder reports under Item 5.4, one of which is the *Calgary Board of Education Retired Employees Association*, who

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Action By:

requested up to five minutes for their report. A Board motion is required in order to do this. In addition, there was an amended report circulated of Item 6.3; a new attachment circulated to Item 9.1.3 and Item 9.2.2 was pulled from the Consent Agenda.

MOVED by Trustee Ferguson:

THAT the Board of Trustees waives the Board Procedures to allow the Calgary Board of Education Retired Employees Association to present for up to five minutes.

The motion was
CARRIED UNANIMOUSLY.

MOVED by Trustee Ferguson:

THAT the Agenda for the Regular Meeting of April 5, 2011, be approved as submitted, subject to the amendments noted above.

The motion was
CARRIED UNANIMOUSLY.

3.0 SCHOOL/SYSTEM PRESENTATIONS

3.1 Marion Carson School

Dr. D. Yee, Director of Area I, provided opening remarks. She informed that teachers from Marion Carson School, including Ms. K. Fraser, Ms. C. Creamer and the grade six students had studied the concept of citizenship by investigating questions generated by both students and teachers around the ideas of building a better community and creating stronger citizens. Director Yee introduced Mr. D. Watson, Principal of Marion Carson School.

Mr. Watson introduced a video presentation of a school project entitled *Live, Learn, Lead*. This was part of a school wide, year long project entitled *How Can I Make a Difference?* The focus was on how community service helps to build community and how we as citizens can be part of that building process. The video portrayed examples of student prose, poetry and special projects that displayed their understanding of citizenship in many creative ways. Mr. Watson expressed thanks to Trustee Bowen-Eyre, their Ward Trustee, who had joined them in the celebration of the project.

Trustee Bowen-Eyre expressed her thanks to the staff and students for their presentation and for their fine example of what it means to be a good citizen.

4.0 HONOURS AND RECOGNITIONS

There were no presentations.

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5.0 PUBLIC CONVERSATION AND INFORMATION

5.1 Report from the Chair and Trustees

There were no reports from the Chair and Trustees.

5.2 Report from the Chief Superintendent

Chief Superintendent Johnson reported that spring break had just concluded and schools are busy working towards the conclusion of this school year, while preparing for the next.

Chief Superintendent Johnson announced the opening of an *All Boys Alternative Program* that will begin in the Fall of 2011. The program will include Kindergarten – grade 5 students for the 2011-2012 school year and will be extended to include grade 6 students for the 2012-2013 school year. Details, including location and staffing are still to be determined. Chief Superintendent Johnson noted that over 200 parents had indicated their interest and support of this program.

5.3 Public Question Period

There were no public questions.

5.4 Stakeholder Reports

5.4.1 Ms. L. Nishimura, Calgary Board of Education Retired Employees Association Representative

Ms. Nishimura introduced herself and provided a brief background and history of the Calgary Board of Education Retired Employees Association (CBEREA). She gave a PowerPoint presentation of the numerous activities and events that this group of over 700 members participate in. The association welcomes all retired employees of the Calgary Board of Education (CBE) from every department and position. She noted that the diversity of the group is what makes it vibrant and strong. Their mandate is to help retirees to manage and enjoy healthy, retired lives, to maintain physical and mental health, and celebrate in many ways.

Ms. Nishimura distributed CBEREA brochures and welcomed any support from the CBE or its employee groups to let prospective retirees know about their association. She expressed appreciation for the opportunity to present.

5.4.2 Ms. H. Mowat

Ms. Mowat expressed her opinion of the public education system.

5.5 Trustee Inquiries

Action By:

6.0 ACTION ITEMS

6.1 Consideration of Closure of Montgomery School & All Programs Contained Therein

Superintendent Coppinger provided introductory remarks.

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

- Community Engagement and Operational Planning (CEOP) have conducted engagements regarding Montgomery School since 2006. Although consideration was given to alternate student accommodation plans, it did not result in increased enrolment and in the Fall of 2010 the consideration of closure was proposed.
- Montgomery School would still be under-utilized if only a part of it were closed. The facility condition and the fact that the majority of students (100) that presently attend Montgomery School are from the community of Silver Springs were factors in the decision to consider closure. There are only 40 students in the residential district of Montgomery and four junior high schools in Area I. Superintendent Coppinger stated that the Montgomery School building would require some modernizations in order to make it sustainable into the future. Energy efficiency is just one of many factors that would need to be addressed.
- On February 24, 2011 a meeting was held between CEOP and Silver Springs community parents where the majority expressed that if Montgomery School is closed, their preference is that students would be designated to F. E. Osborne School. They also indicated that they felt it was important to keep the student cohort groups together. At the public meeting regarding the consideration of closure of Montgomery School, parents stated that they had been to open houses at both F.E. Osborne and H.D. Cartwright Schools and there were some in favour of each. Director Yee noted that in order to accommodate those who had a strong preference for H.D. Cartwright School, the transfer process would be altered. Parents were advised of this in a letter dated March 24, 2011.
- If Montgomery School is closed, the Paced Learning Program (PLP) class will be designated to F.E. Osborne School and the Learning and Literacy (L&L) program will be designated to Simon Fraser School. It is important for the L&L students to have a larger cohort of students to interact with in order for the inclusion and integration part of their program to work effectively. Director Yee informed that in both instances, teachers will move with the students, according to what parents have requested.
- H.D. Cartwright School and F.E. Osborne School each have two portables. School Administrators determine how the students are allocated. It was noted that for one year, until the new school opens in Tuscany, F.E. Osborne School will have a larger number of students. It is expected that space issues will be alleviated when

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the Tuscany students leave and there will be less need for portables. It was noted that portables are included in the school capacity figures, that they have external access and work well in many schools.

MOVED by Trustee King:

1. **THAT the Minutes of the Public Meeting of March 9, 2011, attached to the report as Attachment I, be approved by the Board of Trustees; and**
2. **THAT the report be received for information and for the record.**

The motion was
CARRIED UNANIMOUSLY.

Trustee Bowen-Eyre, Ward Trustee, provided a summary of the written submissions and questions that were received after the public meeting. Four written submissions were received and included the following concerns and suggestions: that the Calgary Board of Education place more emphasis on community schools; designation process concerns; reduce the size/space of Montgomery School to reduce costs; of the four junior high schools in the area, why was Montgomery School chosen; open an alternative program at Montgomery School; concerns regarding transition of students should the recommendation of closure be approved; and concerns regarding transportation fees for students who currently reside in the walk zone. Trustee Bowen-Eyre noted that some of these comments and concerns were also brought up at the public meeting.

MOVED by Trustee Taylor:

Be it *Resolved*, THAT the Board of Trustees approves the closure of Montgomery School and all programs contained therein, effective June 30, 2011.

Trustees comments in support of the motion are summarized as follows:

- Trustees expressed empathy and understanding towards parents, staff and students, noting that a decision to close a school is not easy; however, declining enrolment makes programming very difficult.
- There are four schools in Area I in close proximity of each other, with space available. When the new school opens in Tuscany, even more space will become available at F.E. Osborne School where students will be welcomed by caring staff.
- The condition and age of the Montgomery School building would require significant modernization.
- Administration has tried several different alternative program proposals at Montgomery School.
- This is an opportunity for students to be closer to home.

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- Although some parents have indicated that they like small classes, it is a difficult judgment call. When the numbers are so low, it would limit resources and this is especially difficult for a junior high program.
- Parents seem passionate about looking for alternative ways to keep the school open and frustrated over what they feel to be a short process. A Trustee expressed hope that we could look at a way to give parents more time, but is in agreement that the low enrolment makes it very difficult.

Chair Cochrane called for the vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

Recessed at 5:56 p.m.
Reconvened at 6:11 p.m.

6.2 **Three-Year School Capital Plan 2012-2015**

Superintendent Coppinger provided introductory comments to the report.

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

- Mr. B. Hughes, Manager of Capital and Urban Planning, replied to Trustee questions regarding the ranking criteria used in the capital plan. This criteria was developed in order to provide an objective criteria and ranking process.

Several factors are included and points are given for certain criteria including preschool enrolment, the number of Kindergarten – grade 4 students in a community, the percentage of build out of a community and the rate of growth based on the historical average. Travel time to school, the number of bus receivers and travel on busy corridors were also considered at one time. Mr. Hughes noted that Calgary has over 25-30 strong, growing communities. Two years ago over 12 communities grew by over 1,000 residents. This process does not apply to high schools.

He noted that the only significant change from last year was in the points awarded for travel time to elementary schools. In the middle/junior high school category, additional points were given for continuity of grades.

There was some discussion regarding the rapid growth of the communities in the south in comparison to the ranking priority for new school construction listed in Table 1 of the report. Mr. Hughes explained that the ranking system involves the individual strength of the growth of a community. Communities that are growing by over 1,000 population per year and build out of the area is being completed faster, are given a higher point total than a community that is not growing as fast. He pointed out that

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there are several communities from the south and south east that are in the top 16 of the priority ranking table.

- A Trustee pointed out that the Copperfield/New Brighton Middle School is ranked 7th in priority, while the Copperfield Elementary School is ranked 10th. A middle school being built in a community before the elementary school would be unusual. Mr. Hughes explained that often two smaller communities in the 12-14,000 population range are combined for one school, which is the case for New Brighton and Copperfield. He noted that New Brighton just missed the threshold for an elementary school by 8 students. They have to draw the line somewhere, with the top 8-10 ranked high.

When schools are ranked with the same number of points, the order they are placed on the priority list is determined by the community profile. If they are still tied after the three components of the community profile, the preschool census is considered.

- Superintendent Coppinger explained that the priority ranking for modernization projects is driven by facility condition and program requirements. The Career and Technology Studies curriculum requires modernization projects to be undertaken in several high schools. Chinook Learning Centre has been rated as a top priority for some time and it will be recommended that the building be demolished and relocated in the next year. He noted that provincial approval has not been strong for modernizations.

A Trustee commented that the parent survey responses in regards to budget priorities indicated that the area of greatest concern was class size, with the next being facility maintenance. Out of 22 choices, facility modernizations were ranked as number 10 in priority. Constituents have expressed their concern over the condition of school buildings and the need for modernizations. She suggested that the Career and Technology modernizations be moved further down the list in priority and invited other trustees to express their opinions, based on what they are hearing in their wards.

Superintendent Coppinger commented that another major driver of the modernization projects is the Three Year Education Plan. Career and Technology Studies is part of the Alberta Education curriculum that must be met in the next three years. He noted that a modernization project is considered "major" when the cost is anticipated to be \$2 million or more.

- It was noted that Calgary Catholic Schools often build schools with grade configurations of Kindergarten – grade 9, while the CBE builds Kindergarten – grade 4. Mr. Hughes stated that K-9 schools might be feasible in small communities; however in large communities such as Tuscany with 18-20,000 students they could fill two 550 capacity elementary schools and one 1,000 capacity middle school.

Chief Superintendent Johnson stated that historically they have tried to keep the youngest students closer to home. If a school were built in Tuscany for Kindergarten – grade 9, some of the youngest students would have to be bused out of the community. She noted that there has been considerable research done that supports the middle school

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concept and that she would be pleased to discuss this at length at another time.

- Alberta Education has respected the Calgary Board of Education's ranking priorities in the capital plan. The largest influence on the rankings has been new schools. Administration does not wait on approval from the province if there is a health and safety concern, but acts immediately. Superintendent Coppinger stated that there has only been one approval from Alberta Education in the past ten years for a modernization. Over the past four years in Calgary and the surrounding areas, Alberta Education has only approved new schools where there has been considerable growth in a community with no local schools. It is not known if Alberta Education has a criteria to determine what areas receive funding for new schools. It appears that they respond when there is pressure of student growth throughout the province.
- The target utilization rate set by the province is 85% while the CBE uses an 80% target utilization rate. When combined with the class size initiative, CBE schools are full at 80% capacity. Mr. Hughes noted that the province is in the process of reviewing the utilization rate as the formula does not fit for every school, depending on the age and style of the building.
- The sale of surplus CBE property is an alternative funding model that the CBE uses to develop funds for new schools or additions to schools. In the past, the CBE has developed their own P3 private/public partnerships. Alberta Education has indicated that the borrowing regulations are under review. Alternative funding methods were used for the National Sport School and the Career and Technology Centre.
- The province has recently announced that when the existing lease agreements expire, there will be no further lease renewals. The leases have been with charter schools or public organizations and there is one outstanding lease to a private school that will continue to be a source of income. Over the past several years the lease rate was \$10 per square foot. The new rate will be \$1 per year plus a contribution to the Infrastructure Maintenance Renewal (IMR) fund, far less than what is required to maintain a facility. It is the province that determines the rate of a lease.

Superintendent Coppinger noted that there are different types of leases. Lease of an entire school or lease of a portion of the school. (ie. 2-3 classrooms) at a rate of \$10 per square foot is a full cost recovery. In the past, when leased to public organizations, the rate was set by the province. With the private leases, it is more flexible.

- In the past five years, the only new schools that have been approved by the province have been the P3 schools to the major school boards in Edmonton and Calgary. The projects that have been approved, have been in the order of priority that the School Boards presented in their Three Year School Capital Plans. Superintendent Coppinger stated that he does not see any favoritism of one board over another, although some of the major urban boards have done better than some of the rural boards.

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Mr. Hughes noted that in relation to the rest of the province, the CBE has been most the successful in the last ten years. Since the P3 approvals, there will be 32 new schools in Calgary by the year 2013. The profile showing how many students in a community did not have a school was well received by Alberta Education.

MOVED by Trustee Ferguson:

THAT the Calgary Board of Education's (CBE) *Three Year School Capital Plan 2012-2015* be approved and referred to the Minister of Education.

MOVED by Trustee Taylor:

THAT the motion be amended by the addition of: "...subject to the priorities in Table 2 on page 29 of the report being amended by the movement of items M-2 through M-5 (Areas I, II, III and V High Schools CTS Programs) down to follow the current M-20 (Woodman School)."

Trustee comments in support of the amendment to the motion included:

- Career and Technology is an extremely important priority and consistent with the Mega End; however, parents have expressed concern in a recent survey that there are many schools in need of major maintenance and modernizations. The same level of concern regarding career and technology studies was not indicated.

Trustee comments not in support of the motion included:

- Although there are definite concerns regarding modernization and maintenance requirements at schools, it is not recommended, to re-arrange priorities on this list.
- The major priority of a school system is to provide better learning opportunities for students.
- Parents of junior and senior high students have indicated the importance of 21st century learning that includes opportunities in career and technology.
- It is clear that schools are in need of modernizations; however, we need to move forward with the CTS strategy.
- This Board of Trustees has already indicated support of CTS as a high priority and a commitment has already been made to support it and to our high school students.

Chair Cochrane called for the vote on the amendment.

The amendment was
DEFEATED.

In favour:	Trustee Taylor
Opposed:	Trustee Bowen-Eyre
	Trustee Ferguson
	Trustee King

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Trustee Cochrane
Trustee Bazinet

Trustees entered into debate on the main motion.

- An objective criteria was developed to rank school communities. The lack of a provincial framework or plan to address the issues of building and maintaining public schools continues to be a large issue for the CBE. It has been another three years without any capital announcements. Communities are being built out in advance of schools being approved for funding.
- A concern was expressed that there is one area in south Calgary with numerous communities that have hundreds of preschool age children that will soon be in need of new schools. The concern is that if the funding for new schools is spread throughout the city rather than to just one area, there will be many communities without schools in one area. It is hoped that there will be more funding announcements for new schools in the next year.
- The message has been the same for a very long time. CBE needs a plan for sustainable, predictable funding for new school construction, modernizations and maintenance. It is difficult to deliver education the way we want to today with aging buildings. We hope to receive a commitment from the province to invest in infrastructure that supports our students and that the Three Year Education Plan will also include a Three Year Plan for buildings that we can count on.
- It is apparent that a lot of work, time and effort have gone into this report. It is hoped that the message is heard that the people of Calgary need new schools and the schools that we have be improved.

Chair Cochrane called for the vote on the main motion.

The motion was
CARRIED UNANIMOUSLY.

6.3 Trustee Taylor's Motion Re: EL-5: Annual Report to the Public

MOVED by Trustee Taylor:

THAT the Board of Trustees gives first reading to the deletion of *Governance Policy Executive Limitations 5: Annual Report to the Public*, in its entirety; and

THAT the Board of Trustees gives first reading to the amendment of *Governance Policy Executive Limitations 3: Information, Counsel and Support to the Board of Trustees*, by the addition of the following sub-point under point 3:

"Report annually to the public on progress towards achieving the Board of Trustees' Ends policies."

MOVED by Trustee Ferguson:

THAT the Board of Trustees postpones the consideration of this motion until the next monitoring of Executive Limitations 5 in February, 2012.

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Trustee comments in support of the motion included the following:

- It would be more appropriate to discuss a particular policy review at the time that it is being monitored. It would be against the Board's governance model to do otherwise.
- A Governance Committee has already been established that will be looking at this.
- It would be wise to postpone this until the next monitoring of EL-5 as it is important to look at governance as a whole, rather than individual policies.
- This policy was just monitored and reviewed in February. A Trustee expressed concern that this is a minor item in comparison to bigger issues such as budget and the Capital Plan and that the focus should be on the big picture now.

Trustee comments not in support of the motion included the following:

- Although it is important to review policies at the time they are being monitored, they can be reviewed at any time during the year. Nothing in our policies state that it can only be done at the time of monitoring.
- This is a first reading. Impact statements and potential for making changes may follow. A Trustee expressed her belief that we will not have any more information in February, when the monitoring is done, than we have currently.
- GP-3E refers to initiation of policy development, issue identification and problem specification. It states that a policy development or amendment may be initiated in 9 different ways. One of those ways is by a Trustee motion.
- This is timely because of the budget concerns. There may be an opportunity to save costs in printing and human resources of up to \$20,000. If added to other savings, it could be significant. The next report is due in January and if we wait until February to discuss this, it will be too late. The report will have already been produced and the money spent.
- A Trustee commented that although we are currently evaluating our governance model and decisions will be made as to how the board will govern in future, it might be best to table this motion; however, waiting until February when the report has already been printed is too late.

Chair Cochrane called for the vote on the motion.

The motion was
CARRIED.

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

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6.4 **Trustee Bazinet's Motion Re: Annual Monitoring of Board-Chief Superintendent Linkage Policies – Amendment of GP-11E: Board of Trustees Committees – Terms of Reference – Board Evaluation Committee**

MOVED by Trustee Bazinet:

THAT the Board of Trustees approves the amended GP-11E: Board of Trustees Committees – Terms of Reference – Board Evaluation Committee as attached to the report circulated with the agenda for the April 5, 2011 meeting.

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

- Trustees commented that they would feel more comfortable in supporting the motion if the membership included all of the Trustees, rather than two Trustees only. Trustee Bazinet stated that this committee is responsible to arrange for review of the policies, not for the evaluation of policies. The same review process would be used for the Board Chief Superintendent Linkage Policies and the Governance Policies.
- A Trustee inquired what the statement means under "Purpose" that reads: *The annual evaluation shall be conducted not later than thirty days following the end of the school year for which performance is being evaluated.*

MOVED by Trustee Ferguson:

THAT the Board of Trustees refers this report to the Governance Committee for further discussion and recommendation.

A question was raised regarding the mandate of the Governance Committee and the Terms of Reference were requested.

Recessed at 7:40 p.m.

Reconvened at 7:48 p.m.

The *Governance Committee Terms of Reference* were provided.

Trustee comments in support of the motion included that the purpose of the Governance Committee is to provide a formal opportunity for Trustees to review the current model of governance and to determine how the Board may govern into the future. This could include the process by which policies are reviewed and amended. It might be best to have the discussion regarding this policy in that context, and to look at

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the policies as a whole because any change to one may have an affect on another.

Chair Cochrane called for the vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

At 7:52 p.m. Chair Cochrane received the consent of the Board to continue to the end of the Agenda.

6.5 **Trustee Bowen-Eyre's Motion re: Amendment to GP-5 Board of Trustees Role Description**

Trustee Bowen-Eyre read the proposed motions and Trustees asked questions and entered into discussion that is summarized as follows:

A Trustee inquired if it might be also be best to refer this policy review to the Governance Committee as was done with the other policies earlier in the meeting.

There was some discussion regarding the changes that were being recommended to section (f) of this policy in order to provide clarification.

It was agreed that it should read as follows:

"approve the Annual Education Results Report and the Three Year Education Plan;

(i) approve an annual operating and capital budget for the organization; and

(ii) approve a *Three Year School Capital Plan*

prior to submission to the relevant Minister(s)."

Chief Superintendent Johnson suggested that the titles reflect the actual documents and noted that this is the first year that the Annual Education Results Report and Three Year Education Plan have been combined.

Trustee comments in support of the motion included that the Governance Committee met and discussed this amendment to better reflect what the role of the Board of Trustees is. This is different than the last two items as it is not the last time that this policy will be reviewed; it is simply a housekeeping item.

MOVED by Trustee Bowen-Eyre:

THAT the Board of Trustees gives first reading to the amended policy attached as Appendix I of the circulated report, specifically:

- **Governance Process 5 – Board of Trustees' Role Description, as amended.**

The motion was

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CARRIED UNANIMOUSLY.

MOVED by Trustee Bowen-Eyre:

THAT the Board of Trustees gives second reading to the amended policy attached as Appendix I of the circulated report, specifically:

- **Governance Process 5 – Board of Trustees’ Role Description, as amended.**

The motion was
CARRIED UNANIMOUSLY.

MOVED by Trustee Bowen-Eyre:

THAT the Board of Trustees approves that amendments to this policy be given more than two readings at this meeting.

The motion was
CARRIED UNANIMOUSLY.

MOVED by Trustee Bowen-Eyre:

THAT the Board of Trustees gives third reading and thereby final approval to the policy in Attachment I of the report, specifically:

- **Governance Process 5 – Board of Trustees’ Role Description, as amended.**

The motion was
CARRIED UNANIMOUSLY.

For ease of reference, the approved policy Governance Process 5 – Board of Trustees’ Role Description is attached to these minutes as Attachment I.

7.0 MONITORING AND RESULTS

7.1 Annual Monitoring of Ends 3: Citizenship

Chief Superintendent Johnson provided brief introductory remarks noting that the monitoring and measuring of Ends 3 requires a balanced examination of student understanding as well as student actions. Finding optional ways of monitoring citizenship is an ongoing endeavor. How and what we measure is the outcome of considerable and extensive thought, energy and commitment to learning what it means to engage in citizenship learning in each of our schools.

Superintendent Faber provided further introductory comments. The reasonable interpretation shows that students understand the concept of citizenship and demonstrate this through actions and values. This is the first report regarding the citizenship Ends that brings system information in percentages and survey data, rather than through anecdotal analysis.

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

- In the past, student surveys were done randomly, with few students. The focus was on issues that were already included to some degree in the Accountability Pillar Survey. This is a more comprehensive approach to gather student data around the measures identified in the reasonable interpretation.

The student survey has been significantly altered to reflect and align the measures with the reasonable interpretation. Dr. P. Kover, System Assistant Principal, Learning Innovation, noted that CBE students do very well in comparison with statistics from across Alberta and Canada in regards to volunteer work, participation in community services and involvement with political or social causes. She also noted that the 2010 student survey was given to students who were leaving high school as a high school exit survey and that they are currently in the process of instituting a longitudinal survey for Kindergarten - grade 12 students that will reflect differing perspectives as they progress through the divisions.

A Trustee commented that it is difficult to measure results as we don't really know what the student responses to the survey consider to be community service, school service or volunteer work.

- Trustees commented that with no benchmarks, it is difficult to determine if the results are good or bad. Although percentages look high and successful, the wide range makes it difficult to judge success. Administration responded that this is baseline data or first time results that will be used for future comparative review.

New initiatives introduced this year have resulted in an increasing number of students that are translating words into actions by volunteering within their schools and the community. Some of these new initiatives include: ten new leadership courses in Career & Technology Studies that are community based; work with the Empowering Minds Foundation; and leadership opportunities in schools that extend beyond the classroom including a recent Global Learning Services trip to China. As opportunities increase it will be possible to compare data as part of the reporting process.

- The number of data sources used is impressive but concern was expressed regarding the significant amount of work for staff on the Ends reporting in report cards. A key component of the Ends measure of student success is to help students understand how the Ends integrate and serve for successful completion of High School. Ends reporting in student report cards moves us closer to achieving that outcome. It is important to address the Ends that serve student learning. That is at the heart of our Ends assessment and reporting processes that are being taken up over a three year window across all schools in the Calgary Board of Education.

Chief Superintendent Johnson noted that they are working with teachers in this regard. She stated that Administration is monitoring and measuring the reasonable interpretation for each of the Ends policies as they have been requested to do so by the Board of Trustees. All of the Ends Statements are seen as equal worth at this

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time; however, when reviewing policy and Ends Statements it will be important to give this consideration.

- The data sources include grade 12 data; however, data is available for grades 3, 6 and 9 through the Provincial Achievement Test data. This year, for the first time, a junior high student Mega End Symposium has been incorporated. The results were not included in this report because of timelines but can be included in future. The Accountability Pillar Survey includes parents and students in grades 4, 7 and 10.
- Data was gathered from 108 schools for the pilot project. All of the schools completed each of the Ends in order to have consistent data.

Chief Superintendent Johnson noted that there are different expectations for different divisions. She noted that at the high school level it is more challenging, as teachers see many students. This year, high schools were given the opportunity to choose one of the Ends to focus on.

- It is a challenge to provide the data in a timely and consistent manner as it is accumulated. This is one of the reasons that Ends 1 will be monitored again in June of this year.

MOVED by Trustee Taylor:

THAT the Board of Trustees receives the information in this monitoring report as evidence of the accomplishment of the Chief Superintendent's Reasonable Interpretation for Ends 3: Citizenship.

- Trustees commented in support of the motion that this is an impressive report. There is a clear demonstration of good progress being made towards student achievement of Ends 3: Citizenship. It is recognized that there are issues regarding this being the first year of data, but it looks successful. It is hoped that in future reports, benchmarks can be established from this baseline data.
- A Trustee commented that she has been to many school events and witnessed evidence of student participation in citizenship activities, including the presentation tonight by Marion Carson School. The percentage of students involved in community activities is very impressive.
- Trustees acknowledged that is difficult for Administration to find ways to adequately provide measures to demonstrate that students are active citizens within their schools and community, but this is a good starting point.
- A Trustee commented that she would not be supporting the motion as the report does not show how the reasonable interpretation has been accomplished. It is hard to see from these results if we are doing well or not. This is not to suggest more data collection, but a measure of what is expected would be helpful.

Chair Cochrane called for the vote on the motion.

The motion was
CARRIED.

In favour: Trustee Bowen-Eyre
Trustee Ferguson

Action By:

Opposed: Trustee Cochrane
Trustee Taylor
Trustee King
Trustee Bazinet

MOVED by Trustee King:

THAT the Board of Trustees approve the recommended changes to the Reasonable Interpretation of Ends 3: Citizenship as described in Section VI of this report.

The motion was
CARRIED UNANIMOUSLY.

8.0 POLICY DEVELOPMENT AND REVIEW

9.0 CONSENT AGENDA

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

9.1 Board Consent Agenda

9.1.1 Correspondence

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

- Correspondence dated March 9, 2011 from the Honourable Dave Hancock, Minister of Alberta Education, to Board Chair Pat Cochrane, regarding changes to the policy governing leasing of jurisdiction-owned facilities to other jurisdictions and attachment of an estimate of the anticipated effect on related funding streams of the CBE.
- Correspondence dated March 18, 2011 from Keray Henke, Deputy Minister of Alberta Education, to Board Chair Pat Cochrane, advising of capital project approval of furniture and equipment for Coventry Hills, Taradale, Panorama and Tuscany Middle Schools and the North West High School.

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 Annual Monitoring of Governance Process Policies 1, 2 and 5

THAT the Board of Trustees approves the Governance Process Policy Monitoring reports for Governance Process

Action By:

Policies 1, 2 and 5 in the form as submitted as Attachment I to the report dated April 5, 2011.

9.1.4 Liaison Report – Calgary Association of Parents & School Councils (CAPSC)

THAT the attachments with respect to the Calgary Association of Parents and School Councils (CAPSC) be received for information and be considered as the liaison report for that organization.

9.1.5 Liaison Report – Alberta School Boards Association (ASBA)

THAT the Alberta School Boards Association (ASBA) liaison report containing the ASBA Board of Directors' Meeting Highlights dated March 10-11, 2011 be received for information.

9.1.6 Board of Trustees' Governance Committee

THAT the Board of Trustees receives this report for information and for the record.

9.2 Chief Superintendent Consent Agenda

9.2.1 Chief Superintendent's Update

THAT the Board of Trustees receives this report for information.

9.2.2 Adjustment to Monitoring Schedule

Trustee Bazinet requested that this report be removed from the Consent Agenda in order to change the wording of the motion to the following:

MOVED by Trustee Bazinet:

THAT GP-4E be amended to change the monitoring of EL-6 to November.

The motion was
CARRIED UNANIMOUSLY.

Recessed at 8:46 p.m.
Reconvened at 8:55 p.m.

10.0 TRUSTEE NOTICES OF MOTION

There were no Trustee notices of motion.

11.0 IN-CAMERA ISSUES

11.1 Motion to Move In Camera

MOVED by Trustee Bowen-Eyre:

Whereas the Board of Trustees is of the opinion that it is in the public interest that matters on the Private Agenda

Action By:

for the Regular Meeting of the Board of Trustees, April 5, 2011 be considered at an in camera session; therefore, be it

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

The motion was
CARRIED UNANIMOUSLY.

11.2 ADJOURNMENT

During the in-camera portion of the meeting, Trustee Bazinet, Bowen-Eyre and Taylor declared a pecuniary interest with regard to the Student Fees Review and the Student Transportation Plan and left the meeting. This left three Trustees in the boardroom which is less than the four required for a quorum; therefore no further motions or decisions were considered.

Chair Cochrane declared the meeting adjourned at 11:32 p.m.