

## **Calgary Board of Education**

Minutes of the Regular Meeting of the Board of Trustees (the "Board") held in the Multipurpose Room, Education Centre, 1221 – 8 Street SW, Calgary, Alberta on Tuesday, June 18, 2013 at 3:00 p.m.

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### MEETING ATTENDANCE

Board of Trustees

#### In Attendance:

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

#### Absent:

Trustee P. King  
Trustee G. Lane

#### Administration:

Ms. N. Johnson, Chief Superintendent of Schools  
Mr. F. Coppinger, Superintendent, Facilities and Environmental Services  
Ms. C. Faber, Superintendent, Learning Innovation  
Ms. E. Gouthro, Acting Superintendent, Learning Services  
Ms. D. Meyers, Superintendent, Finance and Supply Chain Services  
Dr. C. Oishi, Superintendent, Human Resources  
Mr. G. Francis, General Counsel, Legal Services  
Ms. J. Barkway, Corporate Secretary  
Ms. D. Perrier, Recording Secretary

#### Stakeholder Representatives:

Mr. F. Bruseker, Alberta Teachers' Association, Local 38  
Ms. L. Robb, Calgary Board of Education Staff Association  
Ms. L. Androsoff, Elementary School Principals' Association

### **1 | CALL TO ORDER, NATIONAL ANTHEM AND WELCOME**

Chair Cochrane called the meeting to order at 3:00 p.m. and O Canada was led by a group of Grade 12 choir students from Crescent Heights High School.

Chair Cochrane acknowledged and welcomed representatives from the aforementioned organizations.

**2 | CONSIDERATION/APPROVAL OF AGENDA**

Ms. J. Barkway noted that a request was made to add a new Item 3.2, Environmental Achievement Award; that for Item 4.3, Results 2, pages 4-9 and 4-13 were recopied and distributed so that they are more readable; and under Agenda Item 6.0 there are seven requests for public comment.

Trustee Taylor requested an addition to the Agenda of a new Item 7.1, Update on Exempt Staff Salary Review.

MOVED by Trustee Bowen-Eyre:

**THAT the Board approves that the Board Meeting Procedures be temporarily waived in order to allow seven public comments under Agenda Item 6.0.**

The motion was  
CARRIED UNANIMOUSLY.

With respect to Trustee Taylor's request to add a new Item 7.1, Chair Cochrane noted that because there is a process in place for trustees to bring forward issues at Agenda Planning, she ruled the request to amend the Agenda out of order. With respect to questions about allowing the addition of new Item 3.2, Chair Cochrane noted that the item is about giving recognition to an award received by the CBE, while the issue of the proposed Item 7.1 would require consideration and debate by trustees. She stated that she has made a ruling and that any trustee may challenge it. Chair Cochrane clarified that her ruling is based on Board Meeting Procedures, section F.1.

Point of Order:

MOVED by Trustee Taylor:

**THAT the decision of the Chair be overruled.**

The motion was  
DEFEATED.

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

MOVED by Trustee Bowen-Eyre:

**THAT the Board approves the Agenda for the Regular Meeting of June 18, 2013 as submitted, subject to the addition of new Item 3.2, Environmental Achievement Award.**

The motion was  
CARRIED UNANIMOUSLY.

### 3 | **AWARDS AND RECOGNITIONS**

#### 3.1 **Lighthouse Awards**

##### 3.1.1 **Hull Services**

Ms. E. Gouthro, Acting Superintendent, Learning Services, introduced Hull Services as a recipient of the Lighthouse Award in recognition for their long, multi-faceted and evolving partnership with the CBE which began 50 years ago, in 1962.

Initially, Hull Services focused on residential care for youth, incorporating a campus based school providing special education programming. This school, the William Roper Hull School, remains part of the core of Hull's work with children and youth, serving 115 students, both from the Hull Campus as well as the community. In addition, Hull in partnership with the CBE serves four satellite classrooms in community school settings. Hull School and classrooms are based on the Circle of Courage, and use a framework that is personalized, strengths-based, and trauma-informed.

Hull has made a significant contribution to the areas of early intervention and social emotional learning over the last 15 years. Under the umbrella of Family and Educational Services, Hull has offered family liaison services to Areas III, IV, and V. They have been a significant partner with the Community Outreach of Pediatrics and Psychiatry in Education (COPE) program, and have contracted support services to youth and families in the CBE's Mental Health and Connection classrooms. The following is a list of programs funded by Hull:

- Fast Track - an early intervention program for families with vulnerable young children featuring both universal classroom strategies through PATHS programming and targeted strategies to individual children and families.
- The New Roads program - the evidence-based SNAP program, operating out of community based schools in collaboration with several agencies and supports the Multi-Agency School Support Team (MAAST).
- Community Parent Education Program - delivered to parents throughout the year to many schools in a unique adult education approach to learning effective parenting.
- Roots of Empathy – Hull is the lead agency in sponsoring the delivery of this program in many classrooms in CBE schools.

Ms. Gouthro introduced and welcomed Mr. G. Ghitan, from Hull Services, and Ms. C. Forbes, Principal, William Roper Hull School. On behalf of Hull Services, Mr. Ghitan shared words in appreciation of the partnership and accepted the Lighthouse Award, which was presented by Chair Cochrane on behalf of the Board.

##### 3.1.1 **Wood's Homes**

Ms. E. Gouthro, Acting Superintendent, Learning Services, introduced Wood's Homes as a recipient of the Lighthouse Award in recognition for their long and exceptional contribution to the Calgary Board of Education students, schools and programs.

Wood's Homes has been in partnership with the Calgary Board of Education for over 40 years supporting opportunities for academic success and personal growth for students in specialized and therapeutic settings.

Wood's Homes employed certified teachers in the 1930's and 1940's when classes were held in the basement of the "big house" – the Hextall building - on the Bowness campus. In 1950 the school was amalgamated with the Bowness School District and later the Calgary Board of Education.

Wood's Homes, through our thriving partnership, ensures students with severe behavioral and mental health issues have access to specialized learning environments with a therapeutic focus:

- The George Wood Learning Centre supports educational programming to students in the Wood's Homes residential setting.
- William Taylor Learning Centre supports educational programming to students living in the community, stabilization services and two residential programs.
- The Children's Village School, with the expertise of Wood's Homes' counsellors supports the academic and social emotional learning of children ages 3-12 and their families. In addition Wood's Homes staff members have continued to support our work with our Mental Health Transitions classes.

The result of the partnership provides comprehensive personalized educational programming offered by CBE staff and the specialized therapeutic support of Wood's Homes' counsellors. Wood's Homes staff members have also been a significant partner with the RADAR program, a partnership to support homeless youth to reconnect with community and educational services.

Ms. Gouthro introduced and welcomed Ms. J. Matheson, Executive Director, Wood's Homes, and Ms. J. Richardson, Principal, Wood's Homes School. Ms. Matheson shared words in appreciation of the partnership and accepted the Lighthouse Award, which was presented by Chair Cochrane on behalf of the Board.

### **3.2 Environmental Achievement Award**

Superintendent Coppinger called forward Ms. E. Olafson, Coordinator, Community Projects, and Ms. D. Wehnes, Coordinator, Waste and Recycling. He noted that in March 2008 the CBE committed to reducing its waste to landfills by 50 per cent by the end of 2012. Over the past five years, CBE students, community partners and staff have worked hard to achieve and exceed this goal. The City of Calgary recently celebrated and recognized this outstanding waste reduction initiative at the Calgary Awards Ceremony and presented an Environmental Achievement Award to the CBE. This award recognizes environmental achievements in advanced technology, management, conservation, protection, enhancement, education, stewardship and the promotion of the City's environment. Chair Cochrane accepted the award on behalf of the Board.

#### **4 | RESULTS FOCUS**

##### **4.1 Crescent Heights Senior High School**

Ms. S. Church, Director, Area II, introduced the presentation, noting that at this time of year with graduations underway and celebrations of high school completion, she always reflects on the Mega Result policy. She welcomed students from Crescent Heights Senior High School to share their perspectives on their learning and how it has created this foundation. She called forward Mr. A. Rajan, Principal, to commence the presentation.

Mr. Rajan introduced the Grade 12 students that were in attendance to share their learning of academic success, citizenship, personal development and character development. Olivia, Naomi, Alex, Jessica, Tina, Joshua and Robbie came forward and individually spoke about their experiences. They spoke of the unique and varying ways in which they learn and the outcomes and achievements they have gained both personally and academically. Some of the ways in which they were able to accomplish their goals were through the Presidents' Choir, the Student Council, through extra-curricular courses outside of the school, Advanced Placement classes, and through the Science Olympics. The areas of their achievements included the development of skills in organization, time management, problem solving, critical thinking, team work, and building self-awareness and confidence. They spoke of their passions and how their learning has led them to greater awareness of their future goals for lifelong learning and work.

On behalf of Trustee Lane, Chair Cochrane extended words in appreciation of the presentation and she thanked the students for sharing about their individual learning and their passions.

##### **4.2 Results 2: Academic Success – Career and Technology Studies, Presentation and Discussion**

Aided by a PowerPoint and video presentation, Superintendent Faber gave the report on how Career and Technology Studies (CTS) is taught and learned in the CBE. Throughout the presentation, the following students shared their CTS learning experience:

- Natasha, Centennial High School, spoke about her experience with Cosmetology, leading to a Hairstylist Apprenticeship
- Julia, Dr. E.P. Scarlett High School, commented on her experience with First Robotics and with Autodesk and Design
- Kaylyn, Dr. E.P. Scarlett High School, shared comments about her learning through First Robotics
- Cassidy, a former student of Lord Beaverbrook High School, spoke about her experience with transitioning from CTS.

In CTS, students engage in exploration, develop attributes of an ethical citizen, and work in innovative ways as they develop an entrepreneurial spirit. Career and Technology Studies align with the strategies in the CBE's Three-Year Education Plan through

student choice in flexible pathways, quality professional learning for instructors, community supports, and sustainable, affordable programs.

As a program of choice, CTS offers students learning opportunities to develop technology-related skills, to enhance employability and career-planning, apply learning developed in other subject areas, and transition into further education or the world of work.

The CTS program of studies centres around five clusters and more than 1000 one-credit courses in 28 occupational areas. Each occupational area is comprised of courses designed to support positive career and occupational opportunities for students. A cluster is a group of CTS courses that represent occupations with broad industry commonalities. Clusters in CTS are aligned with the National Occupational Classification (NOC) and function as an organizing tool for the CTS programs.

- Business, Administration, Finance & Information Technology (BIT) includes courses like management and marketing, computer science, networking and accounting.
- Health, Recreation & Human Services (HRH) focuses on careers in health care, community supports, recreation, cosmetology, food services, tourism and law.
- Trades, Manufacturing & Transportation (TMT) focuses on courses related to manufacturing, automation, electronics, construction, mechanics, fabrication, logistics and heavy equipment.
- Natural Resources (NAT) includes courses in agriculture, environmental stewardship, wildlife and primary resources.
- Media, Design & Communication Arts (MDC) is a diverse cluster with an emphasis on 3D design, multimedia and fashion.

Credentialed pathways are a series of specific courses that allow students to achieve a credential or credit awarded by recognized organizations or post-secondary institutions. All credential opportunities are external to Alberta Education. Students are supported by career practitioners, off-campus coordinators, guidance counsellors and teachers to ensure requirements are completed and the credential is achieved. Credentialed pathways require students to complete a number of CTS courses in an identified order. The credentials earned require an application to accrediting bodies. The credential is achieved when the student successfully challenges the Alberta Apprenticeship and Industry Training [AIT] exam after completing the technical training. It is important to note that credentialed pathways require specific industry-standard equipment and facilities, teacher and instructor credentials, and externally proctored exams.

Specialized skill pathways are a collection of courses selected to address student interests in a field of study. Specialized pathways may provide opportunities for special consideration or preferred seating in a post-secondary program, or lead to employment.

In developing pathway opportunities it is very important to have community support for students. This personalizes learning by allowing students to engage in learning with community and industry experts.

Through prototyping at the CTC at Lord Shaughnessy High School, we are learning and mapping next steps to provide program opportunities into schools across the CBE. Prototyping is a methodology for change management and is building our understanding and support for the work that is going forward provincially regarding competencies and the tenets of Inspiring Education.

The CBE Administration is working with Alberta Education to strengthen linkages and pathway connections for students registered in Knowledge and Employability (KAE) courses, to support their ability to transition into CTS courses, achieve credentials, and move into post-secondary programs to fulfill their career goals.

Sometimes study in a CTS program leads a student to pursue opportunities outside of the school setting while earning off-campus education credits. Students are supported by off-campus coordinators, career practitioners, guidance counsellors and teachers in developing their personalized pathways.

The Registered Apprenticeship Program (RAP) is a branch of off-campus education where a high school student is working for an employer that has indentured the student as an apprentice. In RAP, a student is earning a wage and completing practical hours towards a journeyman's credential, while achieving high school credits.

Pathways can significantly impact other disciplines students complete for their high school diploma and begin to build out competencies that span all curricular areas. Over three years, on average, a student will earn 12 credits in CTS. One of the challenges we have is student access to specialized and credentialed pathways. This entails overcoming limitations of timetables and access to facilities and programs. One aspect of our High School Success strategy is to provide flexibility in timetabling and extend hours of instruction across CBE high schools. This will support students in completing their high school programs and build transitions into post-secondary or the world of work.

As this work moves forward, the safety of staff and students is our utmost priority. In addition to having a CTS health and safety strategy, development is underway for safety frameworks for CTS programs, design guidelines that incorporate safety in classrooms and shops, safety training and professional learning opportunities for teachers, inventory control for CTS equipment, and a schedule to support schools with inspections, repair and maintenance of equipment.

The High School Success Strategic Advisory Council engages the public in providing direction and support for this work. The Council is made up of parents, students, business, industry, professional associations, post-secondary educational, communities and government.

The CBE has expanded off-campus learning opportunities, and engaged with the Ministries of Alberta Education, Alberta Enterprise & Advanced Education and Alberta Human Services to advance proposals for dual credit programs as part of the recently announced provincial dual credit strategy.

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

- Administration spoke to the initiatives and challenges with offering these opportunities to students across the CBE. A variety of initiatives include: the expansion of our off campus team; building out system supports for off campus education; moving forward to a system data base to engage with corporate communities to enhance those relationships; the official opening of the Career and Technology Centre at Lord Shaughnessy High School. Administration is working with high school principals to continue to identify where those opportunities and synergies exist. It is a cost challenge to put the facilities in place. Four new credentials will be offered this fall for Plumbing, Electrician, Heavy Duty Mechanic and Millwright. A specific challenge is with the understanding of the actual value of the CTS program itself. Other challenges include the dual qualifications of teachers, time, place, space, supervision, due diligence around having students out in the community, and with the upkeep of our facilities and equipment, and funding for modernization needs.
- Challenges also include working with our junior high students, as part of the approach is to engage students in Grades 5 to 9 in conversations that help them to explore and map out their strengths, interests and passions. The transitioning from junior to senior high school can be a challenge for some students and we must ensure the transition is more impactful, coherent and streamlined.
- With respect to the provincial dual credit strategy, this is an unfolding strategy. The essence of it is to provide students with advance placement into post-secondary programs and there are elements of credentialing that would enhance what the CBE currently offers. The province has set aside \$5 million over the next three years to support dual credit, and proposals that are accepted would be either to plan, develop or implement dual credit programs. The CBE has identified two such programs with SAIT – one in Construction and the other in Business Information Technologies. We also have two credits going forward with the Alberta College of Art and Design (ACAD) in Fine and Performing Arts. Administration noted the understanding that we would receive \$150,000 to support that work, and then a sustainability strategy needs to be built out because that is not part of the current offering.

Chair Cochrane expressed appreciation to the students for sharing their learning experience, and thanked the support staff for accompanying the students.

Recessed: 4:40 p.m.

Reconvened: 4:55 p.m.

#### **4.3 Results 2: Academic Success – Annual Monitoring**

Chief Superintendent Johnson introduced the report, noting that it addresses the organizational performance of Results 2 during the 2011-2012 school year. The report takes into account the great deal of discussion and consideration that has taken place over the year on the various components of academic success, and the goals that have been established for 2012-2013.

Chair Cochrane noted that trustees are to determine whether or not the report provides sufficient evidence that the CBE has made reasonable progress towards achieving the Result, and to build a portfolio of the Chief Superintendent's performance in the Results



side of the Chief Superintendent's job expectations. The emphasis for monitoring results is not on compliance, but rather on reasonable progress.

The following is a summary of Administration's responses to Trustee questions:

- With respect to the Student Survey questions it was asked whether the results are influenced by a revised wording to the questions or whether the results are reflective of student performance and competencies. Administration responded that it is difficult to extract those influences. In speaking with high school students about their responses in relation to the Mathematics question, students perceived the question to be about their learning in the classroom, so it is likely that some work needs to be done with the question to acknowledge that it is not about the formal mathematics concepts, but the mathematical thinking and skill sets.
- Some discussion occurred about the chart at the top of page 4-12. Administration noted that for the 2011-12 and the 2012-13 school year information has been gathered from elementary students and high school students. When more consistent measures are pulled from across the middle/junior schools, the data will be provided for the 2013-14 school year. Administration was uncertain about how many students the chart is representative of, but the total number of marks analyzed is almost 287,000. The outcomes for both Mathematics and English Language Arts are lower than in the other subject areas due to the diversity of students who participate in these two subjects. At the high school level students begin to make choices based on their interests and previous success.
- In regards to the measure for number 3 on page 4-12, Administration noted that a student may participate in the Diploma Exams at more than one high school. Administration pointed out that for many students the Diploma Exam is not necessarily representative of student success, as there are many versions of high school completion including apprenticeships and credentialing.
- A trustee noted her concern with the reliability of the questions, noting they were open to interpretation, and asked what accommodations are made for English language learners. Administration responded that research and studies of survey measures have not only validated the use of survey measures, but have said that to create a comprehensive data picture you need a combination of types of measures, including survey measures. Students who do not speak or read English well are able to work with another student or have an adult help them. Administration shared the belief that language would not be an impediment to any student's participation.
- With respect to future reporting on Results 2: Academic Success, Administration noted that trustees will have to make the decision as to whether the subject areas are amalgamated into one report or reported on separately.
- Administration stated that a strategy has yet to be developed to determine future reporting of information in substitution of the provincial achievement tests, which are being eliminated.

MOVED by Trustee Bowen-Eyre:

**THAT the Board has reviewed the monitoring report on Results 2: Academic Success and concludes that reasonable progress is being made toward the ultimate achievement of this Results policy.**

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

- Consensus was shared by trustees that this is a good summary report and that a great amount of data has been reported on throughout the year by Administration and through student presentations, giving evidence of academic success.
- A trustee noted that the breakdown of the subject areas reported on by Administration throughout the year has been very beneficial and she was hopeful that the same reporting structure would be followed next year.
- A trustee expressed appreciation for the variety of measures used to monitor policy subsection 2.1, and she shared her concern that the student survey was the only measure for policy subsection 2.2, which relates to students being technologically fluent.
- A trustee noted that we have different levels of assessment for the diversity of our students and, therefore it is appropriate that we have a diversity of indicators to represent how students are achieving success. She shared her belief that the system, the teachers and staff, and parents have all contributed to these great results for our students.
- The report speaks to success and progress being made, and it addresses where attention needs to focus. Appreciation was expressed to the Chief Superintendent for her patience with the reporting changes made part-way through the year by the Board.

Chair Cochrane called for the vote on the motion.

The motion was  
CARRIED UNANIMOUSLY.

Motion Arising:

MOVED by Trustee Ferguson:

**THAT the Board of Trustees commends the Chief Superintendent for high levels of student achievement and continuing improvement in the indicators recognized in the Accountability Pillar.**

Trustees debated the motion, which is summarized as follows:

- In looking at the different indicators in the report, it shows a story of success for our students in terms of their academic achievement. Examples of this are on the chart on page 4-12 with respect to the report card and school awarded marks in elementary and high school, and with the indicators of success in relation to the provincial achievement tests and diploma exams. The CBE outperforms the province in many of these areas.
- A few trustees expressed their opinion that the charts on page 4-9 and page 4-13 reference significant improvement, high achievement and excellence, which they felt are good indicators worthy of recognition.

- A trustee expressed concern with the broadness of the motion, and shared her uncertainty of its intent. She noted that there is one example on page 4-13 with the Diploma Exam Participation Rate being one indicator in the Accountability Pillar, with achievements noted in the usual format of reporting; but then immediately following is Rutherford Scholarship Eligibility Rate, which is also part of the Accountability Pillar, and it is not presented in that same chart, and that actually shows some decline and is below the provincial rate.
- A trustee commented that the motion was unclear to her and she felt that commendations should be specific and well understood to Administration in order to be effective.

The motion was  
CARRIED.

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

## 5 | **OPERATIONAL EXPECTATIONS**

There were no items for consideration.

## 6 | **PUBLIC COMMENT**

### 6.1. **Mr. D. Ashworth, Parent**

Mr. Ashworth noted he is a father of two children and he lives in the community of West Springs. He asked to keep in mind that he could be any father in Calgary with children attending a school that is at capacity. He requested that changes be made to the approved criteria for acceptance into CBE schools, as presented to the Board in recent reports. He noted that CBE staff members have taken the time to respond to parent concerns surrounding this issue. He shared his awareness that there are no perfect answers and that we need more schools, but he did not believe the priorities or approved criteria to be fair. He expressed his concern that it will be difficult for families to deal with their children going to multiple schools, regardless of their being a one-child family or with multiple children. Mr. Ashworth shared his opinion that siblings should have priority to attend their community school together over all else. He commented on the priorities chosen by Administration, which favour all walk-zone families. A family living within the walk zone need only worry about their eldest child being accepted for registration and his or her siblings will be exempt from the lottery. This is not so for the bus zone families, who may have to go through the lottery with every child.

### 6.2. **Ms. K. Hawkins, Parent**

Ms. Hawkins noted that she lives in the West Springs school zone and she has a son in Kindergarten and her daughter will start the program in 2014. She shared her expectation that her daughter should be given first priority because she will have a sibling already attending the school. Ms. Hawkins noted that her family made the

decision to stay in their neighborhood because there was a new school. It was always their intention that their children would attend the same school together. Her daughter has a prosthetic leg and two years ago she took part in a Terry Fox Run, organized by the school. She has made good relationships with teachers and other children and parents in the community. This year, during Terry Fox week her daughter participated in presentations to Kindergarten classes, including her brother's class, about the child amputee program CHAMPS. She attends pre-school with children who are also slated for West Springs School. Ms. Hawkins noted that her son is eager to take his sister to school, for her to have the teachers he has had, and to join him for the ride to and from school. She stated that most day-homes only accept children from one school; if siblings do not attend school together, then they will likely have to go to different after-school child care as well. She expressed her belief that families have made important decisions based on their children attending school and she felt that children siblings should be made the priority, whether bus zone or walk zone.

**6.3. Ms. A. Jobs, Parent**

Ms. Jobs shared that she is a concerned parent residing in the community of West Springs. She has a daughter in Kindergarten and a son who will be attending the program at West Springs School in September 2014. She is currently a home provider and plans to return to work outside of the home when her son attends Kindergarten. She noted this plan may now change. She asked how families living in the bus zone to West Springs School will be impacted in terms of meaningful engagement with their children's schools. She shared her belief that sending siblings to different schools will put additional strains on family life and will impact areas such as fundraising, volunteering and transportation. Ms. Jobs noted that a school is the hub of any community, and placing the children of the community in different schools minimizes the sense of belonging to the community. She stated that education is a family and community experience, commitment and investment. She noted they are not asking for special treatment, but are pleading for the Board's support in addressing the process of placing future students in a fair manner. A child's residential address should not be a factor in determining their eligibility to attend a school. Ms. Jobs noted that she sees their situation in West Springs as quite similar to that of Royal Oak/Rocky Ridge, due to both the walk zone and bus zone population base having been factored into the decision to build West Springs School. She proposed that all siblings should be given first priority to West Springs School, regardless of their residence being inside or outside of the walk zone. She requested that the CBE work with families to create a fair solution.

**6.4 Ms. N. Vorel, Parent**

Ms. Vorel shared comments about the registration priority for West Springs School. She noted that they are not unique in their problem, as this is an issue that may negatively impact thousands of families throughout the city. She is working with a group of parents to have the registration priority amended, to ensure that all newly registered children who currently have siblings in the same school be granted priority one status within the CBE. Ms. Vorel stated that she has a daughter in Grade 1 at West Springs School and a son who will be in Kindergarten in 2014. She noted that her family resides within the bus zone for West Springs School, and her son will likely not be able to attend West Springs School because it will be capped and they are a priority two for registration. Ms. Vorel shared her view that having her children attend different schools will be a tragedy in so many ways, and that there will be stress placed on her family. The logistics of this

scenario are overwhelming to her, and she believes that the impacts will be felt on her children as well, in terms of different school philosophies, school start and end times, school expectations, interaction with peers, and different before and after school care. Ms. Vorel noted that safety is a large concern for her - she can't physically be at different places at the same time for drop off and pick up at different schools; and, as a parent volunteer she will not be able to volunteer in the same capacity. She shared her belief that property values will decrease as a result of the lottery process.

**6.5. Ms. S. Facca, Parent**

Ms. Facca stated that she has lived in West Springs for eleven years, she is the mother of two and they reside in the bus zone of West Springs School. She operates a before and after school care business out of her family home. Ms. Facca asked that the CBE reconsider the current criteria for admitting students to schools with capacity issues across Calgary. She noted that the overflow lottery process could have a negative impact on her family and it may force her out of business, affecting other families. She added that she would also like to see the end of admissions of students who are not from the West Springs community. Ms. Facca commented on the high need for out of school care services in the community. She remarked on the hardships her family may face if her children have to attend separate schools. She noted that West Springs School was built and intended for the residents of the community, and now their once guaranteed admission is now in jeopardy. Ms. Facca shared her belief that the success of a child is realized when there is a strong support system and a sense of community is in place. She offered as a solution that West Springs School no longer accommodate students who do not live in the school attendance boundaries, regardless of their receiving child care in the area.

Chair Cochrane gave the following statement:

"We would like to thank parents and community members for sharing their thoughts with us today. We are listening to your comments, and would like to take the opportunity to provide a brief response.

We have heard from administration that West Springs School is not yet at capacity. They have reassured us that all students who are currently attending the school or who have been registered for Kindergarten prior to June 10, 2013, will not be required to change schools for September 2013.

In the past, in some areas of the city, administration has seen enrolment numbers increase by up to 90 additional students over the summer. In an area such as West Springs, where building is ongoing, we can't totally anticipate what the number of students moving into the community over the summer will be. The intention of the letter sent to parents was to communicate, as early as possible, that there may be impacts for some families in Sept 2014.

As trustees, we are responsible for meeting the very diverse and complex needs of all of our students, schools and programs. What you describe is not an isolated situation. It is reflected across our system. All of our schools that are in that are in developing or expanding communities are already, or could be in future, faced with a similar situation. With the lack of new school construction and significant growth in the

school-aged population, a number of our schools can no longer accommodate all of the students designated to them.

While it would be ideal for every student to attend their school of choice, as close to home as possible – that is not our current reality. Some schools are already at capacity, and when we reach a situation where there are more designated students than there is space, we must plan for a solution. This includes using lotteries and designating an overflow school. We try always to keep siblings together, either in their community or the overflow school. Similarly, we try not to bus students who are in the walk limit, and for whom we receive no transportation funding.

The challenges arising from accommodating all our students are inevitably viewed differently by administration, parents, community members and the students themselves. Within these groups, opinions differ widely as to what is the best thing to do. While we will not be able to make a decision that satisfies each and every family, your input and feedback will be taken seriously as administration works to meet the needs of students in a way that is consistent, transparent and reflects the values of public education.”

**6.6** Ms. D. Wheatcroft, Public Member

Ms. Wheatcroft, a former teacher of the CBE and other school districts, now teaches the Virtues Project, which is listed as a resource by Alberta Education as one of 19 model programs for Character education, and it has been implemented by many CBE schools. Virtues contribute to the outcomes of the five Results statements of the CBE, as well as to our mental, physical, emotional, spiritual and social well-being. They assist us to use each student’s unique gifts to achieve individualized teaching and learning. Ms. Wheatcroft noted that she has some ideas that she would like to share further with the CBE for consideration of inclusion in the new reporting method of student achievement in Character education.

**6.7** Ms. J. Millar Drysdale and Ms. K. Wood, Public Members

Ms. Wood noted that she and Ms. Millar Drysdale are the Vice-Chairs at Sam Livingstone elementary school and they would share with the Board a positive initiative to improve safety for students and their families around schools. Calgary schools have been working in isolation for some years on the traffic safety issues. Last spring, their school council hosted a stakeholder’s meeting about school traffic safety, and a key issue that was identified was the need to involve students and their families in addressing these issues. She and Ms. Millar Drysdale are in the process of organizing a city-wide school traffic safety week event and their hope is that the CBE will agree to take part by communicating this information to the school councils regarding these events. Ms. Wood gave a brief demonstration of one of the methods they will use to teach traffic safety to students, by reciting a poem that was derived from the AMA’s message of point, pause and proceed.

**7 |** **MATTERS RESERVED FOR BOARD ACTION**

There were no items for consideration.

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

**8 | BOARD CONSENT AGENDA**

**8.1 Approval of Minutes**

- Regular Meeting held May 28, 2013
- Regular Meeting held June 11, 2013

**THAT the Board of Trustees approves the Minutes of the Regular Meetings held May 28 and June 11, 2013, as submitted.**

**8.2 Correspondence**

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

- Letter dated May 24, 2013 to Board Chair, from the Honourable Heather Klimchuk, Minister of Culture, and the Honourable Jeff Johnson, Minister of Education, inviting schools and students to engage in celebrating Alberta Culture Days on September 27, 2013.
- Letter dated May 31, 2013 to Board Chair Pat Cochrane, from the Honourable Jeff Johnson, Minister of Education, and the Honourable Wayne Drysdale, Minister of Infrastructure, regarding approval for construction of six CBE schools.
- Letter dated June 4, 2013 to the Honourable Jeff Johnson, Minister of Education, from Chief Superintendent Johnson, regarding the appointment of Mr. B. Grundy as Treasurer of the CBE.

**8.3 Report from Policy Committee**

- **THAT the Board of Trustees receives this report for information and the record; and**
- **THAT the Board of Trustees receives for information the minutes of the Policy Committee meetings held on Dec. 10, 2012, and Feb. 13, April 2, May 21, and June 10, 2013.**

**8.4 Revised Meeting Time of the Regular Meeting Scheduled for June 25, 2013**

**THAT the Board of Trustees approves that the regular Board of Trustees' meeting of June 25, 2013, be scheduled from 9:00 a.m. to 11:30 a.m., to be held in the Trustees' Hearing Room, Education Centre, 1221-8th Street SW, Calgary, AB.**

**9 | CHIEF SUPERINTENDENT CONSENT AGENDA**

**9.1 Chief Superintendent's Update**

**THAT the Board of Trustees receives the report for information.**

**9.2 Three-Year System Student Accommodation Plan**

**THAT the Board of Trustees receives the report for information.**

**9.3 Locally Developed Courses**

**THAT the Board of Trustees approves the following newly acquired Calgary Board of Education Kindergarten to Grade 6 locally developed course for use in Calgary Board of Education schools for the period listed within each course outline:**

**From Edmonton Public School District:**

**ASL (American Sign Language) and Deaf Culture 9 Year Program**

**Grade: 4 - 6**

**American Sign Language - Language Arts Bilingual**

**Grade: K - 6**

**9.4 Lighting Replacement Project**

- **THAT the final phase of the energy retrofit lighting replacement project for all remaining schools with T-12 lighting be approved,**
- **THAT a secured loan of up to \$5.2 million be obtained to finance the energy retrofit project, and**
- **THAT upon confirmation of an Energy Service Company, that the Minister of Education's approval be sought by Administration for capital borrowing to finance this project.**

Chair Cochrane recognized Superintendent Meyers, noting that this is her last meeting with the CBE.

**10 | ADJOURNMENT**

Chair Cochrane declared the meeting adjourned at 6:01 p.m.