

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, November 29, 2016 at 12:00 noon

MEETING ATTENDANCE

Board of Trustees:

Trustee J. Bowen-Eyre, Chair
Trustee L. Ferguson
Trustee J. Hehr
Trustee J. Hrdlicka
Trustee T. Hurdman
Trustee P. King
Trustee A. Stewart

Administration:

Mr. D. Stevenson, Chief Superintendent of Schools
Ms. S. Church, Deputy Chief Superintendent of Schools
Mr. D. Breton, Superintendent, Facilities and Environmental Services
Ms. J. Everett, Superintendent, Learning
Mr. G. Francis, Superintendent, Human Resources/General Counsel (departed at 4:13 p.m.)
Mr. B. Grundy, Superintendent, Finance/Technology Services
Ms. M. Martin-Esposito, Chief Communications Officer
Ms. J. Barkway, Corporate Secretary
Ms. K. Fenney, Assistant Legal Counsel
Ms. D. Perrier, Recording Secretary

Stakeholder Representatives:

Mr. J.F. Belanger, Principals’ Association for Adolescent Learners
Mr. M. Christion, Senior High School Principals’ Association
Ms. J. Hugill, Elementary School Principals’ Association
Mr. K. Kempt, Alberta Teachers’ Association, Local 38
Ms. J. Macdonald, Senior High School Principals’ Association
Ms. L. Robb, Calgary Board of Education Staff Association

1 | CALL TO ORDER, NATIONAL ANTHEM AND WELCOME

Chair Bowen-Eyre called the meeting to order on the link at 11:55 a.m. and O Canada was led by the Glendale School Division II Choir. Trustee Hurdman thanked the choir for their pre-meeting performance, and for leading the singing of O Canada. The meeting reconvened in the Multipurpose Room.

Chair Bowen-Eyre acknowledged the traditional territories and oral practices of the Blackfoot Nations, which includes the Siksika, the Piikani, and the Kainai. She also acknowledged the Tsuut’ina and Stoney Nakoda First Nations, the Métis Nation (Region 3), and all people who make their homes in the Treaty 7 region of Southern Alberta. She welcomed staff, the public and representatives from the aforementioned organizations.

Chair Bowen-Eyre also introduced and welcomed Ms. A. Ranisavljevic, teacher, and her Grade 2 students from Douglasdale School. They have moved their classroom to the historical CBE school and downtown community for the week. They are exploring how challenges inspire progress and passion inspires growth. They are seeking out stories that influence us, learning about the rights of women through the work of the Famous Five and visiting the McDougall Centre to hear how they influence progress.

2 | **CONSIDERATION/APPROVAL OF AGENDA**

Corporate Secretary J. Barkway noted that Item 6, Public Comment, has been moved to follow Item 3.1, Legacy Award, and the subsequent agenda items are to be renumbered accordingly; that a late distribution was made of the minutes of the Regular Meeting held November 23, 2016 and were added under consent agenda item 8.1; and Item 8.2 was removed from the consent agenda for consideration immediately following the consent agenda.

MOVED by Trustee King:

THAT the Agenda for the Regular Meeting of November 29, 2016 be approved as submitted, subject to the above-noted changes.

The motion was
CARRIED UNANIMOUSLY.

3 | **AWARDS AND RECOGNITIONS**

3.1 **CBE Legacy Award**

Chair Bowen-Eyre noted that the CBE Legacy Award celebrates public education in Calgary and individuals who have contributed to our communities. Legacy Award recipients embody the work of the public education system and represent the legacy of the CBE, preparing students for life, work and continued learning, and inspiring life-long learning. She expressed that it is an honour to present the Legacy Award to Manmeet Singh Bhullar, posthumously, in recognition of the significant and lasting impact he has had on the province and the city of Calgary. Manmeet was born and educated in Calgary. He attended Chief Justice Milvain School, Annie Gale School, and graduated from Lester B. Pearson High School. As a student he was an active member of his school communities and an enthusiastic student athlete. Chair Bowen-Eyre shared comments about some of his significant work and roles he served as an elected provincial official. She pointed out that he was a passionate advocate for youth, justice and education, and an inspiring and energetic individual who modelled for our students the results of the CBE.

On behalf of the family, Ms. T. Bhullar shared comments of appreciation for the CBE's tribute to Manmeet's legacy. She stated that Manmeet would have been humbled and honoured by this recognition and that for him the value of education was something that should be shared by all. It is the family's hope that this Legacy Award is an inspiration to young boys and girls to see that they too have the potential to change the world through education, and that they too can rest assured that teachers know the value of how much it takes to shape an adult that can give back to the community in a way that Manmeet did.

On behalf of the Board, Chair Bowen-Eyre presented Manmeet's family with artwork that was created by a student from Lester B. Pearson High School, representing the CBE Legacy Award.

4 | **PUBLIC COMMENT**

4.1 Ms. L. Shutiak, School Council Chair, Harold Panabaker School

Ms. Shutiak stated she was representing a task force created by their school council to address accommodation issues in Area V. Ms. Shutiak commented on the learning environment at Harold Panabaker School, noting it is caring, inclusive, co-operative, challenging, respectful, and expectations are high for students and teachers alike. She shared the feeling of their school council that there is a lack of consultation with parents and guardians about educational programming. She spoke about the accommodation process that they have been involved in since last October, and shared concerns in relation to scenarios presented by the CBE to potentially move from a dual-track school to a single-track school.

Ms. Shutiak provided a handout to trustees of the enrolment percentages for Area V schools as provided by the CBE. She pointed out that the charts depict how making no change would provide the same range of percentages as both of the scenarios presented by the CBE, and her belief that moving students is unnecessary. Ms. Shutiak informed trustees that Ethel M. Johnson is a feeder school for Harold Panabaker's regular program and they were not notified of the engagement process.

Chair Bowen-Eyre stated that over the past year the CBE has been gathering feedback from those affected by possible changes to the future use of learning spaces. Parents, students, and staff of impacted schools are encouraged to complete the survey on the CBE website, which will be open until Dec 5. All of the feedback gathered through in-person sessions, meetings, emails and survey responses will be thoughtfully considered by administration in making decisions. She noted that there will be an Area V Open House held on January 18, 2017, which she encouraged parents to attend. The Chair thanked Ms. Shutiak for bringing to the Board's attention the need to include Ethel M. Johnson School in the engagement process.

4.2 Mr. J. Reid, Parent

Mr. Reid, parent to three children attending the south Mandarin Bilingual Program, shared his concerns that there may not be a middle/junior high program located in the south. He stated that his children have found a strong sense of belonging and a continued respect for diversity, and now the learning environment and continued access to this program of choice is significantly at risk. He noted that over a number of years the parents were informed by the CBE that a south site for the program was being explored and that there would be a parent engagement and an expression of interest conducted. He shared his concerns with the engagement process. He noted that parents received a letter from the CBE in September indicating that a decision had been made to have a single site for a middle/junior high program in the north. Mr. Reid noted that in a more recent letter to concerned parents the CBE stated it will consider opening a middle/junior high program in the south if student numbers could be boosted. He questioned why this option had not been communicated previously to parents. Mr. Reid shared his belief that if a middle/junior high Mandarin Bilingual Program was located in the south, families would enrol their children for the program.

Chair Bowen-Eyre noted that a letter was sent to parents of the Mandarin Bilingual Program on November 18, 2016, and that the CBE continues to be engaged with those parents. She encouraged parents to participate in the survey that is posted on the CBE website until December 5, 2016.

4.3 Ms. E. Gagner, Parent

Ms. Gagner, parent to two children attending the Mandarin Bilingual Program at Midnapore School, quoted statements in the Three-Year Education Plan, relevant to student success in life, work and future learning. She noted that one of the CBE's strategies is to ensure school facilities support current and future educational programming. She asked that the Board not give up on or lose the vision for a middle/junior high Mandarin Bilingual program in the south; and to not shrink the program by making students who want to continue in the program have to bus to a site in the north. She expressed her beliefs that for the majority of families living in the south it will be a prohibitively long commute for students; families will likely drop the program; it is a long commute for parents that volunteer for school events and for parents to attend parent-teacher interviews; and it will detract from developing a school community.

Ms. Gagner commented on the movement of the program over the years and the impacts those moves had on her family. She noted that both of her children are thriving in the program and they value the importance of diversity and future opportunity.

4.4 Ms. D. Casten, Parent

Ms. Casten, parent to two children currently attending the Mandarin Bilingual program at Midnapore School, expressed her concerns with the amount of time that children might be on a bus to attend a middle/junior high program in the north. She noted that for parents living in communities south of Midnapore the drive can be as much as 40 kilometres one-way to Colonel Irvine School in the northwest, and 35 kilometres one-way to Colonel Macleod School in the northeast. She noted her understanding that for students being bused to schools of choice there is no set limit for travel times, which she did not agree with. She expressed her opinion that the daily commute for students could be up to 3 hours on the bus, which would be detrimental to their education, their mental and physical well-being, their ability to take part in other activities, and their social time and downtime for themselves.

Ms. Casten shared that parents are asking to have one Mandarin teacher at a middle/junior high program in the south, to provide a much more reasonable transportation scenario for both the students and the CBE. She stated that her children spend a considerable amount of their time studying Mandarin after school and on weekends; they have had daily homework since Kindergarten; they have a Mandarin tutor; and every day they do extra Mandarin homework. She and her family highly value this specific language learning program as a benefit to children's future, and request that it continue to be offered at a site in the south.

4.5 Mr. W. Nie, Parent

Mr. Nie, parent to two children currently attending the Mandarin Bilingual program at Midnapore School, shared some impacts that the potential accommodation plan would have on his family. He shared his belief that should the program only be offered in the north, some of the families will not enroll their children in it because of the distance and

long bus rides they would have to endure travelling from the south. He pointed out that the students currently enrolled in the south program have become friends, having grown up together in the program. He shared his opinion that if the program was offered only in the north, friendships would be broken, and parents would feel that the time and efforts that they had invested was wasted. He noted that some families moved out of the north and bought homes in the south so that their children would be closer to the south Mandarin Bilingual program; he noted that the north program accommodated students through a lottery system. He stated that, more importantly, children will lose the opportunity to improve themselves in Mandarin learning and will lose all those years of hard work if they have to drop out of the program.

Mr. Nie noted that some parents have a long-term education plan in place for their children and if this option program is not sustainable they will not be attracted to it. He shared his concerns with previous communications by the CBE administration about expanding the program in the south. He stated his belief that the parents of this program would be more than happy to work with the CBE and other stakeholders to make this program successful and sustainable.

Chair Bowen-Eyre thanked the speakers for their comments and reiterated the Board's encouragement that parents participate in the online survey that is open until December 5, and the CBE Open Houses to be held January 17 in Area I and II, and January 18 in Area V.

5 | **RESULTS FOCUS**

5.1 **Results 2: Academic Success Monitoring – Follow-up Report**

Chief Superintendent Stevenson noted that this report follows-up on the Board's request to provide additional information, including strategies, revised targets and assessment of strategies for areas of concern in student learning, which were raised in review of the monitoring report that was presented in June 2016. He summarized the contents of the follow-up report.

Administration responded to trustee questions on issues including: the revised targets for indigenous students and clarification that improvements will take some time to show up as statistically significant on the measures; further explanation of responsive, explicit instruction with respect to the literacy strategy; school involvement in the literacy strategy, beyond the cohort group; the school system work in terms of engaging indigenous families and communities; clarification of the one-year targets and three-year targets that have been set out in the report; timeframes for the math strategies and when schools will become involved in that work; when it is expected that parents would be involved in the math and literacy strategies; the number of schools that have targeted math as a strategy this year in their school development plans; and, the rationale for not including a 5-year high school completion rate as a target for indigenous students.

Chair Bowen-Eyre stated that the report was provided as information, as requested by the Board of Trustees, and does not require approval as recommended in the report.

5.2 CBE Annual Education Results Report 2015-16 and Three-Year Education Plan 2016-19

Chief Superintendent Stevenson provided opening remarks, noting that much of this information has been previously presented in other formats, including the financial report on today's agenda and the combined Accountability Pillar Overall Summary posted on the CBE's website twice each year, when it is updated by Alberta Education in the spring and in the fall. He informed that annual reports and school development plans will be published on each school's website this month and will be accessible to parents and guardians. This year's system report shows we are strong and showing improvement, and that the combined information from student, teacher and parent/guardian surveys and the monitoring of student success measures confirms that our students have achieved very strong results.

Superintendent Everett provided highlights of the contents of the Annual Education Results report and the Three-Year Education Plan.

Administration responded to trustee questions on issues including: school and service unit staff involvement and familiarity with the Three-Year Education Plan; clarification of the literacy strategy outcome and connection of the stem "participate"; the value and relevance of the overarching strategies, which were noted to be the same over a number of years; the significance of the inclusion of the word "joyful" in literacy learning, and the task associated with measuring it; the potential for future plans to include a link to the expanded Results where they are noted under our ultimate goals; assessment of the strategies for their effectiveness; the value of, or need for setting 3-year targets rather than single-year targets to better focus on performance fluctuations; the vision for the Aboriginal Learning Centre serving all students; the significant improvement in the drop-out rate for our indigenous students; notification to parents of transportation changes to be considered in 2017-18; the roll-out and implementation of these strategies throughout the school system; and, clarification on page 31 in the third last bullet, that targeted Alberta Education funding applies to transportation only.

MOVED by Trustee Stewart:

THAT the Board of Trustees approves the Annual Education Results Report 2015-16 and the Three-Year Education Plan 2016-19, and authorizes its submission to Alberta Education.

Trustees debated the motion, sharing comments of support that included: the Alberta Education Results Report provides an accurate snapshot of the CBE's results; it adequately outlines our areas of strength and areas of concern; the addition of the individual strategies provided strength to this year's report; it balances the stability of the main pillars with the ever-changing strategies needed to assist our students both now and in the future; it represents the cohesiveness between senior administration, the Board of Trustees and Alberta Education; it speaks to how we direct our resources; the summaries and details provided in the documents are greatly appreciated and will be helpful to our public; the strategies are very well focussed; the documents are clear, concise and all-encompassing.

Chair Bowen-Eyre called for the vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

Recessed: 2:29 p.m.
Reconvened: 2:48 p.m.

6 | OPERATIONAL EXPECTATIONS

6.1 OE-5: Financial Planning – Annual Monitoring

Superintendent Grundy provided a summary of the contents of the annual monitoring report for OE-5: Financial Planning. He noted that Administration's review provides evidence of compliance with all eight policy statements, and a budget has been developed and presented that is compliant with all eleven indicators.

Administration responded to trustee questions on issues including: what is anticipated for the grid movement costs in the coming budget; and plans for fiscal soundness in future years, in terms of the forecasted use of all reserves.

Chair Bowen-Eyre asked trustees to identify their intentions to bring forward any motions related to compliance, exceptions or commendations for OE-5: Financial Planning. The Chair requested that trustees send their proposed motions to the Corporate Secretary and to all trustees by end of day December 1, 2016. She pointed out that the item will be placed on the December 6, 2016 agenda for discussion and debate or on the consent agenda, depending on whether or not motions come forward.

6.2 OE-11: Learning Environment/Treatment of Students – Annual Monitoring

Superintendent Everett noted that compliance is being reported overall for the annual monitoring report on OE-11: Learning Environment/Treatment of Students. Two indicators that did not meet compliance were indicator #2 for policy subsection 11.4 and indicator #3 for policy subsection 11.2. Capacity building for those two indicators has been included in the report.

Administration responded to trustee questions on issues including: clarification that this report speaks to monitoring for the previous school year, and that public comments made today would not be a reflection on the decision for compliance in this operational expectations cycle; the importance of and appreciation for the expanded capacity building information that forms a part of the report.

Chair Bowen-Eyre asked trustees to identify their intentions to bring forward any motions related to compliance, exceptions or commendations for OE-11: Learning Environment/Treatment of Students. Trustee Ferguson indicated her intention to propose a commendation motion on December 6, 2016. The Chair requested that trustees send their proposed motions to the Corporate Secretary and to all trustees by end of day December 1, 2016. She pointed out that the item will be placed on the December 6, 2016 agenda for debate and discussion.

At 3:04 p.m. Chair Bowen-Eyre received the consent of the Board of Trustees to continue the meeting to the completion of the agenda.

7 | MATTERS RESERVED FOR BOARD ACTION

7.1 Presentation of the 2015-16 Financial Results of the Calgary Board of Education

Superintendent Grundy provided a synopsis of the financial results of the CBE including the Audited Financial Statements for the year ended August 31, 2016 and including the Auditors' Report thereon. He pointed out a correction to page 7-135, for the columns headed "Other" and "Total", the three rows of figures, starting at \$110,000, require a shift down one row.

Administration responded to Trustee questions on issues including: the parameters surrounding inclusive education, which have yet to be defined and communicated by Alberta Education; how ECS Program Unit Funding (PUF) is used and the number of students accessing that funding; the total amount of uncollectible accounts and waivers for instructional supplies and materials (ISM) fees; CBE programs for early learners and the need to advocate for provincial funding; operations and maintenance expenses in comparison to last year's budget; the costs associated with hiring unionized staff on a term basis and as per their collective agreement, to assist in the building of new school facilities, for which Alberta Education does not fund; noon supervision fees and waivers; infrastructure maintenance and renewal (IMR) funding; the increase in the uncollectible accounts expense and waived fees for noon supervision; transportation fees and revenues and the related funding gap; the use of ISM fees for the purchase of Career and Technology Foundations/Studies supplies, and how an optional course fee, versus a basic instruction fee, is determined; the recast of the CBE's operating and capital reserves; the increase to the Resource Allocation Method (RAM) to stabilize the ratio of students per school-based full-time equivalent; reporting of the \$500,000 allocated towards the development of the *dialogue* framework and for other engagement sessions, which is included under system accounts on page 7-58; third-party payments with regards to salaries and benefits; and the CBE's internal and external audit functions.

MOVED by Trustee Ferguson:

THAT, subject to the correction of noted typographical errors, the Board of Trustees approves the Financial Results of the Calgary Board of Education for the year ended August 31, 2016, including the Audited Financial Statements for the year ended August 31, 2016 and the Auditors' Report dated November 29, 2016, for submission to the Minister of Alberta Education.

Trustees debated the motion, and comments in support included: the Audit Committee met with the external auditors, reviewed and recommended approval of the annual audit plan; the CBE has experienced a better year than anticipated and, through ongoing efficiency reviews and sound management, has ended the year with a surplus; the bulk of the reserves have been retained for future projects to support student learning, with the actual net draw on operating reserves of only \$1.5 million; the CBE achieved 99.3 percent accuracy in terms of actual expenditures against the fall budget; the CBE's external auditors KPMG has confirmed that the CBE administration appropriately coordinated and co-operated with them, and that KPMG reported no significant deficiencies in controls, or in how funds are received, processed or disbursed; the financial documents are written in clear layman's terms, and Administration's clarifications to questions are provided in a concise manner; the expertise of our Administration and

financial staff is highly commendable, and the undertaking of this work is tremendously profound.

Chair Bowen-Eyre called for the vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

Trustee Ferguson and Trustee Stewart, chair and member of the audit committee respectively, expressed appreciation for the diligent work and volunteer time put forward by the committee's external members.

8 | **CONSENT AGENDA**

The Chair noted that Item 8.2 was removed from the Consent Agenda for discussion, and that items on the consent agenda are approved with the agenda as follows:

8.1 Approval of Minutes

- Regular Meeting held November 1, 2016
- Regular Meeting held November 8, 2016
- Regular Meeting held November 23, 2016

THAT the Board of Trustees approves the minutes of the Regular Meetings held November 1, November 8, and November 23, 2016, as submitted.

8.3 Items Provided for Board Information

8.3.1 Correspondence

8.3.2 Fourth Quarter Budget Variance Report for the 2015-2016 Budget

8.3.3 EducationMatters Financial Statements as at September 30, 2016

The following item was removed from the consent agenda.

8.2 First Quarter Budget Variance Report for 2016-2017 Operating and Capital Budgets and Fall 2016 Budget Update

Administration addressed trustee questions on issues including: where the funding is going for the nutrition pilot program; the increase in waived fees and uncollectible accounts, and what that estimate is to date; and the forecasted use of reserves.

MOVED by Trustee Hurdman:

THAT the Board of Trustees authorizes the submission of the Fall 2016 Update to the 2016-17 Operating Budget, as shown in Attachment V of the report, to the Minister of Alberta Education.

The motion was
CARRIED UNANIMOUSLY.

9 | **ADJOURNMENT**

Chair Bowen-Eyre declared the meeting adjourned at 4:19 p.m.