

## 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, January 18, 2005, at 5:02 p.m.

### BOARD OF TRUSTEES:

Trustee G. Dirks (Chair)  
Trustee C. Bazinet  
Trustee N. Close  
Trustee P. Cochrane (departed at 8:13 p.m.)  
Trustee K. Fawcett  
Trustee L. Ferguson  
Trustee G. Lane

### ADMINISTRATION:

Dr. B. Croskery, Chief Superintendent of Schools  
Ms. J. Barkway, Assistant Corporate Secretary  
Ms. M. Clark, Superintendent, Human Resources  
Mr. D. Dart, Superintendent, Business Operations and Environmental Services (Secretary-Treasurer)  
Mr. J. Drysdale, Superintendent, School Support Services  
Ms. B. Kuester, Executive Director of Communications  
Mr. G. Scott, Director and General Counsel, Legal and Risk Management Services  
Ms. A. Verdiel, Acting Deputy Chief Superintendent of Schools  
Ms. S. Wasylyshyn, Executive Assistant to the Trustees  
Ms. G. Pearce, Recording Secretary

### STAKEHOLDER REPRESENTATIVES:

Mr. L. Liffiton, Alberta Teachers' Association, Local No. 38  
Ms. L. Newton, Calgary Association of Parents and School Councils  
Ms. L. deMille, Calgary Board of Education Staff Association  
Mr. D. Hammill, Canadian Union of Public Employees, Local No. 40  
Mr. K. Brown, Elementary School Principals' Association  
Ms. D. Clark, Elementary School Principals' Association

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

The Chair called the meeting to order and, following the national anthem, welcomed representatives of the aforementioned organizations and members of the public.

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

MOVED by Trustee Bazinet:

**THAT the Agenda for the Regular Meeting of the Board of Trustees held January 18, 2005 be approved as submitted.**

The motion was  
CARRIED UNANIMOUSLY.

### **3.0 CORRESPONDENCE**

Mrs. Barkway indicated there was no correspondence for presentation at this time.

#### **4.0 PRESENTATIONS, HONOURS AND RECOGNITIONS**

#### **4.1 LIGHTHOUSE AWARDS**

##### **4.1.1 CONFERENCE BOARD OF CANADA**

Ms. Kuester stated that the Calgary Board of Education's Lighthouse Awards Program honours organizations that have made significant contributions to Calgary Board of Education schools and students. The Conference Board of Canada is one of two Lighthouse Award recipients this month. It is a not-for-profit organization that for 50 years has brought together leaders of Canadian corporations, agencies and government, to discuss issues and learn from one another. The Conference Board has shown its dedication to the Calgary Board of Education by featuring research on the Career Pathways program in two of its reports: *Labour Market Transition Models That Work*; and *Out of the Classroom, Into the Workforce: Mining Youth Potential*. They have also partnered with the Calgary Board of Education in developing the Skills Credentialing Tool (SCT) to encourage students to make the most of their work experience while in school. Ms. Kuester commended the Conference Board of Canada for their interest in the Calgary Board of Education school system and for providing students with helpful tools to build their confidence and encourage success.

Mr. K. Kitagawa, Senior Research Associate, indicated that he is pleased to be present from Ottawa to accept the Lighthouse Award on behalf of the Conference Board of Canada. He stated that since 1990 the Conference Board of Canada has worked with a number of school boards in Canada and elsewhere, and the Calgary Board of Education's program for school-work transitions is among the finest and is held up as a model to other school boards. The role of public education must be periodically re-visited as a society, as the needs change and the resources become less available. The Career Pathways program balances character development and preparing students to be good citizens while preparing them for success in the labour market. Approximately 6,000 partnerships have been formed over the years which is a testament to the commitment of the teachers and the Calgary Board of Education in helping young people make the transitions to working life and in ensuring that the curriculum has a flavour that reflects the local community.

Chair Dirks presented the Lighthouse Award to Mr. Kitagawa, who accepted on behalf of the Conference Board of Canada.

##### **4.1.2 TRANSCANADA PIPELINES LIMITED**

Ms. Kuester stated that the second Lighthouse Award goes to the TransCanada Pipelines Limited. It is a North American energy company with expertise in natural gas transmission and energy generation and more than 50 years experience in building, operating and managing natural gas pipeline systems. They have partnered with the Calgary Board of Education on several community projects such as the Emerald Award-winning environmental program, "Destination Conservation", tree-planting efforts and Book Bags for Kids. Ms. Kuester expressed appreciation to TransCanada Pipelines Limited for their support of Calgary Board of Education programs and for helping to provide a better community for students in support of educating tomorrow's citizens today.

Ms. C. Bishop, Manager of Community Investment, stated that she is pleased to accept the Lighthouse Award on behalf of the TransCanada Pipelines Limited. TransCanada Pipelines Limited recognizes its responsibility to the community and has a long history of supporting communities. The underlying foundation of their funding program is to support education and life-long learning in all their initiatives, and the TransCanada Pipelines Limited and the Calgary Board of Education have a common goal to provide quality, accessible education to all. In 2000, the TransCanada Pipelines Limited partnered with the Calgary Board of

Education and funded the development and start-up of the Destination Conservation program where students, teachers and custodial staff were taught how to save energy in schools. Twenty percent of the rebate went back to the schools. Ms. Bishop referred to the Book Bags for Kids program and noted that a great deal of time and preparation goes into this initiative but the smiling faces of the students are well worth the effort. TransCanada Pipelines Limited has also been involved with numerous other programs with the Calgary Board of Education including tree-planting at Sam Livingston Elementary School and the involvement of students in an audit of power usage in the TransCanada Tower.

Chair Dirks presented the Lighthouse Award to Ms. Bishop who accepted on behalf of the TransCanada Pipelines Limited.

#### **4.2 LEARNING CLICKS**

Ms. E. Kelly, Learning Clicks Youth Ambassador, provided introductory remarks and noted that Learning Clicks is a program sponsored by Alberta Advanced Education which attempts to get students interested in post-secondary education. Students are also introduced to the idea that post-secondary education is not related solely to university and also includes the trades, technical schools, etc. Students are also encouraged to be realistic about their career aspirations and evaluate the requirements to pursue their goals; i.e. grade requirements, tuition and other costs, program length, resources and financing. The program is primarily targeted towards grade 9 to 12 students but some schools have requested a presentation to grade 6 students. As part of the program, students receive copies of an interactive compact disk entitled "Learning Clicks – Planning for post-secondary is just a click away!". Ms. Kelly demonstrated the compact disk for those present and provided an accompanying narrative. She noted that additional resource information is available on the Alberta Learning Information System (ALIS) website and from the Alberta Career Information Hotline. Ms. Kelly distributed copies of the compact disks to Trustees and Superintendents. She noted that the goal is to make contact with all schools in the system but that, if a school wishes to receive a presentation, they should contact her as soon as possible, given the program's scheduled termination date of April 2005.

Chair Dirks expressed appreciation to Ms. Kelly for her excellent presentation and her tremendous enthusiasm for the Learning Clicks program.

#### **5.0 VERBAL UPDATES**

##### **5.1 REPORT FROM THE CHAIR AND TRUSTEES**

Chair Dirks provided a verbal report on a recent meeting of the Board of Trustees with the new Minister of Education to exchange information about his plans for the future, to answer questions and to underscore important priorities that the Board of Trustees feels need to be brought to the attention of the government.

##### **5.2 REPORT FROM THE CHIEF SUPERINTENDENT**

Dr. Croskery provided a verbal report and acknowledged the work in schools in response to the tsunami disaster such as communicating with those affected by the tragedy, fund-raising, or positioning themselves to assist. He commended the staff and students for their global vision, compassion and humanity.

Dr. Croskery read excerpts from a letter from a grade 5 student at Riverbend Elementary School with respect to the rich experience enjoyed in the “Open Minds” program and the hope that this type of program will be continued.

Dr. Croskery read excerpts from a letter received from a Calgary Board of Education facility operator who expressed appreciation for the great compassion and wonderful support he and his family received during the illness and subsequent loss of his son. He especially acknowledged his supervisor, fellow school employees, CUPE 40 members, tradesmen, the staff in Human Resources and the Employee Health Resource Centre (EHRC), and many others for their assistance. He also thanked the Calgary Board of Education for all the positive experiences his son enjoyed during his time in Calgary’s public school system.

## **6.0 PUBLIC QUESTION PERIOD**

Mrs. Barkway indicated that a question had been received from a member of the public. However, in accordance with Board Meeting Procedures, as that individual is not present, the question cannot be addressed at this meeting.

## **7.0 STAKEHOLDER REPORTS**

Mrs. Barkway indicated there were no stakeholder reports at this time.

## **8.0 GOVERNANCE: POLICY DEVELOPMENT AND MONITORING**

### **8.1 ACTION ITEMS**

#### **8.1.1 EXPANSION OF ALTERNATIVE PROGRAMS FOR SEPTEMBER 2005 AND SEPTEMBER 2006**

Dr. Croskery summarized the contents of the report and the recommendations. He commended Ms. N. Johnson, Director, Area V, for her wonderful work in the communities in navigating some difficult issues with respect to program expansion.

Trustees asked questions for clarification of specific issues, including:

- Page 8-29, last row, second column, clarification with respect to the French Immersion Intensive French Project – Ms. Johnson stated that this program is a pilot project initiated by Alberta Education. It will not be ready to proceed this fall, and conversations will continue with respect to a possible launch in the fall 2006. It is not an entry to a French immersion program at grade 5 but is more of a preparation for grade 7 French immersion, rather than an actual French immersion program.
- Page 8-22, the first table, second last row, Fairview Junior High School, National Sports Academy Hockey, clarification of the phrase “Include another class” – Ms. Johnson indicated that the current grade 7 and 8 classes at Fairview Junior High School will expand to grade 9 next year.

During discussion, a Trustee pointed out that there is a perception that alternative programs are much more expensive to operate than a regular classroom. In order to provide a point of reference for comparative purposes, Trustees requested Dr. Croskery to provide information to Trustees as expeditiously as possible setting out detailed information on the estimated costs for a regular classroom expansion at the elementary, junior high and senior high levels.

A question was raised about the inclusion, in the first table on Page 8-22, of the grades 5 and 6 French immersion program at Fairview Junior High School, given that the program will not be ready for implementation in the fall 2005. Following discussion, Trustee Lane agreed to a friendly amendment to the recommendation on Page 8-22, the first table, by the deletion on the last row containing the words, "Fairview Junior High School – French Immersion – Grade 5 and 6". The friendly amendment has been incorporated into the motion as set out below.

MOVED by Trustee Lane:

1. **THAT the report with respect to Expansion of Alternative Programs for September 2005 and September 2006 be received for information, in the form as distributed with the Agenda for the January 18, 2005 Regular Meeting of the Board of Trustees.**
2. **THAT the grade/classroom expansions for the following alternative programs, effective September 2005, be approved:**

Location	Program	Expand To:
<b>AREA I</b>		
Brentwood Elementary	Traditional Learning Centre	Grade 5
<b>AREA II</b>		
Hidden Valley Elementary	French Immersion	Grade 3
<b>AREA III</b>		
Lester B. Pearson High School	French Immersion	Grade 12
Lester B. Pearson High School	International Baccalaureate	Grade 11
<b>AREA IV</b>		
Ernest Manning High School	Dynastars Hockey & Life Skills	Grade 11
<b>AREA V</b>		
Canyon Meadows Elementary	Spanish Bilingual	Grade 4
Sundance Elementary	French Immersion	Grade 3
Lake Bonavista Elementary	Montessori	Grade 3
Le Roi Daniels Elementary	Traditional Learning Centre	Grade 6
Fairview Junior High School	National Sports Academy-Hockey	Include another class

3. **THAT the grade expansions for the following alternative programs, effective September 2006, be approved:**

Location	Program	Expand To:
<b>AREA III</b>		
Lester B. Pearson High School	International Baccalaureate	Grade 12
<b>AREA IV</b>		
Ernest Manning High School	Dynastars Hockey & Life Skills	Grade 12

The motion was  
 CARRIED UNANIMOUSLY.

**8.1.2 STUDENT ACCOMMODATION – TRADITIONAL LEARNING CENTRE SOUTH, AREAS IV AND V**

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Trustees asked questions for clarification of specific items, including:

- Given plans for a grades 5 and 6 Traditional Learning Centre to be added to Fairview Junior High School, whether discussions are occurring around all the programs becoming grades 5 to 9 programs – Ms. Johnson responded that the new schools in Area V are in the Kindergarten to grade 4 configuration and that, as the student accommodation issues are worked through in the south, many of the configurations are moving to the Kindergarten to grade 4 elementary schools and grades 5 to 9 middle schools. Preliminary discussions have been held around the middle school notion at Fairview Junior High School but it is a complex process given the number of programs at that school (eleven). The preliminary view is that this may be an appropriate direction to move but it will not take place all at once, given the readiness of the students and the various components associated with the programs.
- Whether feedback has been received from parents of grades 5 and 6 students who will be attending Fairview Junior High School – Ms. Johnson indicated that parents of grades 4 and 5 students currently at Le Roi Daniels Elementary School were invited to an information session about the middle school concept. Some parents expressed concerns about the configuration, and those parents have received assurances about safety and support. It was noted that the students currently share a playground and that the grade 5 students already attend the school for specific programs, such as band.

MOVED by Trustee Cochrane:

1. **THAT the Traditional Learning Centre (TLC) program expand to grade six for the 2005-2006 school year for students who reside in Areas IV and V;**
2. **THAT the Traditional Learning Centre grades 5 and 6 move to Fairview Junior High School for the 2005-2006 school year and expand by one grade per year through to grade 9;**
3. **THAT the Traditional Learning Centre Kindergarten to grade 4 remain at Le Roi Daniels Elementary School for students who reside in Areas IV and V.**

The motion was  
CARRIED UNANIMOUSLY.

**8.1.3 MOTION ARISING FROM RECOMMENDATION TO ESTABLISH PROGRAMME INTERNATIONALE**

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Trustee Fawcett provided introductory remarks and noted that a motion at the December 7, 2004 Regular Meeting of the Board of Trustees to establish a proposed alternative program named Programme Internationale was defeated by Trustees. Following discussion among Trustees, a motion arising is being brought forward directing the Chief Superintendent to continue the work on developing this program but in a concept that would be accessible to all students in all classrooms in the Calgary Board of Education.

MOVED by Trustee Fawcett:

1. **THAT the Board of Trustees directs that the Chief Superintendent continue with the processes and working relationships of establishing the key components and objectives put forth in the Programme Internationale proposal;**

2. THAT a strategy be developed to implement these key components and objectives in a regular classroom setting throughout all Calgary Board of Education schools; and
3. THAT the Chief Superintendent report back to the Board of Trustees regarding the proposed strategy by May 31, 2005.

During discussion, Dr. Croskery indicated that Administration is supportive of the intent of the motion and has given consideration to the rationale and the concerns raised by Trustees which include equity of access for all students in the Calgary Board of Education, the aim of the Programme Internationale proposal and the issues of core curriculum. As a result of that review, Dr. Croskery requested an opportunity to re-position the Programme Internationale proposal and present another report to Trustees to further clarify Administration's intent and to provide sound data for a decision by Trustees. Discussion ensued on the scope and timing of Dr. Croskery's request. Dr. Croskery indicated that one of the issues to be explored is the positioning of the Programme Internationale proposal as an alternative program or as a program available for implementation by any school, if desired. Other issues include whether all schools in the system would be comfortable with the imposition of this program and whether testing should be undertaken to gauge if a universal solution would be in the best interests of all.

Following debate, a motion to postpone was proposed in order to allow time for a further report from Administration with respect to the Programme Internationale proposal and the issues raised during discussion.

#### **MOTION TO POSTPONE**

MOVED by Trustee Fawcett:

**THAT consideration of the Motion Arising from Recommendation to Establish Programme Internationale, as set out above, be postponed for consideration to the February 15, 2005 Regular Meeting of the Board of Trustees.**

Chair Dirks called the vote on the motion to postpone.

The motion was  
CARRIED UNANIMOUSLY.

B. Croskery /  
J. Barkway (Agenda)

## **8.2 INFORMATION/DISCUSSION ITEMS**

Chair Dirks indicated that there are no information or discussion items at this time.

### **8.2.1 SUMMARY OF THE 2004/05 CLASS SIZE SURVEY**

Dr. Croskery introduced this item and acknowledged the tremendous work of Ms. L. Flanagan and Mr. W. Mailandt, Specialists, Accountability Services, and Ms. L. Brost, Director, Accountability Services. Ms. Brost and Ms. Flanagan were in attendance to answer questions from Trustees. Trustees asked questions for clarification of specific issues, as follows:

- Page 8-10 – given that most high schools were unable to implement changes to class sizes until the second semester as a result of the funding received during the summer, how the reduction of two students per classroom was achieved - Ms. Brost responded that the reduction is related to the comparisons and the way they were calculated. Last year, only core subjects were included in the class-size survey. This year, although they refer to comparable data, it is in fact not comparable data and is only as close as

they can get. This year, the Calgary Board of Education has also included pull-out groupings and special education students which may also have reduced class sizes. Schools are also very conscious of reducing class sizes in ways that make better opportunities for students and may have implemented changes that reduced class sizes.

- Whether the funding received by the Calgary Board of Education to reduce class sizes was spent solely to reduce class sizes, or in other ways in schools, or held back to reduce class sizes in the second semester – Dr. Croskery responded that there is not a clear answer to that question but that his understanding is that the intent was to be in full compliance with the government's requirements. Part of that answer can be given by Superintendent Clark in terms of staffing and another part falls under decentralized school funds where decisions on deployment are in the hands of principals who may have delayed decisions until this next semester. Ms. Clark added that the \$18.8 million in funding was rolled out based on student allocations and was very clearly earmarked for staffing, and schools submitted that to Human Resources. Those staffing plans may have been scheduled for implementation in the first or second semester.
- Administration's opinion on how close the Calgary Board of Education is to meeting the Alberta Commission on Learning recommendations, whether the additional funding in the next two years will allow the Calgary Board of Education to meet or be below those guidelines and, if so, how the funding will be strategically used to ensure that large discrepancies between particular schools do not exist, which may indicate an inequality in quality instruction within our system – Dr. Croskery responded to the latter comment and noted that there are occasions in schools where discrepancies in class size within a school or in comparison to other schools actually serves students and are appropriate. He provided an example where, due to the class size limit in the school, an English class was set up for three students. This impacts the class size for a system and appears rather unfair but, in reality, was favourable for those three students in that they would have received no English instruction without that class being offered. There are numerous similar decisions that can impact class size and appear to be very inequitable, but which need to be scrutinized on a school-by-school basis.

Ms. Brost pointed out that, in their information-gathering on class sizes, schools addressed the creative ways additional staff were used when there was no space to form another class or the timing was not appropriate. The uses of those teachers may not have reduced class size but did impact student learning; for example, a middle school that had an extra teacher with no extra classroom space deployed that teacher to assist in math instruction which was identified as an area of improvement in the school development plan. That teacher worked with small groups of students throughout the different math classes that were experiencing difficulty. If a teacher does not work with a particular group for more than 50 percent of the time, that would not be reflected in a reduction in class size averages but this initiative, in fact, had an impact on students.

Ms. Brost also highlighted that, on Page 8-2, chart at the top of the page, the \$18.7 million for 2004/05 enabled the Calgary Board of Education to provide approximately 250 full-time-equivalent (FTE) teachers to schools. The \$24 million identified for 2005/06 is not in addition to the \$18.7 million and will, in fact, be allocated to continue the funding for the 250 teachers provided in 2004/05. This will not allow for a similar increase in teachers in 2005/06 or 2006/07. She also noted that the funding is strictly allocated for teachers and cannot be allocated for other staff. With the funding for 2005/06 and 2006/07, the Calgary Board of Education will be able to work towards reducing average class sizes in those years but not to the same magnitude as this year. Ms. Brost also pointed out that the Calgary Board of Education meets the Alberta Commission on Learning guidelines for grades 7 to 9 and grades 10 to 12. This does not necessarily mean the system will not receive additional funding because the focus is on the primary grades and, in fact, work is underway to analyze where it may be appropriate to allocate the additional funding in future years.



- Page 8-4, location of the largest class of 104 students – Ms. Flanagan indicated that this is a music class (high school band).

MOVED by Trustee Cochrane:

**THAT the report with respect to the Summary of the 2004/05 Class Size Survey be received for information, in the form as distributed with the Agenda for the January 25, 2005 Regular Meeting of the Board of Trustees.**

The motion was  
CARRIED UNANIMOUSLY.

### **8.3 TRUSTEE INQUIRIES**

Mrs. Barkway indicated there were no inquiries for consideration at this time.

### **8.4 TRUSTEE NOTICES OF MOTION**

There were no Notices of Motion.

### **8.5 CONSENT ITEM**

Chair Dirks indicated that, if there are no objections to the item on the Consent Agenda, it will be deemed to be adopted. He received no objections and declared the recommendation adopted, as follows:

#### **8.5.1 LIAISON REPORT – CALGARY EDUCATIONAL PARTNERSHIP FOUNDATION**

**THAT the Liaison Report – Calgary Educational Partnership Foundation be received for information and for the record, in the form as distributed with the Agenda for the January 25, 2005 Regular Meeting of the Board of Trustees.**

### **9.0 MINUTES**

#### **9.1 REGULAR MEETING OF THE BOARD OF TRUSTEES HELD JANUARY 4, 2005**

MOVED by Trustee Bazinet:

**THAT the Minutes of the Regular Meeting of the Board of Trustees held January 4, 2005 be approved as submitted.**

The motion was  
CARRIED UNANIMOUSLY.

### **9.2 BUSINESS ARISING FROM THE MINUTES**

There was no business arising from the Minutes.

### **10.0 EMERGENT ITEMS FOR NEXT BOARD MEETING**

There were no emergent items for the next meeting.

The Board of Trustees recessed at 6:24 p.m. and reconvened at 6:44 p.m.

**11.0 IN CAMERA ITEMS**

The following individuals were in attendance for the in camera session: All Members of the Board of Trustees, Dr. Croskery, Ms. Barkway, Ms. Clark, Mr. Dart, Mr. Drysdale, Ms. Kuester, Mr. Scott, Ms. Verdiel, Ms. Wasylshyn, and Ms. Pearce.

In addition, the following individuals were in attendance to address Trustees and answer questions with respect to specific items:

- Mr. A. Smith, Director, Corporate Financial Services;
- Ms. J. Trylinski, Manager, Policy Development;
- Ms. C. Wellock-Bolt, Corporate Financial Analyst, Corporate Financial Services.

**RESOLUTION TO MOVE IN CAMERA**

MOVED by Trustee Cochrane:

**THAT the Board of Trustees move in camera.**

The motion was  
CARRIED UNANIMOUSLY.

During the in camera session, Chair Dirks received the unanimous consent of Trustees to the continuation of the meeting past the scheduled completion time of 8:00 p.m. to the conclusion of the Agenda.

**RESOLUTION TO REVERT TO PUBLIC MEETING**

MOVED by Trustee Lane:

**THAT the Board of Trustees move out of in camera and reconvene in public session.**

The motion was  
CARRIED UNANIMOUSLY  
(ABSENT: TRUSTEE COCHRANE).

**RESOLUTIONS TO ACTION IN CAMERA RECOMMENDATIONS**

MOVED by Trustee Bazinet:

**THAT the report from the School Fees Review Committee be received for information, in the form as distributed with the Agenda for the in camera session of the January 18, 2005 Regular Meeting of the Board of Trustees, and that this item be placed on a public Agenda for consideration at a future Regular Meeting of the Board of Trustees.**

The motion was  
CARRIED UNANIMOUSLY  
(ABSENT: TRUSTEE COCHRANE).

MOVED by Trustee Ferguson:

Action By

**THAT the report with respect to Legislative Changes to Compulsory Alberta Teachers' Association (ATA) Membership be received for information, in the form as distributed with the Agenda for the in camera session of the January 18, 2005 Regular Meeting of the Board of Trustees.**

The motion was  
CARRIED UNANIMOUSLY  
(ABSENT: TRUSTEE COCHRANE).

**13.0 ADJOURNMENT**

The Chair declared the meeting adjourned at 8:44 p.m.